

## **COMMUNITY DEVELOPMENT WORKER**



**Theory of change  
a "tree change"**



1 day

**Materials** Exercise book and pens. Post-it notes. Butcher paper. Markers.

Any change you want to make to improve people's lives is called 'development'.

To make a change to improve people's lives you need to plan what the change is that everyone wants to see and how it will be achieved. *Brukim tinging*.

And when you plan, everyone involved should begin by agreeing on a 'theory' of what the change is that everyone wants to see and how it will be achieved. In expensive English this is called a 'theory of change'.

A theory of change is a *tok piksa* of the change that everyone wants to see *tarangau lukluk kam daun*.



1

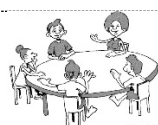
**A theory of change is a *tok piksa* of the change that everyone wants to see**

In this coursebook we will learn one way to help everyone develop a theory of change for a project. You can put this *tok piksa* of the change that everyone wants to see on a poster *na putim long ples klia taim projek wok long ron*. If everyone agrees on the theory of change (and understands it) then the project is more likely to *karim kaikai*.



*Tok save* you can also use this method to help an organisation develop a theory of change for a program of projects (to achieve a mission) and for strategic planning (to achieve their vision).

1



## Activity

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

1

This coursebook is for Community Development Workers.

A Community Development Worker is someone who works with communities and groups and families to help them develop. They might be from *outside* - a health worker or extension officer or NGO officer or District officer *o kain olsem*. Or they might be from *inside* - a Pastor or volunteer or women's leader or youth leader or model farmer or Ward Development Committee members *o kain olsem*.



If you want to learn more about Community Development Workers and the work that they do, please visit [pngcdwstandard.com](http://pngcdwstandard.com). You can find out about the PNG National Standard for Community Development Workers and download lots of good training and resources to use.





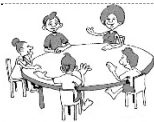
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Any change you want to make to improve people's lives is called 'development'. *Em nau yupela klia pinis.*

If you only need to do one activity to make the change, then the plan you need to make is called an 'activity plan'. But if you need to do lots of different activities to make the change, then the plan you need to make is called a 'project plan'.

When you plan a project, you need to get everyone who will be involved in the project *together* to help – especially the people you hope will benefit from the project (because they know best what help they will need). This is called 'participatory planning'. *Wanman projek emi no save karim. Olgeta mas tok mi papa bilong projek em mak bilong projek bai karim gut.*



### Activity

When you plan a project, you need to get everyone who will be involved in the project *together* to help – especially the people you hope will benefit from the project (because they know best what help they will need). This is called 'participatory planning'. Why is this the best way to plan a project?

2





Participatory planning is a good idea because:

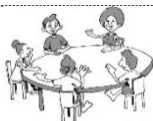
**The project will be better designed.** Projects often fail because only some people in a community decide what the project will be about and how to do it. However, if everyone helps decide what the project will be about and how to do it then the project plan will be a better project plan.

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

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

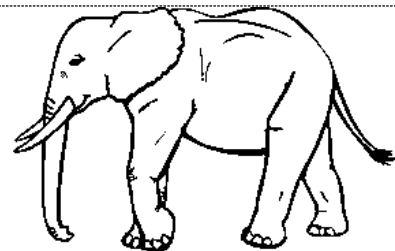
**It is easier to get outside assistance.** A participatory project is where everyone helps develop and implement the project. The Government and other donor organisations (and banks) know that participatory projects are more likely to work out. *Ol tu ol les long troimwe koins nating.*

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



### Activity

One reason why participatory planning is best is because the project will be better designed. With your colleagues, read the story below. It is a traditional story from Thailand. A *tok bokis*. Discuss what you think the message is?



2

A group of blind men heard that a strange animal, called an elephant, had been brought to the town, but none of them were aware of its shape and form. Out of curiosity, they said: "We must inspect and know it by touch, of which we are capable". So, they sought it out, and when they found it they groped about it. In the case of the first person, whose hand landed on the trunk, said "This being is like a thick snake". For another one whose hand reached its ear, it seemed like a kind of fan. As for another person, whose hand was upon its leg, said, the elephant is a pillar like a tree-trunk. The blind man who placed his hand upon its side said, "elephant is a wall". Another who felt its tail, described it as a rope. The last felt its tusk, stating the elephant is that which is hard, smooth and like a spear.





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



When you plan a project, you need to get everyone who will be involved in the project *together* to help – especially the people you hope will benefit from the project (because they know best what help they will need). *Em nau yupela klia pinis.*

Another important principle of development is that if we are not careful, development only benefits the rich and powerful. PNG needs to make sure that development projects also benefit those people who normally miss-out or are left behind.

Development that also benefits the people who normally miss-out (and helps them catch-up to the rest of us) is called 'inclusive' development. There are three big reasons why 'inclusive' development is important:

3

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.*

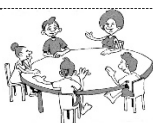
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*Na tu,* it matters because *bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran.* *Em bai olsem.* People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. *Hangre tu save mekim.* They can become dependent on other people and the Government. *Yumi ol lain long fran 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), and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward and catch-up.



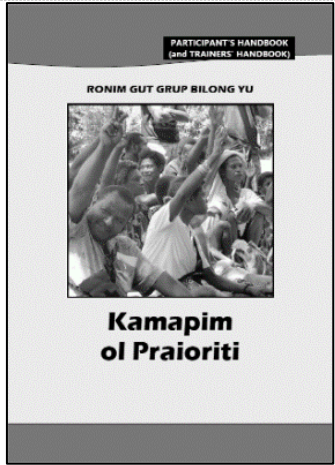


3



### Activity

Imagine you are explaining to leaders in a community why it is important that development projects also benefit those people who normally miss-out (to help them catch-up to the rest of us). What would you say so that the leaders understand why 'inclusive' development is important for everyone?



	<p><b>Las tok.</b> When you plan a project, you need to get everyone who will be involved in the project <i>together</i> to help – especially the people you hope will benefit from the project (because they know best what help they will need). <i>Em nau yupela klia pinis.</i></p> <p>This means you can't plan a project unless women are involved. This is because:</p> <p><b>1</b> Women know things that men don't know. Men know things that women don't know. If you plan a project without women and men together, then you have a huge blind spot (remember the elephant).</p> <p><b>2</b> Women and men both need to benefit from development. Any project should also benefit women (it should never ever make women fall further behind). Women need to be involved because they know best what help they will need.</p> <div style="display: flex; align-items: center; justify-content: space-around;">  <div style="text-align: center;"> <p>In PNG the <i>kumul</i> is flying with one wing. <i>Nogut yumi haidim.</i> If a bird flies with one wing, then it can't get off the ground (or it goes around in circles). <i>Tingim.</i></p> </div>  </div>
4	<p>Before you start to design your project, everyone needs to agree on what change they want to make.</p> <p>In <i>tok projek</i> the change you want to make is called the project objective. <i>As tingting bilong projek.</i></p> <p>There is good training to show a community organisation how to come up with priorities for making change (by first identifying their vision and missions, and then identifying what changes they want to make to achieve their missions). Go to <a href="http://pngcdwstandard.com">pngcdwstandard.com</a> and download the coursebook on the right.</p> <div style="display: flex; align-items: center; justify-content: space-between;"> <div style="width: 60%;"> <p><b>Bikpela tok</b></p> <p>A project objective should never be a thing. A sawmill or water tanks or a road or a lawn mower or a beehive or a resource center or a fish farm or a car <i>o kain olsem</i>. A 'thing' might help to improve people's lives, but the development you want to achieve is not the thing but the change it should help make to improve people's lives.</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>
4	<div style="display: flex; align-items: center; justify-content: space-between;">  <div style="width: 60%;"> <p><b>Discussion</b></p> <p>A beehive is a thing. But what could be the real reason (or reasons) that a family wants beehives? What could be the change to improve their lives that they want the beehives for?</p> </div>  </div>



4	<p>For example, if the idea is for water tanks (things) ask everyone what the water tanks are needed for? They might say that the water tanks are needed because there is not enough clean water. Good. The change everyone wants is more clean water to drink.</p> <p>But is more clean water to drink really the issue? There might be a deeper issue. The deeper issue might be that <b>people are not healthy</b>. Having enough clean water to drink will certainly help people to be healthy, but there are probably also other causes. For example, other causes might be that <i>ol pipol nogat gutpela save long</i> health and hygiene. Or it might be that there are poor Government health services. Or people don't have proper toilets. <i>Luk olsem</i> water tanks are 'things' that will help address just one of reasons why 'people are not healthy'. Just getting water tanks will help, but on their own water tanks are not enough to make the change. <i>Tingim</i>.</p> <p>If you know all the causes of the deeper issue, you can try and do something about all the causes so that you can actually make the change that everyone wants to see.</p> <p><i>Yumi raunim liklik tasol kam bek gen</i> a good project objective should identify the change that everyone wants to make to improve people's lives. The deeper issue. If you identify the deep issue, then everyone can identify deep solutions so there is real (deep) change. Everyone who supports (or funds) a project wants real (deep) change.</p>
4	<div data-bbox="272 1048 422 1167" data-label="Image"> </div> <p><b>Activity</b></p> <p>Below are three ideas for a project. They are 'things'. Have a go at identifying what the change could be that the 'thing' is needed for – the deep change. You don't know the full story – <i>olsem na traim tasol</i>.</p> <ol style="list-style-type: none"> <li>1. Build a bigger church.</li> <li>2. Fish farm</li> <li>3. New classroom</li> </ol> <div data-bbox="272 1406 1385 1581" data-label="List-Group"> <ol style="list-style-type: none"> <li>1. Build a bigger church (e.g., the deep change is to <i>strongim pasin lotu</i> in Ward 27).</li> <li>2. Fish farm (e.g., the deep change is for families to have more money)</li> <li>3. New classroom (e.g., the deep change is for children to get a better education)</li> </ol> </div>
4	<div data-bbox="272 1619 406 1868" data-label="Image"> </div> <p>A good project objective should identify the change that everyone wants to make to improve people's lives. The deeper change and not just a 'thing' <i>nau tasol yumi lukim</i>.</p> <p>And your project objective should also identify <i>husat stret</i> the project is trying to help. Development is about helping people. Which people?</p> <p>It might be obvious which people will be helped. But to make sure, you should always say clearly <i>husat stret</i> will be helped. <i>Olgeta haus lain</i> or women or drug-affected youth or children or people living with a disability or Ward 27 or honeybee farmers?</p>



If your project objective targets the deeper issue and it says *husat stret* the project is trying to help, then your project objective is a good one.

