

**PARTICIPANT'S HANDBOOK  
(and TRAINERS' HANDBOOK)**

**RONIM GUT WOD BILONG YU**



**Ward Priorities Planning**  
***Kamapim ol Praioriti***

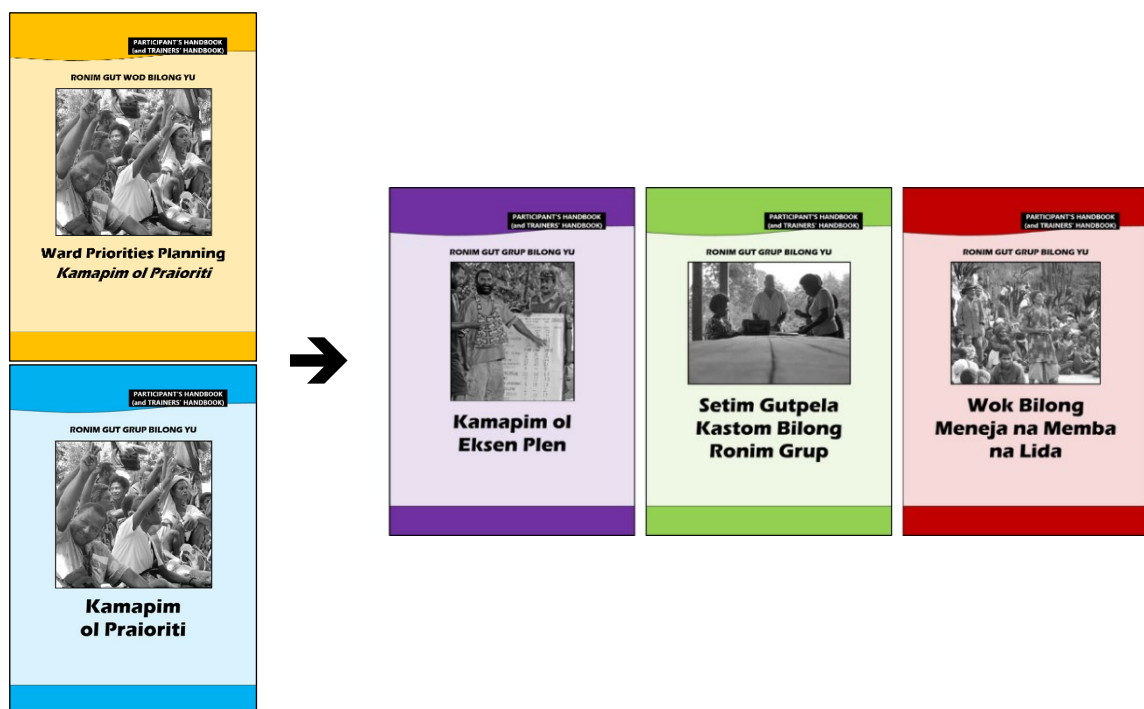


This coursebook is an updated version of the Ward Development Planning handbook, developed by CARE PNG and the PNG Department of Provincial and Local-level Government Affairs (DPLGA), and endorsed by the DPLGA in 2016. This handbook shows Ward Development



Committees how to help their ward to identify priorities for development – priorities to put into practice themselves with their own ward resources (road A) and priorities that need outside help to achieve (road B). If a ward can demonstrate it is putting into practice its own road A priorities, then it is easier to get help from outside organisations for road B priorities.

The training series shown below is designed to guide any community organisation (wards, family businesses, youth groups, farmer groups, women’s groups, sports clubs, church groups) to run their organisation over a five-year cycle, and in a way that builds trust within and between groups. Each training handbook is practical and step-by-step. You can download these training handbooks from PNGCDWSTANDARD.COM, along with other training for community organisations (e.g., how to develop a business plan). If your organisation is a ward, then begin with this coursebook first (Ward Priorities Planning).



This training series was prepared by Christopher Gard, with support from CARE PNG and the Australian Centre for International Agricultural Research. Permission is given to use these coursebooks in part or in full, provided they are not sold for profit, and so long as the source is acknowledged. This training series can be used to directly train community organisations, if there is good follow-up mentoring. However, the best way to use this training series is to train **Community Development Workers** to then work with community organisations and show them what to do. A CDW is anyone who works with and in communities to facilitate development (e.g., pastors, ward committee members, women leaders, government officers, extension workers, liaison officers, retired public servants, grade 12 leavers). You can download training for Community Development Workers from PNGCDWSTANDARD.COM

## Table of contents

	Table of contents
	Information for the trainer
<i>Toki go pas</i>	What is this training about?
STEP 1 Make Preparations	1.1 Prepare a work plan
	1.2 Discuss the work plan with key people
STEP 2 Ward Planning Meetings	2.1 Explain what the meeting is for and what will happen
	2.2 Confirm the ward's vision and missions
	2.3 Analyse the development situation for each mission and identify priorities
	2.4 Explain what will happen next
STEP 3 Prepare and Submit Ward Priorities Plan	3.1 Work out overall ward priorities for each mission
	3.2 Prepare Ward Priorities Plan
	3.3 Confirm Ward Priorities Plan with key people
	3.4 Submit Ward Priorities Plan to the LLG
<i>Las tok</i>	How to do an annual update of your Ward Priorities Plan
	How to prepare a work plan for Ward Priorities Planning



*Luk save.* You can use the topic (above) ↑ to find the section you want. The topic is shown at the top of every page in each section.





This participant's handbook is also the trainers' handbook. This means that if you have been a participant in this training, then you can use the same handbook (this handbook) to train other people.

This course is designed to be delivered by trainers working in pairs – if possible, a man and a woman. This is because you and your co-trainer can give each other confidence and share the workload.

*Luk olsem* you are running this training to train members of a Ward Development Committee. However, community leaders and members from other community organisations (and other Ward Development Committees) can also attend. Definitely. It is always best to run training for community groups *long ples* so that it is easier for everyone to participate.

You might also be running this training to train Community Development Workers (e.g., pastors, ward committee members, women leaders, volunteers, government officers, extension workers, community liaison officers, grade 12 leavers) so they know how to *show* Ward Development Committees and other community groups what to do. *Em tu nais*.

More advanced participants can use this handbook as a workbook (distance education). Although distance education is easier, the learning outcomes will not be as strong. To use the workbook approach, download the facilitator's guide at [PNGCDWSTANDARD.COM](http://PNGCDWSTANDARD.COM)

### RECOMMENDED NUMBER OF PARTICIPANTS

The number of participants is up to the trainers. Ten participants are enough. If you are working with a partner, you should be able to handle twenty-five participants or more.

### HOW TO TEACH THE COURSE

Before the course visit the venue to check out what it is like. Work out how you and your co-trainer will split the training (who does what). Go through each topic and imagine how each topic will run – create a little movie in your head of what you want the training to look like! And practice so you are ready – have a go at activities you are not confident about with your co-trainer, so you get the hang of it.

At the start of the course give out a copy of this **handbook** to each participant (or at least a few copies of the handbook for each community organisation). This will be theirs to keep so that they can refer to it at any time.

At the start of the course, it is a good idea to do an icebreaker. At the start of the course all participants (and the trainer) feel anxious. **Icebreakers** are short activities you can use at the start of a training course to help people relax and get to know each other. Examples of icebreakers are included at the end of this handbook.

At the start of the course, you will also need to explain the **training objective**. The training objective is the purpose or goal. Be sure to write the training objective clearly on a poster and leave it on the wall during the training. The training objective for this course is:

### Participants will know how to help their ward do ward priorities planning

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

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

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

#### 'Review ball' (20 minutes)

Do the 'review ball' activity when it suits you. A good idea is to do it at the start of each day so you can revise everything in the course up to that point. The whole group forms a circle (or break the group into two circles). Ask a question about any topic so far in the course and then throw the ball to a participant to answer your question. After they answer the question, they need to ask their own question and then throw the ball to another participant to answer it. The activity ends when everyone in the group has had a turn. If a participant doesn't know the answer get everyone to help!



If there are experienced people participating in the course, then try and involve them as much as possible. Ask them whenever you can to **share** their thoughts and experiences.

### HOW TO TEACH EACH TOPIC



**The topic number and title are at the top of each page**

**1 hour** At the top a time indicates how long the topic should take. But sometimes it will take longer and sometimes less time.

**Materials** Sometimes there is a *tok save* at the start of the topic if there are any special materials to prepare before you teach the topic.


**Key questions for this topic** Next there are the **key questions** that you want the participants to be able to answer at the end. Tell the participants these questions at the start of the topic and write them somewhere *long ples klia* so that participants can refer to them during the topic. This will help the participants learn what you want them to learn.