**If your project objective targets the deeper issue and it says husat stret the project is trying to help, then your project objective is a good one.**



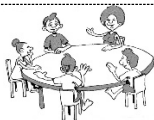
You now have a good target for your project. A project objective. *As tingting.*

The next thing you need to do is analyse the change you want to make. There are three tools you can use to help everyone *glasim gut tru pastaim.*

5

- ☒ **Problem analysis (causes map → effects map → problem tree)**
- ☒ **Strengths and weaknesses**
- ☒ **Opportunities and challenges**

5



#### Activity

Mary and Mike want to have beehives – so they can have more money to improve their lives. *Luk olsem* having more money for their family is the project objective. Nice. This project objective targets the deeper issue ('need more money') and it identifies *husat stret* the project is trying to help (their 'family'). What could be some of the different reasons why the family doesn't have enough money (e.g., what are the causes of the problem)?



5

- ☒ **Problem analysis (causes map → effects map → problem tree)**



Start with the causes map. A causes map helps everyone identify all the different causes of the problem. If you know all the causes, you can try and do something about all the causes (and fix the problem). *Tok save* this tool works best if you can draw the causes map on a poster or whiteboard. But if you can't draw it, then just discuss the causes of the problem instead *em tu orait.*

#### How to do a CAUSES MAP

1. Write the project objective as a problem at the **top** of a poster. Make sure it says what the deep issue (problem) is and *husat stret* the project is trying to help.



Knowing *husat stret* the project is trying to help makes it easier for everyone to identify the causes that really matter (for *husat stret* the project is trying to help).

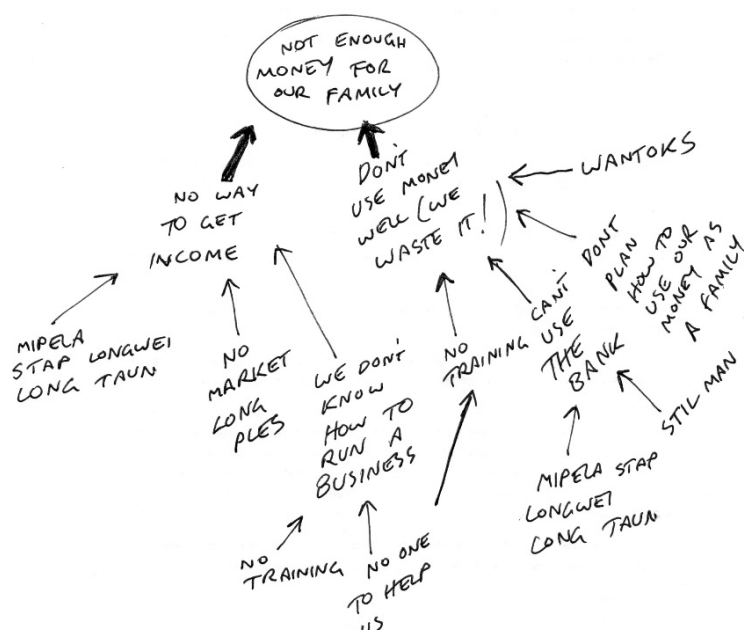
2. Ask everyone to brainstorm the main causes of the problem. *Wanem as bilong dispela hevi i kamap?*
3. Write the main causes that everyone identifies underneath the problem.
4. Next, go through each main cause one at a time and ask everyone what causes it. The roots of each main cause are called the underlying causes – and underlying causes will also have even deeper root causes *yu save*. Go deep. Use arrows to show the roots. Use lines to connect ideas that are similar. Circle important points. Don't worry if it gets messy. Everyone might identify new main causes *em tu orait*.
5. As you dig down and look at the roots of the problem, also discuss what the solutions might be. The causes map also shows that normally you need to do more than one thing to solve a problem – most problems have more than one cause (and more than one solution). *Tingim*.

For example, if the problem is "not enough money for our family" then an immediate cause might be "*nogat gutpela wei long kisim moni ikam insait*". Good. But ask everyone to dig deeper. Why don't you have a way to get income? They might say *mipela stap longwei long taun o nogat maket long ples o mipela nogat save long ronim bisnis*. Good. But keep digging. *Bilong wanem em olsem?* When you have dug down as deep as you can for *wanwan hap rut* go back to the top and ask everyone what the next main cause is and do the same thing. Keep going until you have the full story. The roots of the problem.


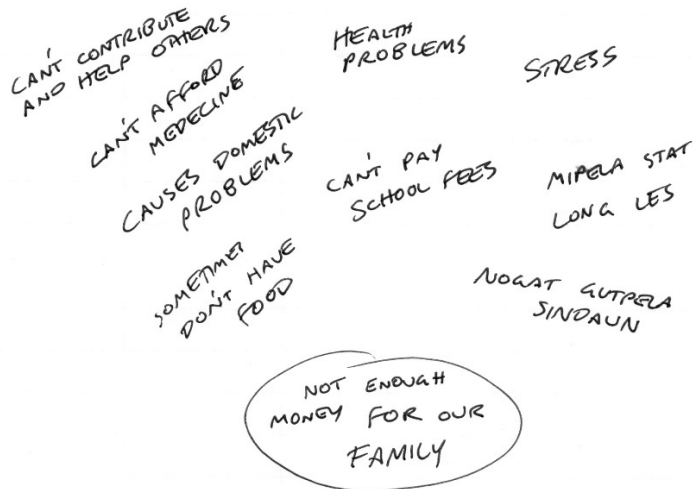




### Activity

Put yourself in the shoes of Mary and Mike. Have a go at doing a causes map for their problem 'not enough money for our family'. Below is an example – but your causes map will be different because no two situations are the same. This is why whenever you design a project plan the people who know the full story always need to be involved. *Tingim*.



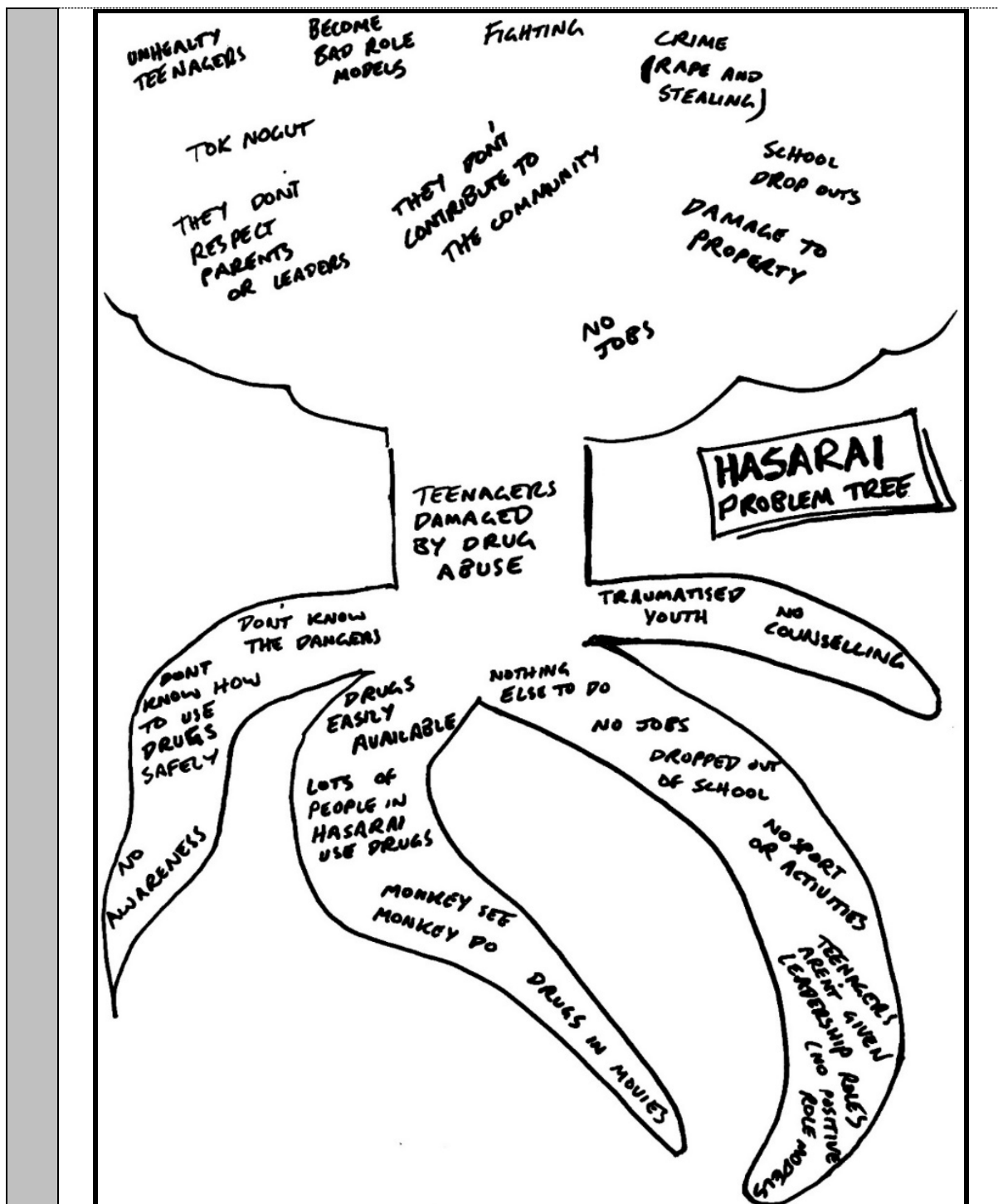


		When you finish the causes map, do the effects map.
		<b>How to do an EFFECTS MAP</b>
5		<p>Help everyone identify the effects or consequences of the problem. <i>Em i kamapim wanem kaikai nogut?</i> Get everyone together to brainstorm. <i>Ges paia</i>. This tool also works best if you can draw the effects map on a poster or whiteboard. But if you can't draw the effects map then just discuss the effects of the problem <i>em tu orait</i>.</p> <ol style="list-style-type: none"> <li>1. Write the project objective as a problem at the <b>bottom</b> of a poster. Make sure it says what the deep issue (problem) is and <i>husat stret</i> the project is trying to help.</li> <li>2. Ask everyone to brainstorm the effects of the problem. <i>Em i kamapim wanem kaikai nogut?</i></li> <li>3. Write the different effects that everyone identifies <u>above</u> the problem.</li> <li>4. Ask everyone questions to explore each effect. <i>Toktok gut. Brukim tingting</i>.</li> </ol>
5	 <p><b>Discussion</b></p> <p>Have a look at the effects map below. <i>Lukluk tasol</i>. This was done by Mary and Mike (and their children and Uncle Rob and Pastor David who dropped by for a cup of tea and was invited to help). Nice. The more points of view you have the better (remember the elephant).</p>	
		