## Information for the trainer

<p>1</p>	<p>Next is the <b>information</b> the participants need to understand. All of the information for each topic is broken into 'turns'. Each turn has a number on the left side of the page (for example this turn is turn '1'). While you are teaching turn 1, your co-trainer can prepare for turn 2. When they teach turn 2 you can prepare for turn 3. And so on. This is called a 'turns approach'.</p> <p>It is best to teach turn by turn with your co-trainer. But when you get more experience you can teach topic by topic (you teach one topic then your co-trainer teaches the next). Whether you teach turn by turn or topic by topic, make sure that you and your co-trainer cover all the information. Don't skip anything because you might skip something very important. All of the information in each topic is necessary for people to be able to understand the topic. Only when you become very experienced can you decide for yourself what information is necessary and what information is okay to skip.</p>
<p>1</p>	 <p>There are also <b>activities</b> and <b>questions</b> for the participants to do that are connected to the information in each turn. Sometimes they are included <i>before</i> the information in each turn and sometimes they are included <i>after</i> the information in each turn. Activities can take a long time if you don't control them so you will need to keep an eye on the clock and give time limits.</p>
	<p>The 'footprint' sign (look left and up) shows that one turn is finished, and the next turn has begun. Notice that the number on the left has also changed – this means we are now doing turn '2'. If your co-trainer has been teaching turn '1' then the footprint sign tells you that it is now your turn to teach turn '2'.</p> <p>2</p> <p>When you explain the information in each turn make sure it is very clear to the participants. This might mean you need to use pidgin (or local language). When you become very familiar with the information you need to teach you will be able to style things a little more. In time you will come up with your own training style.</p> <div data-bbox="1018 1267 1401 1473" style="border: 1px solid gray; border-radius: 15px; padding: 10px; width: fit-content; margin-left: auto;"> <p>Sometimes there will be a trainer's information box with ideas to help the trainer teach the topic.</p> </div>

When you come to the end of the information that participants need to understand you will find the key questions for the topic listed again. Ask the whole group these key questions. If the participants can answer the key questions, then the topic has been a success. Don't forget to see if the quiet participants also know the answers. This is a good time to go back over important information to clear up any misunderstanding.



	<p><b>Save moa yet</b></p> <p>Sometimes there is also an extension activity box. This contains extra information that is not essential. However, people who are interested can go through this in their own time. <i>Save moa yet.</i></p>
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### TRAINING JOURNAL

Keep an exercise book to write notes and comments in. This is called a training journal (or training diary). Use the training journal to write down any observations about what works and what doesn't work during the training, or any comments people have made about the training. This will help you to learn from experience so that you are able to improve the course and your training skills for next time.

Write down any questions people have asked that you could not answer. This will remind you to get back to them with the answer. It is very important to get back to people with answers to their questions (even if you have to say you couldn't find an answer) because it shows you respect them.

Write down the time and date you did each training, and how many people came to each training and their names. This is a valuable record that can be used to evaluate the course and to work out who should get a certificate at the end.

### MATERIALS THE TRAINER WILL NEED TO RUN THIS COURSE

You will always need the following materials whenever you teach this course:

- 1) A copy of this handbook for your own use
- 2) A copy of this handbook to give to each participant (or at least a few copies for each Ward Development Committee)
- 3) An exercise book to use as a training journal
- 4) Butcher paper and markers or a whiteboard and markers
- 5) Post-it notes, blue tack/sticky tape
- 6) An exercise book and pen to give to each participant



### SUGGESTED TRAINING SCHEDULE

You can teach this coursebook on its own. If you teach it on its own it should take 3 days, starting at 8.00am and finishing at 3.30pm. Or you can teach it together with *kamapim ol eksen plen*. If you want to teach both courses together (a good idea) then it will take six days. If you teach both courses together there will be a lot to get through. Start and finish on time. If you want to combine the two courses, then below is a six-day schedule that you could follow. Make sure you teach this coursebook first.



DAY 1	
8.00-10.30	START THE WARD PRIORITIES PLANNING TRAINING. BY THE END OF THE DAY, YOU SHOULD HAVE COMPLETED 'TOK IGO PAS' AND STEP 1 'MAKE PREPARATIONS'. AND YOU SHOULD HAVE STARTED STEP 2 'WARD PLANNING MEETINGS'.
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	
1.30-3.30	
DAY 2	
8.00-10.30	BY THE END OF THE DAY, YOU SHOULD HAVE JUST BEGUN HAP STEP 2.4 'EXPLAIN WHAT WILL HAPPEN NEXT'.
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	
1.30-3.30	
DAY 3	
8.00-10.30	BY THE END OF THE DAY, YOU SHOULD HAVE COMPLETED THE WHOLE WARD PRIORITIES PLANNING TRAINING AND DONE THE EVALUATION.
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	
1.30-3.30	
DAY 4	
8.00-10.30	START THE <i>KAMAPIM OL EKSEN PLEN</i> TRAINING. BY THE END OF THE DAY, YOU SHOULD HAVE COMPLETED HAP STEP 1.4.
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	
1.30-3.30	
DAY 5	
8.00-10.30	BY THE END OF THE DAY, YOU SHOULD HAVE COMPLETED STEP 2.
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	
1.30-3.30	
DAY 6	
8.00-10.30	BY THE END OF THE DAY, YOU SHOULD HAVE COMPLETED THE WHOLE <i>KAMAPIM OL EKSEN PLEN</i> TRAINING AND DONE THE EVALUATION. YOU SHOULD FINISH BY LUNCH BUT TAKE LONGER IF YOU NEED IT.
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	
1.30-3.30	



# TOK IGO PAS



↪ **What is this training about?**

# What is this training about?

2 hours

**Materials** Exercise book/pen for participants. Butcher paper. Markers. Coursebooks.

**Key questions for this topic**

What are the eight key ingredients of a good organisation?  
 What is road A? What is road B?  
 What two hats does a Ward Development Committee wear?





At the start of a training course, it is always a good idea to do a **prayer** and an **icebreaker**. Icebreakers you can use are included at the end of the handbook. And don't forget during the course to use energizers – especially after lunch. Energizers you can use are included at the end of the handbook.

Before you start, write the **course objective** on butcher paper, and put it *long ples klia*. And it is a good idea to set up a **word watch** butcher paper. This is where anyone at any time can write down words or things that they don't understand. When you get a chance, go over what participants have written down *long kliarim ol*.

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

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

1	 	<p><b>Brainstorm (10 minutes)</b></p> <p>Which organisations do you belong to? Call out whatever comes into your heads.</p>
1		<p>If people come together and organise to achieve something it is called an 'organisation'.</p> <p>The largest organisation in Papua New Guinea is the government. Everyone in Papua New Guinean is a member of the government organisation. The purpose of the government organisation is to <i>strongim sindaun bilong ol manmeri PNG</i>.</p> <p>Papua New Guineans are also members of many other organisations. For example, a clan or church or soccer club or <i>mama grup</i> or campaign group or farmer group or school P&amp;C or family business or association or health committee or ward. <i>Kain kain</i>.</p>

# What is this training about?



1



## General discussion (2 minutes)

What is a community organisation?

If people in a community want to come together and 'organise' themselves to achieve something in their community, then it is called a community organisation.

Community organisation *em ol grup long ples.*

Community organisations are also called community-based organisations (CBOs)

1



2



## Brainstorm (10 minutes)

What are the key ingredients of a good organisation? Call out whatever comes into your heads.

Every good organisation - whether the government or a church or a soccer club or a farmer group or a family business - has the same eight key ingredients:

2

When you explain each ingredient write the ingredient (the heading) on a piece of paper and ask a participant to hold it. Get them to stand in a line holding their ingredient.

# What is this training about?

## ① MEMBERS

*bilong mekim wok na kaikai long en*



## ② LEADERS

*bilong kirapim bel na givim stia*



## ③ MANAGERS

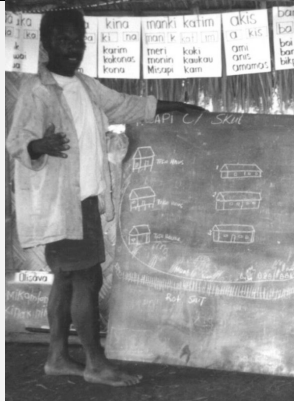
*bilong go pas long ronim grup*

*Siamanmeri na Deputi Siamanmeri na Tresara na Sekriteri na kain olsem. Long planti ol grup long ples ol meneja save mekim wok lida wantaim. Em orait. Tasol long ol bikpela ogenaiseson yu mas banasim lida nogut em mekim wok meneja wantaim bilong wanem nogut lida wok long menejim grup long benefitim em yet. Yu save.*