6		<p>Finally, combine the causes map and the effects map by placing the two sheets of poster paper together – put the effects map on top and the causes map beneath. If you do this, then it is a whole picture of the problem – beneath are the roots of the problem and above are the effects – <i>kaikai nogut bilong en</i>.</p> <p>A development problem is like a fruit tree with sick roots. <i>Tingim. Wanwan rut givim sik long diwai nau diwai bai karim kaikai nogut.</i></p>



6	<div data-bbox="272 230 422 349" data-label="Image"> </div> <div data-bbox="443 235 555 271" data-label="Section-Header"> <h3>Activity</h3> </div> <div data-bbox="268 275 1093 427" data-label="Text"> <p>With your colleagues, imagine you are explaining to <i>ol lain long ples</i> how a development problem is like a fruit tree with sick roots. Use a picture of a tree (or hold a small bush) and explain to everyone what you mean.</p> </div> <div data-bbox="1109 230 1385 483" data-label="Image"> </div>
6	<p>A development problem is like a fruit tree with sick roots. <i>Wanwan rut givim sik long diwai nau diwai bai karim kaikai nogut. Nau tasol yumi lukim.</i> It helps to turn the causes map and effects map into a picture of the problem. <i>Long mekim klia stret.</i></p> <div data-bbox="630 683 1026 719" data-label="Section-Header"> <h3>How to do a PROBLEM TREE</h3> </div> <p>Turn the causes map and effects map into a problem tree. It is very important to get the problem tree about right – developing a good project plan depends on it. When you prepare the problem tree, do the following:</p> <ol style="list-style-type: none"> <li>1. Start by putting the priority problem in the middle of a tree trunk. The priority problem should be a people-centered problem. <i>Em nau yupela klia pinis.</i></li> <li>2. Put the effects of the problem in the canopy of the tree.</li> <li>3. Beneath the trunk are the roots. The roots are the causes of the priority problem – <i>as bilong dispela hevi i kamap.</i> Identify the <u>main causes</u> from the causes and effects map. Then for each main cause draw a root. Inside the root, write the main cause at the top and the causes of the main cause (and related causes) beneath it. Don't have too many main causes – you will often find that a number of main causes can be grouped together. In the end, what you want is a tree with only a few roots (2 or 3 or 4 is a good number).</li> </ol> <div data-bbox="1066 1021 1380 1456" data-label="Image"> </div> <p>The tricky part of developing a problem tree is coming up with the right roots. Sometimes the causes and effects map <i>bai soim klia</i>. But sometimes you will need to <i>plei plei</i> with the causes to <i>grupim gut ol hap stori</i>. What you want are two or three or four <i>bikpela hap stori bilong hau o bilong wanem dispela hevi i kamap</i>.</p> <p>If you can, get an experienced Community Development Worker to look at your problem tree to make sure it is okay, then do so.</p>
6	<div data-bbox="272 1805 422 1924" data-label="Image"> </div> <div data-bbox="443 1809 555 1845" data-label="Section-Header"> <h3>Activity</h3> </div> <div data-bbox="268 1850 1366 2002" data-label="Text"> <p>With your colleagues, have a look at the problem tree below. It is a problem tree done by Hasarai community from Siwai District, Bougainville. The community turned their causes map and effects map into a picture of the problem. Nice. <i>Lukluk tasol.</i></p> </div>








If everyone knows the real (deep) roots of the problem, they will know what needs to be done to make the change that everyone wants to see (the project objective). And if everyone knows *wanem kaikai nogut save kamaut long en*, then they also know what difference it would make if they achieved the change that everyone wants to see.

6

Knowing all the causes of a problem gives you the full story. If you don't know the full story, then your head is in the sand. The project might not be able to tackle some of the causes of the problem. Some causes might be too hard to tackle (at the moment), but it is still good to recognize them and know what needs to be done. Definitely.

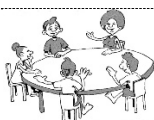


	<p><i>Tok save</i> if the problem (the project objective) that everyone identified is too large (and there are too many large roots), it might be better to turn one of the roots into the problem tree instead (and this will become the project). <i>Em tu orait.</i></p>				
					
7	<p>Now you have a picture of the problem. <i>Piksa tasol.</i></p> <p>While you have everyone <i>together</i>, it is also a good idea to look at what everyone's strengths are (the things or capacity that everyone already has that will make it easier to tackle what needs to be done).</p> <p>And it is a good idea to look at what everyone's weaknesses are (the things or capacity that everyone doesn't already have that will make it harder to tackle what needs to be done).</p>  <div> <input checked="" type="checkbox"/> <b>Strengths and weaknesses</b> </div>				
7	<div>  <p><b>Activity</b></p> <p>With your colleagues, have a look below at the strengths and weaknesses identified by Hasarai for the problem 'teenagers are being damaged by drug abuse'. How will it help Hasarai to know this information?</p> </div> <table border="1"> <thead> <tr> <th>STRENGTHS <i>Ol samting mipela gat pinis bai i mekim isi long stretim hevi</i></th><th>WEAKNESSES <i>Ol samting mipela inogat o sot long en bai i mekim hat long stretim hevi</i></th></tr> </thead> <tbody> <tr> <td>           We have a good peace and good order committee.            We have a good women's groups.            Church is strong.            Church has a youth group.            We have good leaders.            We have respect for leaders.            We have some good youth leaders         </td><td>           No young people on the peace and good order committee            We are not good at organizing sports for young people to play.            Parents don't budget money for school fees – young people drop out.            Many adults make homebrew.            We don't do <i>kastom</i> initiation anymore.            We don't respect youth 'drop-outs'         </td></tr> </tbody> </table>	STRENGTHS <i>Ol samting mipela gat pinis bai i mekim isi long stretim hevi</i>	WEAKNESSES <i>Ol samting mipela inogat o sot long en bai i mekim hat long stretim hevi</i>	We have a good peace and good order committee. We have a good women's groups. Church is strong. Church has a youth group. We have good leaders. We have respect for leaders. We have some good youth leaders	No young people on the peace and good order committee We are not good at organizing sports for young people to play. Parents don't budget money for school fees – young people drop out. Many adults make homebrew. We don't do <i>kastom</i> initiation anymore. We don't respect youth 'drop-outs'
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7	<p>And while you have everyone <i>together</i>, it is also a good idea to look at what opportunities there are (the things that are <i>outsait</i> that will make it easier to tackle what needs to be done if the project can take advantage of them).</p> <p>And it is a good idea to look at what challenges there are (the things that are <i>outsait</i> that will make it harder to tackle the problem unless the project can overcome them or 'manage the damage').</p> <p><b>Strengths and weaknesses are <i>insait</i> everyone who will be involved in the project.</b>  <b>Opportunities and challenges are <i>outsait</i> everyone who will be involved in the project.</b></p>				



☒ **Opportunities and challenges**

*Tok save* many CDWs combine the 'strengths and weaknesses' tool and the 'opportunities and challenges' tool. This is called SWOC (the first letter of each word). Sometimes they use the word 'threat' instead of 'challenges' - and call it SWOT instead. *Wankain*. It doesn't matter how you do it - but splitting 'strengths and weaknesses' and 'opportunities and challenges' makes it much easier.



**Activity**

With your colleagues, have a look below at the opportunities and challenges identified by Hasarai for the problem 'teenagers are being damaged by drug abuse'. How will it help Hasarai to know this information?

7

OPPORTUNITIES <i>Ol outsait samting bai i mekim isi long stretim hevi</i>	CHALLENGES <i>Ol outsait samting bai i mekim hat long stretim hevi</i>
Community policing program being offered to willing communities. ABG Community Sports program is starting. Interfaith congress in Arawa in June FODE centre starting at Siwai District station. Remote area (we can stop some drugs getting to our community) Government has kina for kina funding	No jobs in the area for young people Can't stop young people seeing movies that promote violence and drug use. No policemen or women in the area Police and Government don't seem to be interested in helping us tackle the problem. New <i>bia stoa</i> to open near to village

7

*Tok save* there are other tools you can use to help everyone analyse the problem. Many Community Development Workers also use PRA tools. PRA means **P**articipatory **R**ural **A**ppraisal (but everyone just says PRA or PRAP). PRA tools include timeline, seasonal calendar, asset inventory, services and opportunities map. *Kain kain*.

Don't worry too much about using these other tools until you get experience as a Community Development Worker. If you want to learn how you can use these other tools, there is a section called "PRA tools" attachment at the end of the two coursebooks we suggested you download earlier in this course. *Tok save tasol*.



8

The problem tree is a *tok piksa*. *Wanwan rut givim sik long diwai nau diwai bai karim kaikai nogut*. A development problem is like a tree with sick roots.

To fix the development problem, the problem tree needs to be turned into a **solution tree**. A solution tree turns the picture of the main problem (the problem tree) into a picture of a solution (the solution tree). All problems are solutions waiting to happen.





## HOW TO DO A SOLUTION TREE

To turn a problem tree into a solution tree, do the following:

1. Put the problem tree *long ples klia*.
2. Pull out the problem from the trunk of the problem tree and write it in a positive way in the trunk of the solution tree. Make sure it still targets the deeper issue and says *husat stret* the project is trying to help. And don't make the solution impossible to achieve. Don't say 'no teenagers damaged by drug abuse' say 'fewer teenagers damaged by drug abuse'.
3. Next, get everyone to look at the roots of the problem tree. Draw the same roots on the solution tree *tasol tainim* the main causes (*het bilong wanwan rut*) i kamap main solutions. The main solutions are what each root needs to put out into the solution tree. *Gutpela gris*. You may need to rewrite the main solutions a little, so they are a better summary of what each root needs to put out. Don't make the main solutions impossible to achieve – don't say 'no drugs available' say 'less drugs available'.
4. Next, look at the problem tree again and do the same thing for all the underlying causes in each root. *Ol hap rut igo daun*. *Tainim i kamap* solutions. If you want to start adding in new ideas (new solutions) for each root, then do so. Nice.

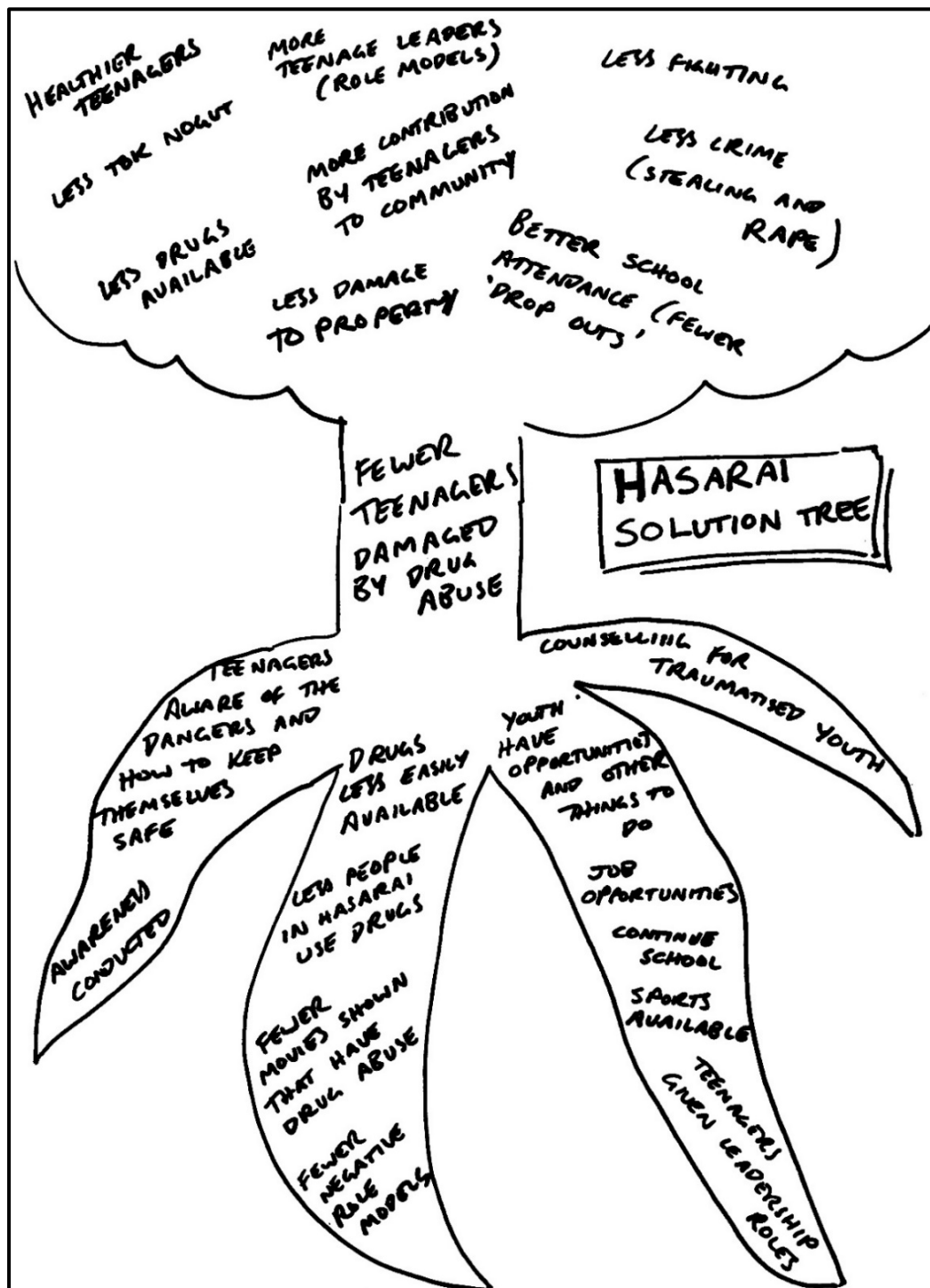


5. Lastly, look at the effects of the main problem. Pull out the effects of the problem and write them in the opposite way in the canopy of the solution tree. This is the *gutpela kaikai* that the solution tree should *karim* (if everything goes to plan).



### Activity

With your colleagues, have a look at how Hasarai turned their problem tree into a solution tree. *Lukluk tasol.*





## Bikpela tok

The solution tree fits together in the same way a project plan fits together. You already have the bones of a good project plan. *Luksave*:



In a solution tree, the main thing you want to achieve (the deep change) and *husat stret* you want to help is written in the middle of the trunk. In *tok projek*, the main thing you want to achieve (the key change) and *husat stret* you want to help is called the **project objective**.

**But you don't need to say "project objective" just say "as tingting".**

In a solution tree, the roots *together* should achieve the project objective (the key change). In *tok projek* what each root 'puts out' into the solution tree is called the 'output'. For example, if you look at the Hasarai solution tree you will see that "drugs less available in the community" is the output of one of the roots. But if you write the output so it says what will 'come out' of the root to help *husat stret* the project is trying to help then the output is called an **output outcome**. It is much better to write each output as an output outcome because it makes it clear what you really want each root to put out. What you really want from the output "drugs less available in community" is the outcome "teenagers are less exposed to drugs". *Tingim*.

**But you don't need to say "output outcomes" just say "wok kamap".**

All the connections in each root that together lead to each *wok kamap* gives ideas for activities that will help to achieve each output outcome. In *tok projek*, these activities are called **activities** (*wok*).

**But you don't need to say "activities" just say "wok".**

If everything goes to plan, the solution tree should *karim gutpela kaikai*. In *tok projek*, the **project outcomes** are the *gutpela kaikai* that should 'come out' of the project to help *husat stret* the project is trying to help. For example, if the project objective is 'fewer teenagers are damaged by drug abuse' then the project outcomes are the *gutpela kaikai* that help teenagers. In a project plan, there is often a second list called 'other project benefits' or 'other expected benefits' *o kain olsem* that lists the *gutpela kaikai* that should come out of the project for everyone else.

**But you don't need to say "project outcomes" just say "gutpela kaikai".**

9

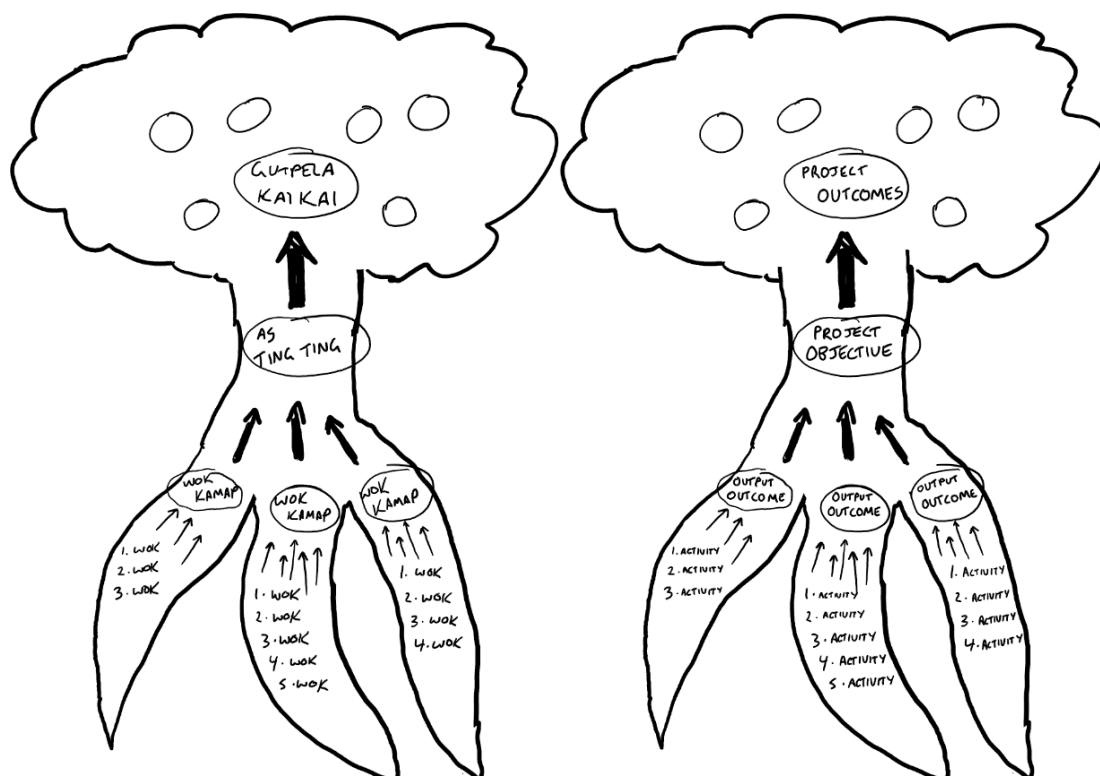


### Activity

Look at the two pictures below. Then read again the explanation on the previous page of how a solution tree fits together in the same way a project plan fits together. If anything is unclear discuss it with your colleagues.





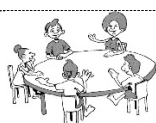


A good project plan is like a healthy solution tree:

- 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**

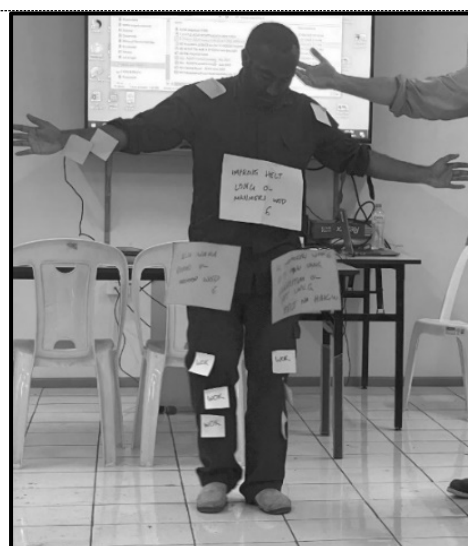
Long tok projek ol save tok olsem:

- 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**



### Activity

Time to have a go. Remember the causes map and effects map that Mary and Mike did earlier. Their problem was that they didn't have enough money for their family. *Tingim*. With your colleagues, put yourself in their shoes. Have a go at turning their causes map and effects map into a problem tree – and then turn it into a solution tree. *Luk olsem* there are two roots for their problem (and solution). You can do it on poster paper. Or, if you have post-it notes, make the problem tree and then the solution tree on a colleague (like in the photo on the right).







The next step for a CDW is to help the key people turn the solution tree into a **project tree**. Time to start putting the meat on the bones. There are three steps:

## STEP 1

Start by pulling out one of the roots from the solution tree. Write the *wok kamap* for the root at the top of the butcher paper. Now is a good time to write it as an output outcome (so it says what will 'come out' of the root to help *husat stret* the project is trying to help). And make sure it achievable achieve – don't say '*no drugs available*' say '*less drugs available*'.