## ④ PURPOSE

*bilong makim hap grup laik wokabaut long en*



*Long tok ogenaiseson ol save tok vison na mison. Vison em i bikpela antap driaman bilong grup. Mison em ol bikpela het tok samting grup laik mekim long kamapim vison. Grup laik wokabaut wantaim long mekim wok nau, bai yu nidim vison na mison long makim klia wanem hap grup laik go long en.*

## ⑤ PLANNING

*bilong gaidim wokabaut*

*Vison na mison em makim hap grup laik wokabaut long en. Tasol bai yu nidim plen long gaidim wokabaut long winim hap yu laik wokabaut long en.*



# What is this training about?



## 6 RESOURCES

### *bilong inapim wokabaut*

*Olgeta ogenaiseson nidim risos manmeri. Igat risos manmeri bilong han (save lain bilong mekim samting wantaim lek na han). Igat risos manmeri bilong het (tingting kilim ol). Igat risos manmeri bilong lewa (ol lain bilong kirapim gutpela pasin). Na tu ogenaiseson save nidim fisikal risos (ol samting long holim long han olsem tul o ofis o pepa na kain olsem) na fainens risos (moni).*

## 7 KASTOM

### *long bihainim gutpela pasin*

*Long tok Inglis ol save tok principles. Principles em ol gutpela pasin bilong mekim wok. Mekim na putim olgeta samting long ples klia; sanap wantaim mama lo na gutpela kastom; olgeta wokbung wantaim; lukim yu wankain olsem narapela. Kain kain. Ol gutpela pasin bilong mekim wok mas kamap kastom bilong grup.*



## 8 RULES

### *long kontrolim wokabaut*

*Grup em mas bikpela moa long ol memba na meneja na lida. Grup mas i gat laip em yet. Wanem save givim laip long grup ino olgeta memba o meneja o lida. Nogat wanem save givim laip long grup emi mama lo na kastom bilong grup. Tingim klan. Em ol kastom na mama lo save holim klan strong. Ol memba save dai tasol kastom na mama lo bai stap yet long lukautim senis bilong yumi.*



1	MEMBERS <i>bilong mekim wok na kaikai long en</i>
2	LEADERS <i>bilong kirapim bel na givim stia</i>
3	MANAGERS <i>bilong go pas long ronim grup</i>
4	PURPOSE <i>bilong makim hap grup laik wokabaut long en</i>
5	PLANNING <i>bilong gaidim wokabaut</i>
6	RESOURCES <i>bilong inapim wokabaut</i>
7	KASTOM <i>long bihainim gutpela pasin</i>
8	RULES <i>long kontrolim wokabaut</i>

At the end go back to the start of the line of participants holding the names of each ingredient. One by one ask everyone else to explain what each ingredient means. When you are happy with each explanation, put the eight pieces of paper on the wall and leave them there for the rest of the training.



## What is this training about?

Think about the PNG government.

The **MEMBERS** of the government organisation are all Papua New Guineans.

The **LEADERS** of the government organisation are the men and women that we elect to represent us. *Wod Kaunsel igo antap long Praim Minista.*

The **MANAGERS** of the government organisation are the public service. The public service needs to be independent. *Pablik sevis mas noken wokboi bilong ol lain we yumi save votim ol.* If a government leader gets to control the public service, they might make sure the organisation is managed to benefit themselves. *Yu save.*

### If leaders get to manage they manage to stay leaders

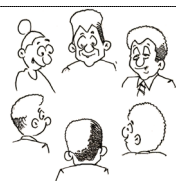
**PURPOSE.** The vision of the government is to *stretim sindaun bilong olgeta manmeri insait long PNG - ino olsem tasol wankain.* What the government wants to do to achieve this vision are its missions. *Tasol Gavman igat narapela tok ples gen. Ol no save tok mison ol save tok 'sekta'.* The education sector and health sector *na ol kain sekta olsem.*

3 **PLANNING** to achieve the government's vision and missions are done by the public service. The government has a five-year plan for how to achieve each of its missions. The education sector has a five-year plan - all government sectors have five-year plans. Then public servants break the five-year plan for each sector down into action plans. Action plans are annual plan and budget, and project plans.