Next, list the activities that need to happen to achieve the output outcome. Look at the root in the solution tree. Use all the ideas and activities but now is a good time to *tingim gut tru. Brukim tingting*. It is also a good idea to check the 'strengths and weaknesses' and 'opportunities and challenges' to get more ideas.

10

Try and make the activities clear and specific. For example, if everyone says that an activity is "training", then ask them what kind of training and who do they want to deliver it? Sometimes you can't be clear and specific – you may need to investigate *after* you have helped everyone to develop the plan.

At the end ask everyone to think again about whether there are any more activities needed to achieve this output outcome. Ask everyone:



If everyone says more activities are needed, then include them. When everyone is happy that the activities (if completed) will achieve the output outcome, then do the same thing for each of the other roots. Use a separate sheet of butcher paper for each root. Take your time. It can take a whole day. *Tingim gut tru. Brukim tingting*.

10



### Activity

Pretend you are turning the Hasarai solution tree into a project tree. Do step 1. The Hasarai solution tree has four roots: (1) Teenagers aware of the dangers and how to keep themselves safe. (2) Drugs less available (teenagers are less exposed to drugs). (3) Youth have opportunities and other things to do. (4) Counselling (less traumatized teenagers). With your colleagues, have a go at listing down the activities that will be needed to achieve each of the output outcomes. You are not from Hasarai. Just have a go. *Traim tasol. Pilim*.



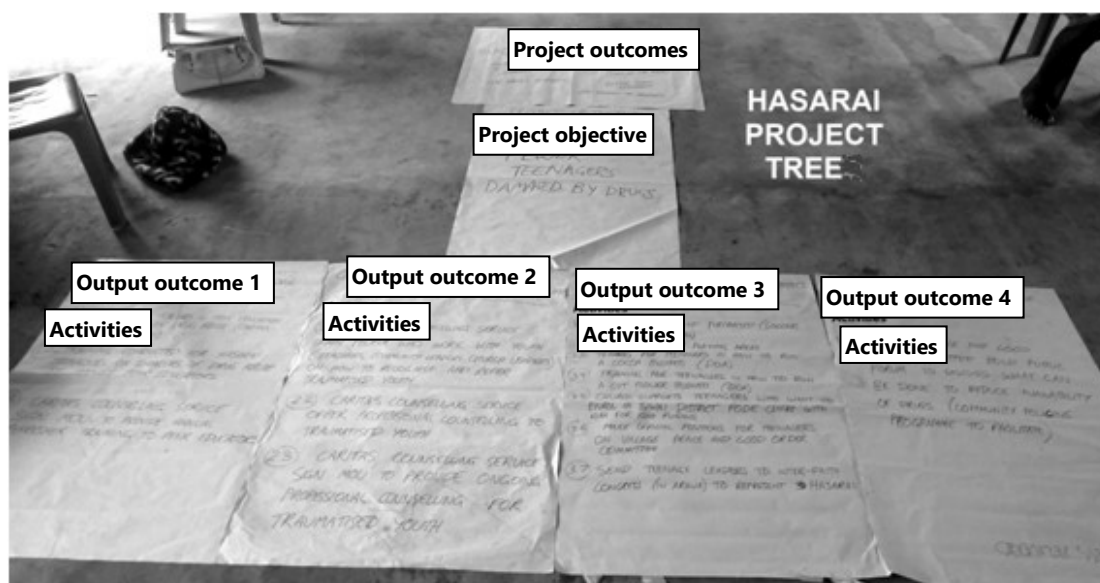
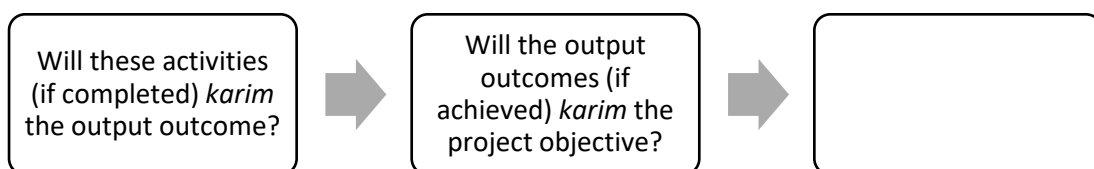


## STEP 2

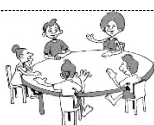
You have finished step 1. Next, place another sheet of butcher paper above the roots of the project tree and write the project objective on it. This butcher paper is the trunk of the project tree (so put it in the middle so it looks like a trunk). Then ask everyone if the output outcomes *together* will *karim* the project objective? Are any more roots needed to achieve the project objective? Is there a root that is not necessary? Have we missed out on a root that should have been included?

For example, when Hasarai did step 2, someone suggested that to achieve the project objective there needed to be a 'youth drop-in center' (or written as an output outcome this would be 'youth have a safe place to meet-up' *o kain olsem*). In the end everyone decided it wasn't necessary. But if everyone decides a new root is necessary, then go back and work out the activities that will be needed to achieve the output outcome. And include the new sheet of butcher paper in the project tree.

11



11



### Activity




Pretend you are from Hasarai. Turn their solution tree into a project tree. Do step 2. *Traim tasol. Pilim.*

12

## STEP 3

Finally, get a new sheet of butcher paper and write down the *gutpela kaikai* from the solution tree. Put this above the trunk of the project tree. This is the *kru* of the project tree. Now is a good time to circle the *gutpela kaikai* that are project outcomes. Project outcomes are the *gutpela kaikai* that should 'come out' of the project to help *husat stret* the project is trying to help. For example, if the project objective is 'fewer teenagers are damaged



	<p>by drug abuse' then the project outcomes are the <i>gutpela kaikai</i> that help teenagers. Project outcomes are the most important <i>gutpela kaikai</i> because they are what the project will be designed to <i>karim</i> (if everything goes to plan).</p> <p>Finally, ask everyone to think if there is any more <i>gutpela kaikai</i> that will be achieved if the project objective is achieved? And circle them if they are project outcomes.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Will these activities (if completed) <i>karim</i> the output outcome?</div> <div style="font-size: 2em;">➔</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Will the output outcomes (if achieved) <i>karim</i> the project objective?</div> <div style="font-size: 2em;">➔</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">If the project objective is achieved will it <i>karim</i> the expected benefits?</div> </div>
12	 <p><b>Activity</b> Pretend you are from Hasarai. Turn their solution tree into a project tree. Do step 3. <i>Traim tasol. Pilim.</i></p>
13	<p><b>SUSTAINABILITY PART 1 – <i>groim gut inap gutpela kaikai bai stap yet</i></b></p> <div style="display: flex;">  <div style="margin-left: 20px;"> <p>You have your project tree. But it is not finished yet. It is very important to think about how you could design the project so that <i>gutpela kaikai bilong en bai stap yet bihain long projek</i>. It would be a missed opportunity – not to mention a waste of time and money – if the benefits of the project were one-off.</p> <p>Ask yourselves: How can project activities be designed so they increase the chance that each root of the solution will be sustained?</p> </div> </div> <p>Look at the project tree with everyone. Look at each output outcome one at a time. Is there a better way to design the activities so that each output outcome will be sustained after the project finishes? <i>Gutpela gris bilong en mas flo yet.</i></p> <p>If you need to change or add activities to the project tree then do so. <i>Brukim tingting.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>For example, if an activity is for an outside organisation to come and train everyone about how to be a beekeeper – maybe a better way to do this is for an outside organisation to come and train local beekeepers <i>so that the local beekeepers can train other local people</i>. This approach means that there is more chance that the output outcome (beekeepers understand how to look after bees) can continue to <i>karim gutpela gris</i> after the project.</p> </div>
13	 <p><b>Activity</b> Look at the Hasarai project tree (below). You can turn it on its side so it looks like a table. This shows the argument for how the project will make a change to the lives of <i>husat stret</i> the project is trying to help. Which activities do you think will help the <i>gutpela gris</i> from output outcome 1 (teenagers are more aware of the dangers of drug abuse) to keep flowing after the project? Sustainability.</p>



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

*Luk olsem* in output outcome 1 the following two things will help the *gutpela gris* to flow from the root after the project is finished: (1) MOU signed with Caritas Counselling Services to deliver top-up training each year; (2) Using peer educators.





## RISK MANAGEMENT – *daunim birua*

14

You have your project tree. But it is not finished yet. It is very important to think about all the things that could go wrong with the project. If the project goes ahead, what might stop activities from being effective? Is there any effect from doing the activities you need to be careful of?



Identifying risks, then thinking of ways to reduce the *chance* of things going wrong and ways to “manage the damage” if they do go wrong, is called **risk management**.

14



### Activity

Think about projects you have been involved in or have heard about. What are examples of things that sometimes go wrong with projects?

14

Ask everyone to look at each activity in the first root of the project tree and brainstorm all the things that could go wrong. If the project goes ahead, what might stop the activity from being effective? Is there any effect from doing the activity you need to be careful of? It is a good idea to go through the weaknesses and challenges that everyone identified earlier as this may highlight things that could go wrong.

Look at each root. Is there a better way to design the activities so that the risks are reduced or so that you can manage the damage if the risk does occur? Are there things to include as activities – for example, having a health and safety briefing before starting work or a community *kibung* or maintenance training. Maybe you just need to make a note that an activity should happen in the dry season (not the wet season).

If you need to change or add activities or make notes on the project tree then do so.

14



### Activity

Below are the three activities from output outcome 1 (‘students have better school grounds’) from a school project to improve student learning. If the project goes ahead, what might stop these activities from being effective? Is there any effect from doing these activities you need to be careful of?

What activities could you include or change so that the risks are reduced or so that you can manage the damage if the risk does occur? *Brukim tingting*.

Activity 1.1: Trees and *kanda* cut for the fence.

Activity 1.2: Agreement with *papa graun* signed.

Activity 1.3: School fence built to stop community using school sports ground


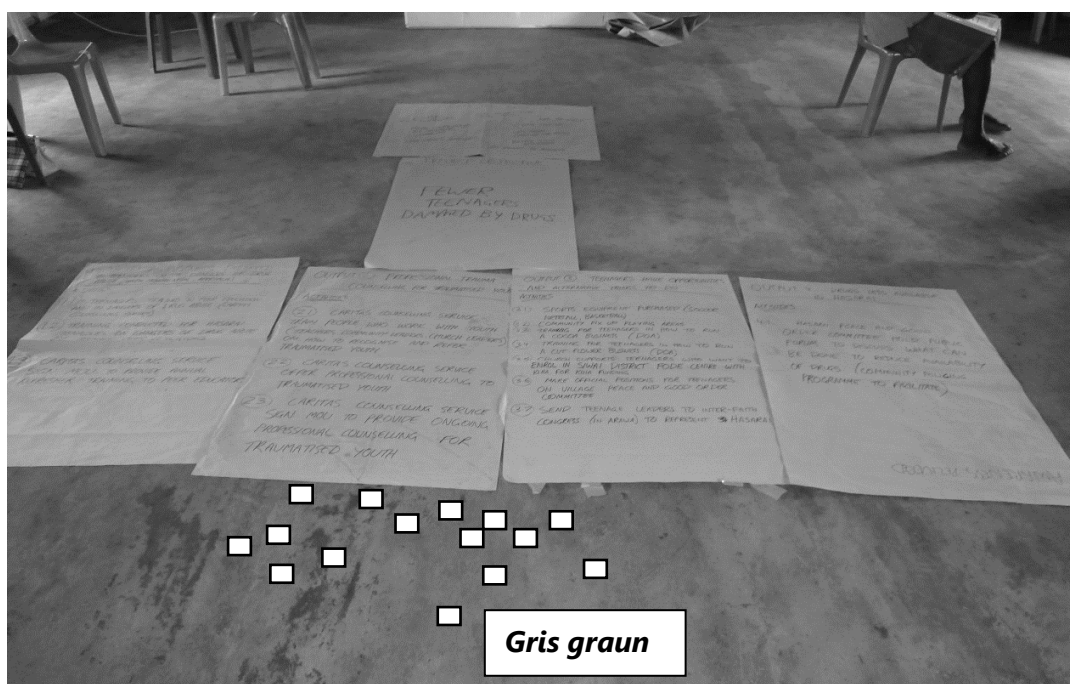




For example, good community support, good management, transparency (*kliā glas*), monitoring during the project (*wok long sekup*), good communication, prices to stay high for honey, no road closure, no law and order problems. *Kain kain*.

And if everyone decides they want to go back and change or add activities to the project tree then *nogat samting*. Do it. We will look at some ideas for what you should include in the *gutpela gris graun* later in the coursebook *olsem na stap isi pastaim*.

15



15

You aren't from Hasarai but put yourself in their shoes. *Gespaia*.

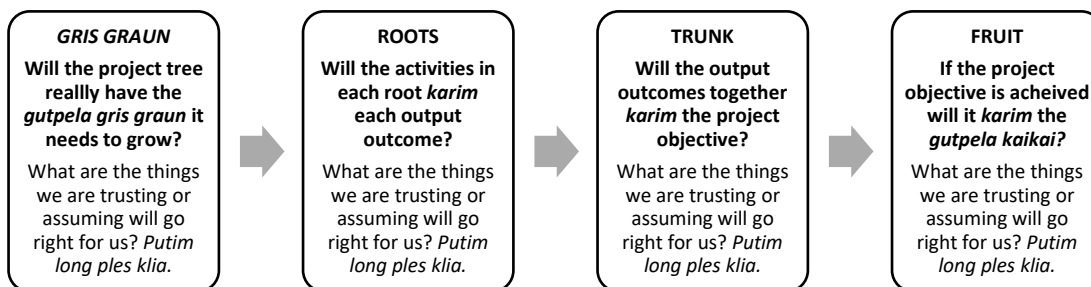
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## ASSUMPTIONS

If your project tree is full of *laki traim na gespai na mauswara* it won't grow. Look at your project tree. *Sanap na lukim gut*. Ask yourselves the following questions about each level of your tree (1) *gris graun* (2) roots (3) trunk (4) fruit.

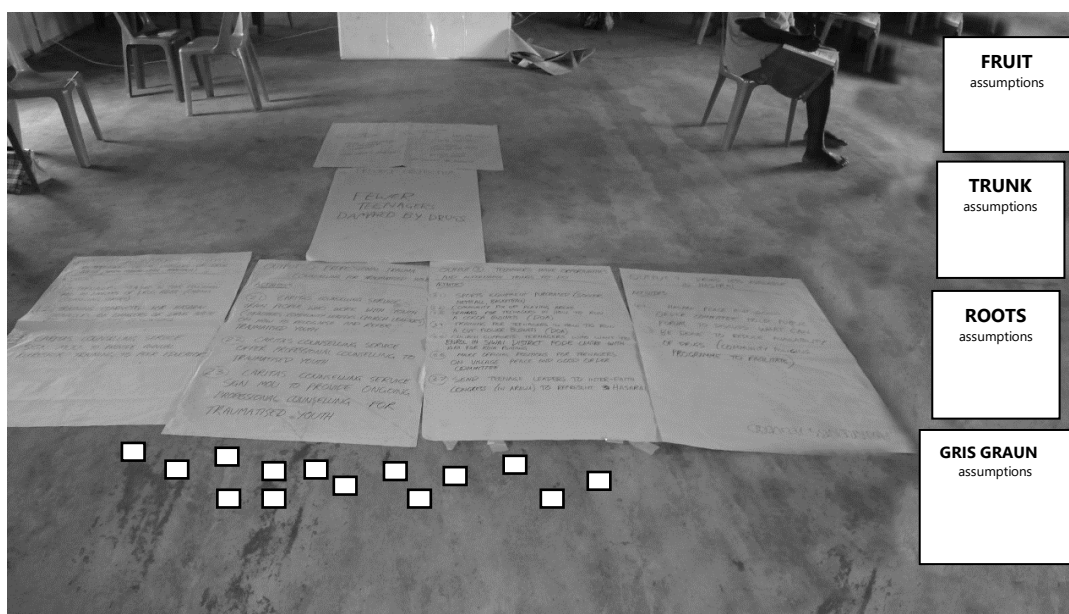


Next, get a piece of paper for each of the four levels and put them on the ground on the side of your project tree. For each level, write down the things that you are trusting or assuming will go right. *Putim long ples klia*. These are your assumptions.

If you implement the project, then *taim projek wok long ron* you can check on whether your assumptions were right – and make changes or learn lessons.



It is not wrong to trust or assume things will go right – we do it all the time. But it is important to *putim long ples klia* your assumptions – otherwise your head is in the sand.





**Activity**

Look at the Hasarai project tree again. You aren't from Hasarai but put yourself in their shoes. *Pilim*. Ask yourselves the following questions about each level of the Hasarai project tree (1) *gris graun* (2) roots (3) trunk (4) fruit.

**GRIS GRAUN**

Will the project tree really have the *gutpela gris graun* it needs to grow?

What are the things we are trusting or assuming will go right for us? *Putim long ples klia.*

➔

**ROOTS**

Will the activities in each root *karim* each output outcome?

What are the things we are trusting or assuming will go right for us? *Putim long ples klia.*

➔

**TRUNK**

Will the output outcomes together *karim* the project objective?

What are the things we are trusting or assuming will go right for us? *Putim long ples klia.*

➔

**FRUIT**

If the project objective is achieved will it *karim* the *gutpela kaikai*?

What are the things we are trusting or assuming will go right for us? *Putim long ples klia.*

Next, write down the things that you think *ol lain Hasarai* are trusting or assuming will go right. These are their assumptions. You aren't from Hasarai. *Traim tasol. Pilim.*





**SUSTAINABILITY PART 2 – *lukautim na grisim bek bihain long projek***

Finally, think about what you can do after the project finishes so that the project tree continues to *karim* (so that the positive change everyone wants to make continues).

Look at each root and discuss what everyone can do after the project finishes so that the *gutpela gris* continues to flow from each root. Use post-it notes *o hap pepa* and write down each of the things that everyone commits to do after the project finishes.

17





And look at the *gutpela gris graun*. For the project tree to keep growing after the project is finished, it needs *gutpela gris graun*. What are things that everyone can do after the project is finished so that the ground continues to have *gutpela gris*. One thing that will *groim gris graun* is a project evaluation so that everyone can learn lessons and then decide what to do to *groim yet*.

Put the post-it notes next to the *kru* of the project tree (as if they are leaves dropping to the ground). *Lukautim na grisim bek inap gutpela kaikai bai stap yet.*

**Activity**

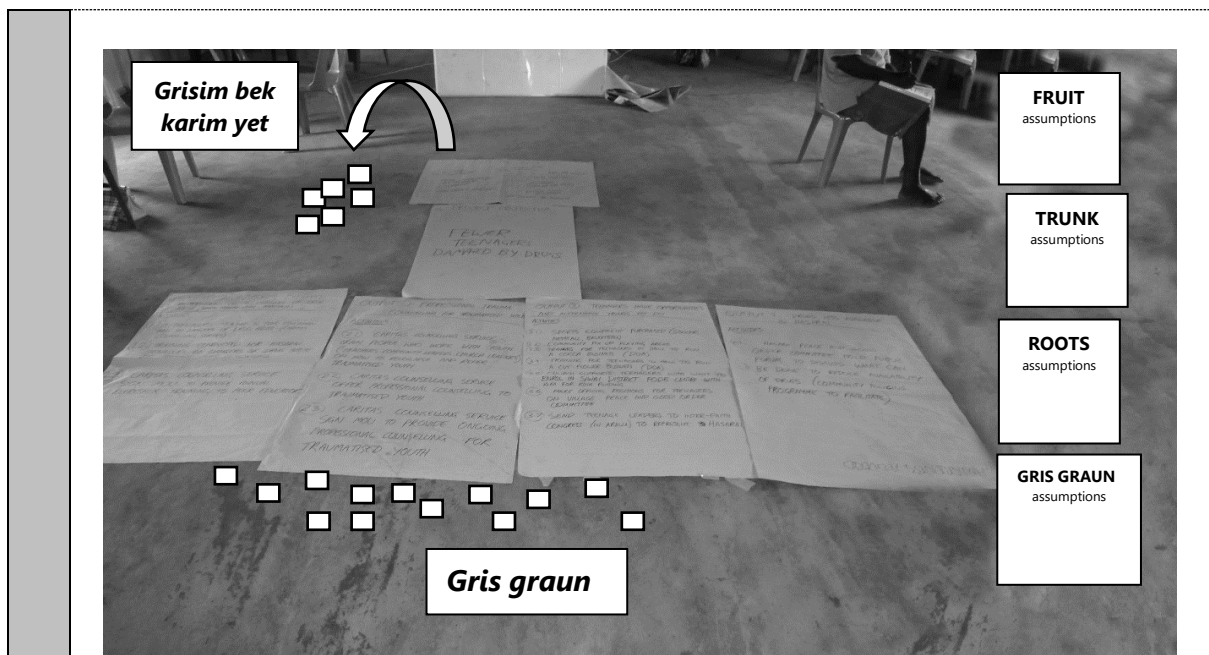
A theory of change is a *tok piksa* of the change that everyone wants to see *tarangau lukluk kam daun*.



**A theory of change is a *tok piksa* of the change that everyone wants to see**

Below is the theory of change that we have been developing in this coursebook. A "tree change". Discuss with your colleagues how you could use this *tok piksa*? *Nogut hat wok kapsait nating yu save.*



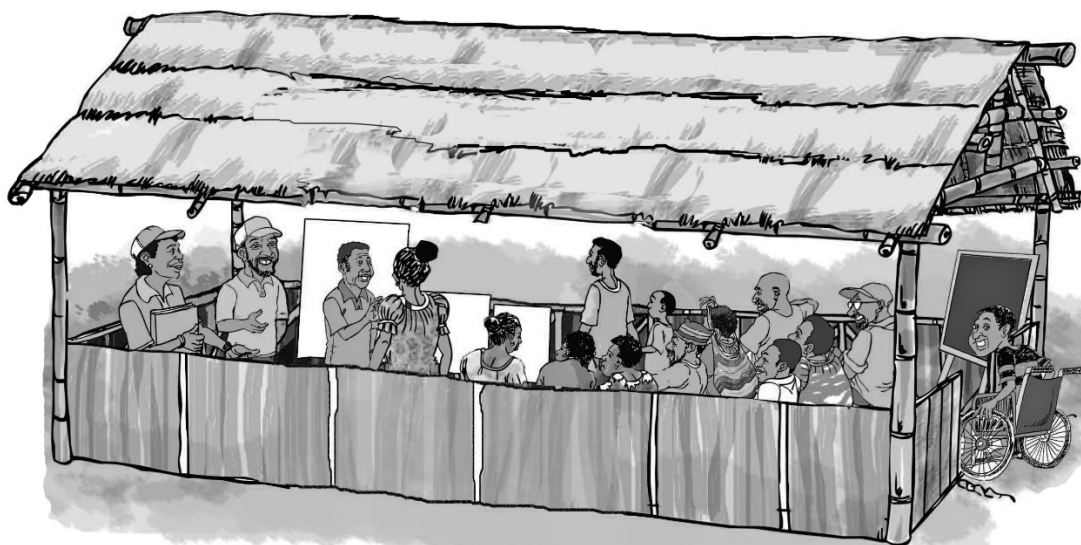


Well done! You have a theory of change. A “tree change”. Use it. Get a local artist to draw it. Take a photo. Turn it into a poster. *Putim gut long wanpela gutpela hap. Noken boilim na kaikai. Noken putim long liklik ofis. Noken tainim brus. Putim gut.*

And make sure you write down how you developed your “tree change” and who was involved (and take photos). Any funding organisation that might help you to grow your project will be very impressed. Funding organisations want to support real (deep) change. They know that if everyone involved understands the theory of change (because they helped develop it) then the project is more likely to *karim kaikai*. *Ol tu ol les long troimwe koins nating.*



18



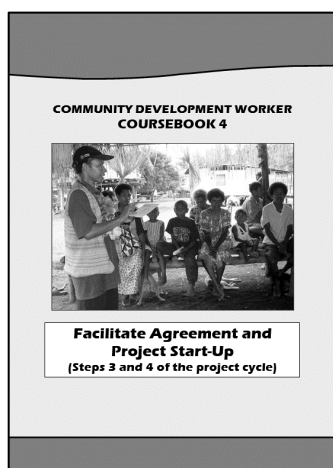
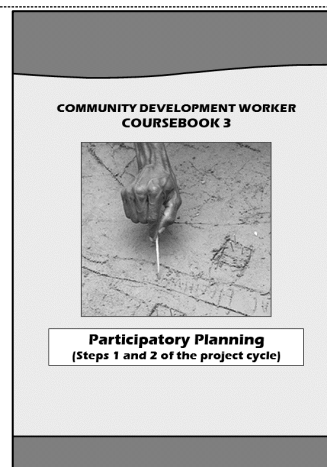




### Activity

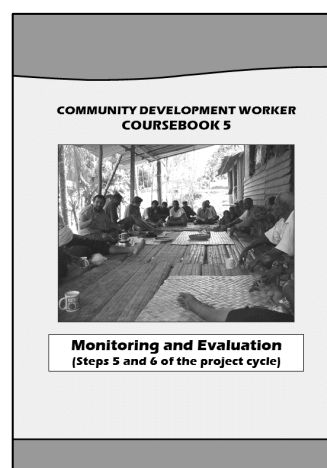
What is an activity schedule? What is a budget? *Nogut yupela klia pinis?*

*Bigpela tok.* Your "tree change" already has most of the information you need to write a project plan. But you still need to do an activity schedule and budget. To do an activity schedule and budget, look at each root (and the *gutpela gris graun*) and for each activity work out WHO (will be responsible), WHEN (it will happen), and WHAT (will be needed) – then add up the costs for what will be needed. To learn the full story of how to do participatory planning, how to write a project plan, and how to do an activity schedule and budget, go to [pngcdwstandard.com](http://pngcdwstandard.com) and download the coursebook on the right. This coursebook shows you step 1 and 2 of a project cycle.



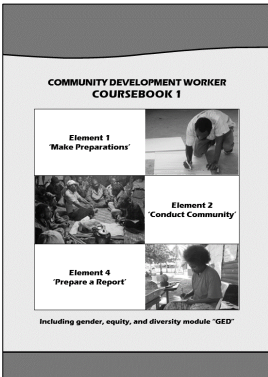
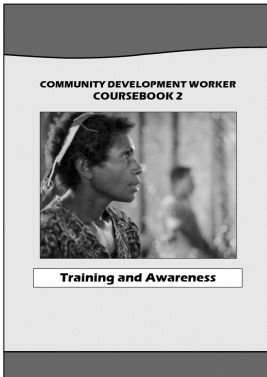
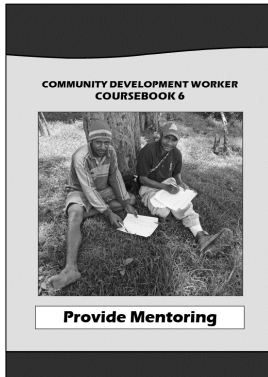
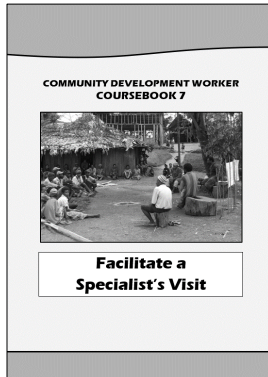
You can use your "tree change" to help you decide what agreements will need to be in place before you begin so that the project tree grows. And you can use it so that when you start-up the project everyone understands who will do what (and why). If you want to know more about how to develop agreements and how to start-up a project, go to [pngcdwstandard.com](http://pngcdwstandard.com) and download the coursebook on the right. This coursebook shows you step 3 and 4 of a project cycle.

You can use your "tree change" *taim projek wok long ron* to help everyone monitor the project (to see if it is on track). And you can use your "tree change" after the project is finished to help everyone evaluate whether the project achieved what everyone hoped it would achieve. If you want to know more about how to do monitoring and evaluation, go to [pngcdwstandard.com](http://pngcdwstandard.com) and download the coursebook on the right. This coursebook shows you step 5 and 6 of a project cycle. The six steps of a project cycle are what you need to do (with everyone) to grow a project tree *gut tru*.



If you want to learn more about Community Development Workers and the work that they do, please visit [pngcdwstandard.com](http://pngcdwstandard.com). You can find out about the PNG National Standard for Community Development Workers and download lots of good training and resources to use.

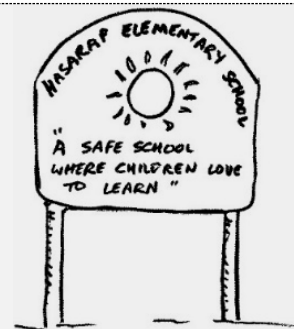


				
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*Tok save* the theory of change process we used in this coursebook can also be used to help an organisation develop a theory of change for a program of projects (to achieve a mission) or for strategic planning (to achieve their vision).

Don't get confused. *Tok projek* is different to *tok ogenaision*. But project planning and organisation planning are really the same thing.



In *tok projek* the target is called the project objective. As *tingting*.  
In *tok ogenaision* the target is called the organisation's vision. As *tingting*.

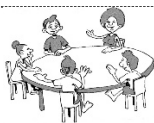
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In *tok projek* *het bilong wanwan rut* is called an output outcome. The *wok kamap* that each root needs to put out to achieve the project objective.  
In *tok ogenaision* *het bilong wanwan rut* is called a mission. The *wok kamap* that each root needs to put out to achieve the organisation's vision.

In *tok projek* the activities are what you need to do in each root to achieve the output outcome. *Ol wok long wokim long kamapim wanwan* output outcome.  
In *tok ogenaision* what you need to do in each root to achieve the mission are called your 'priorities'. *Ol wok long wokim long kamapim wanwan* mission.

In *tok projek* the project outcomes are the *gutpela kaikai* that should result if you achieve the project objective.  
In *tok ogenaision* the organisation's outcomes are the *gutpela kaikai* that should result if you achieve your organisation's vision. *Wankain*.

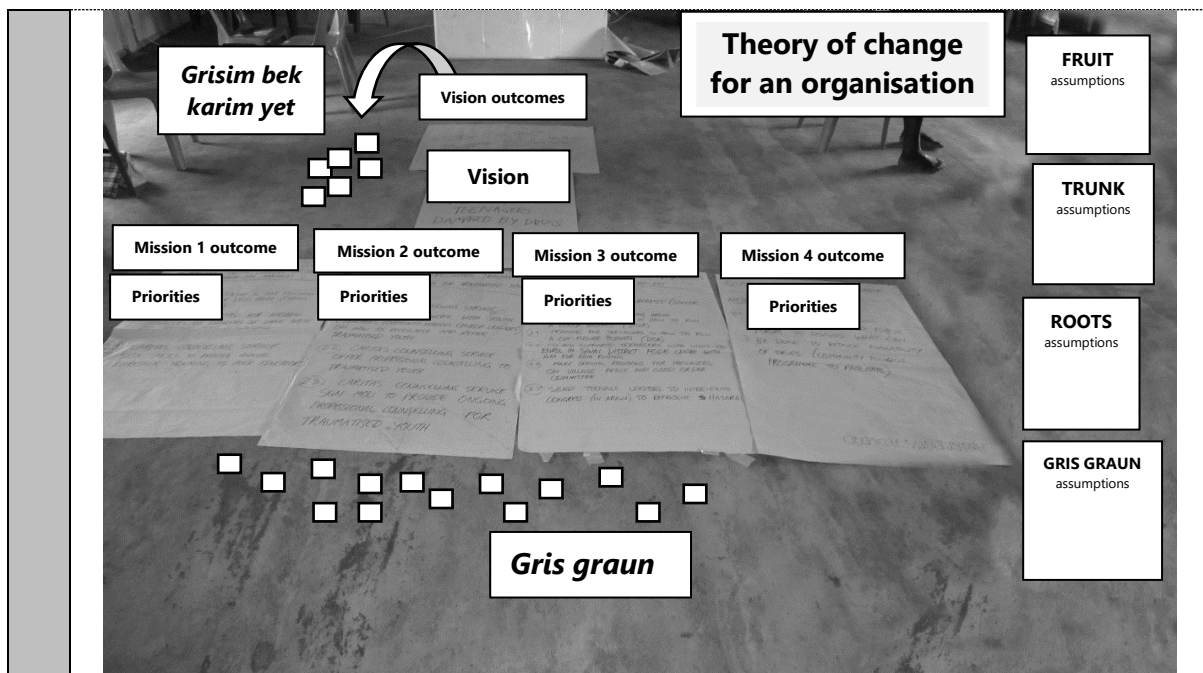
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### Activity

With your colleagues, look at the theory of change below. It is a theory of change (a "tree change") for an organisation. *Wankain samting*. Do you think it would help an organisation if all the members of an organisation developed this "tree change" together?





In *tok projek* the cycle that everyone needs to go through to grow their project tree is called a 'project cycle'.

In *tok ogenaision* the cycle that everyone needs to go through to grow their organisation tree is called an 'organisation cycle'.



To learn how to help an organisation to go through an 'organisation cycle', go to [pngcdwstandard.com](http://pngcdwstandard.com) and download the coursebooks below. These coursebooks show a Community Development Worker how to help an organisation to follow an organisation cycle, and how to help an organisation to put into practice the 8 key ingredients of an effective organisation (members, leaders, managers, purpose, planning, resources, *kastom*, rules).

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## Organisation strengthening training - *strongim gut grup bilong yu*





**Las tok.** There are six things you can include in your *gutpela gris graun* that will really help your project tree to grow. Put them in your project plan o *holim long tingting*.



Follow the six steps of a participatory project cycle. *Nau tasol yumi lukim. Gutpela gris graun bai pulap stret.*



Organisation strengthening training. *Nau tasol yumi lukim. Strongim gut grup bilong yu. Gutpela gris graun bai pulap stret.*



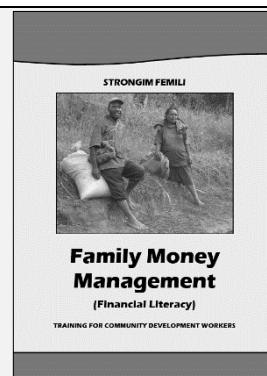
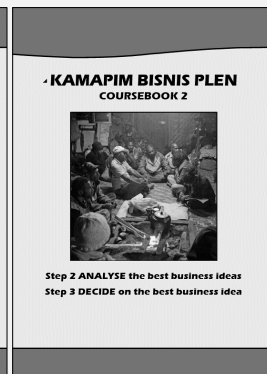
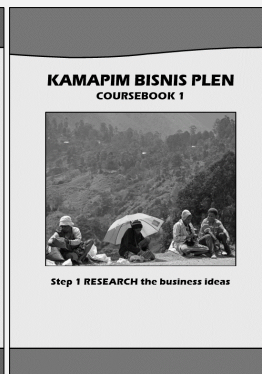
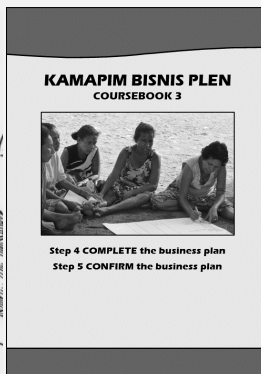
Develop *wok mak* for how to put into practice principles of good governance *taim projek wok long ron*. Fertilizer. See attachment 1.



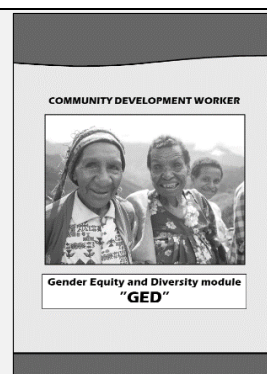
Develop a community participation and support plan. Do this when you are ready to start-up the project. See attachment 2.



For most projects you need money. If you don't manage your money properly *gris graun bai pinis*. If you go to go to [pngcdwstandard.com](http://pngcdwstandard.com) you will find the coursebook on the right. It will help everyone to understand financial literacy (good money management). And if you want to go to the next level, go to [pngcdwstandard.com](http://pngcdwstandard.com) and download the three coursebooks below. They will show you how to develop a business plan.



Projects that include women (and youth) and encourage them to participate are more likely to *karim kaikai* (remember the elephant). And projects where women (and youth) also benefit have the biggest impact for PNG. The *kumul* needs two wings to fly and the next generation needs to learn how to fly. Go to [pngcdwstandard.com](http://pngcdwstandard.com) and download the coursebook on the right. It will help your project to fly. *Gutpela gris stret.*





## Attachment 1 - Good governance plan

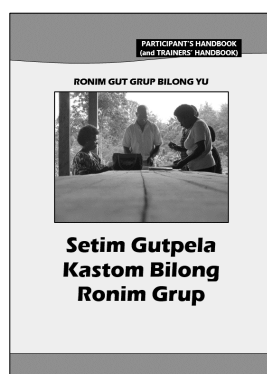
Governance means making decisions (and putting decisions into practice). In PNG we need groups and communities and families and NGOs and churches and companies and the Government to have good governance. *Yumi nidim stret.*

Good governance is hard, especially inside organisations where people are not used to working together, and between organisations that need to trust each other to achieve something. We are facing this now in modern PNG. Our traditional ways to *wokim na mekim gutpela disisen* are less effective inside organisations where people are not used to working together, and between different organisations that need to trust each other.

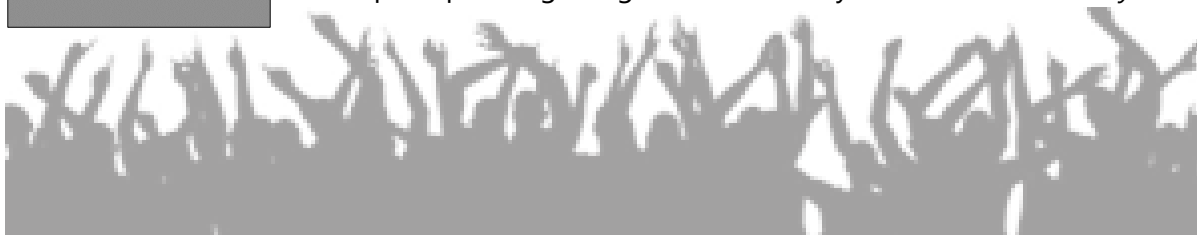
But there is good news. There are tried and tested principles that help organisations to have good governance. These principles are called principles of good governance. Sometimes they are called democratic governance or modern governance principles. *Wankain samting.*

The Government has identified six principles of good governance that it wants every organisation in PNG to make a part of their *kastom* – *Gavman ikam daun long ol komiuniti na grup long ples na femili tu*. These principles keep the peace between groups and people who don't normally work together. If you make these principles a part of the *gutpela gris graun* for your project tree, your project is more likely to *karim kaikai*. Fertiliser.

<b>PARTICIPATION</b>	<i>Pasin bilong wokim disisen wantaim na wokbung</i>
<b>INCLUSION (EQUALITY)</b>	<i>Pasin bilong halivim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela.</i>
<b>TRANSPARENCY</b>	<i>Pasin bilong mekim na putim olgeta samting long ples klia</i>
<b>ACCOUNTABILITY</b>	<i>Pasin bilong mekim 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>RESPONSIVENESS</b>	<i>Pasin bilong bekim tinging na askim na senis wantaim aksen</i>



To put these principles into your *gutpela gris graun*, go to go to [pngcdwstandard.com](http://pngcdwstandard.com) and download the coursebook on the left. This coursebook shows you how to come up with *wok mak* for putting into practice principles of good governance. This can be *wok mak* for your organisation (a good governance policy or a constitution) or they can be *wok mak* for a project or for a partnership agreement between one organisation and other organisations. *Tok save* there are more than six principles of good governance. This coursebook gives you options for other principles of good governance that you could include. *Yu yet.*





## Attachment 2 – Community participation and support plan

If the project you are doing will be involving a group or community, then a great thing to do to grow your *gris graun* is a 'community participation and support' plan.

The best time to do the community participation and support plan is when you are about to start the project. During 'project start-up' you need to get everyone involved in the project together to *set gut na statim wok*. You can find out how to do project start-up in a way that meets the PNG National Standard for Community Development Workers if you go to [pngcdwstandard.com](http://pngcdwstandard.com). To do a community participation and support plan, do the following:

- 1. Use your project tree. Ask everyone to look at the activities in the first root and brainstorm how to encourage community participation and support for the activities *taim projek wok long ron*.** Remind everyone to think about how to encourage people who are normally left behind or excluded (especially women and youth) to participate and get involved.
- 2. On butcher paper write down what everyone agrees to do to encourage community participation and support for the activities in the first root (output outcome 1).** These aren't things to include in the project plan (or the budget). These are extra things that the group or community commits to do.
- 3. Then do the same thing for the remaining roots (output outcomes).** At the end, put the butcher papers for each root *long ples klia* (on a notice board or wall) so that during the project it will remind everyone of what they agreed to do.

On the right are ideas that *ol lain Hasarai* came up with during 'project start-up' to encourage community participation and support for output outcome 4. Have a look at what they came up with. Doing a community participation and support plan gets everyone in the group or community excited. It is a chance to come up with new ideas (that aren't in the project plan) but which can make a huge impact on the success of the project. For example, the high school students from Hasarai decided they would write letters to the drug-affected teenagers to encourage them to *tainim bel*. In the evaluation at the end of the project, drug-affected teenagers said this was what helped them the most – knowing that their age-mates support them and wanted to help. Fertiliser. *Yu save*.