The government has human and physical and financial **RESOURCES** which it can use to achieve its plans. The human resources are the leaders and managers and members. The physical resources are things like government buildings and cars and power lines and roads. The financial resources are money. The PNG government gets its financial resources mostly from tax. Everyone and every business that can must pay tax to the government to get the benefits of being a member.

The **KASTOM** the government *em ol gutpela pasin we yumi save tok Gavman mas bihainim.* These principles need to become the *kastom* of our government (*na tu ol narapela grup insait long PNG*). For example, transparency, accountability, equality, participation, *na ol kain kain antap toktok olsem.* We will look more at principles of good governance in another training.

The **RULES** of the government are our laws. The *mama lo* of PNG is the national constitution. The courts and police are there to help the members follow the laws.



#### Small groups (30 minutes)

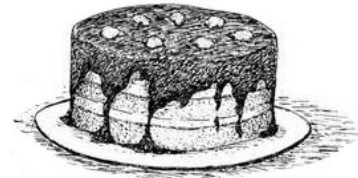
Most people in PNG belong to a church. Get into a small group with 5 or 6 people from your church. In many parts of PNG, the church is a good organisation that runs well. Think about your church. Look again at the eight key ingredients of a good organisation and think about whether your church has these ingredients. Be prepared to share your ideas.

# What is this training about?

At the end you will need to decide whether each group gets to present their ideas, or just one or two. If there is not much time, then it is best to just ask one group to present and at the end ask other groups if they have anything to add.

3

You can't make a cake if you don't have flour and butter and water and eggs and sugar and baking powder. You can have more ingredients to make the cake *swit moa*, but if you don't have the key ingredients, you can't make a cake. You can't be a good organisation unless you are trying your best to put into practice the eight key ingredients for a good organisation.



4

A ward is part of the government organisation. The Ward Development Committee's role is to help the PNG government with local service delivery. This is why your Ward Development Committee includes an elected government **Leader** (the *Wod Kaunsel*). One day your Ward Development Committee may also include paid government **Managers** like a Ward Recorder or a Ward Community Development Worker.

Every five years the PNG government wants Ward Development Committees to submit a Ward Priorities Plan which lists priorities for ward development that need outside help to achieve – *ol samting ino sais bilong wod yet long go pas na mekim*. If the government and its partners know what help wards need, they will be better able to meet these needs. This is called the Organic Law on Provincial and Local Level Government.

**BUT** 

But the PNG government also wants Ward Development Committees to coordinate local initiatives, using local resources, without the need for outside help. Self-reliance.

Every five years, when the Ward Development Committee submits a Ward Priorities Plan, it also needs to include priorities for ward development that the ward can do itself, using local resources, without the need for outside help. *Wod yet*. Self-reliance.

4



### General discussion (2 minutes)

What is a Ward Priorities Plan?

4

A Ward Development Committee helps the government with local service delivery **AND** a Ward Development Committee is also the board of management for your ward community organisation.

*Luk olsem* your Ward Development Committee wears two hats at the same time. Your role is to wear a government hat and your role is to wear a community organisation hat. Two hats. *Bikpela wok*.



# What is this training about?

When you say a Ward Development Committee wears two hats, put on two hats. Everyone will see what you are saying.

Every five years when your ward prepares a Ward Priorities Plan, the Ward Development Committee needs to conduct ward planning meetings to help everyone identify priorities for development that the ward can do itself without the need for outside help (this is called road A). *Ol praioriti rot A em bilong wod yet long go pas na mekim.*

And the Ward Development Committee also needs to help everyone identify priorities for development that will require outside help to achieve (this is called road B). *Ol praioriti rot B ino sais bilong wod yet long go pas na mekim nogat rot B em bilong givim go long LLG long traim na tu em bilong WDC long maketim raun long painim sapot.* The more the ward actions its road A priorities, the easier it will be for the Ward Development Committee to find support for road B. *Tingim.*



*Yumi raunim liklik tasol kam bek gen.*

This training will help your Ward Development Committee (and everyone else in the ward) understand why and how to prepare a Ward Priorities Plan.

There are three steps that you need to take every five years to prepare a Ward Priorities Plan.

## **STEP 1 MAKE PREPARATIONS**

## **STEP 2 CONDUCT WARD PLANNING MEETINGS**

## **STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN**



5

This training is the first in a series that shows community groups (wards, youth groups, farmer groups, women's groups, family businesses, sports clubs, church groups *na ol kain grup olsem*) how to put into practice the eight key ingredients of a good organisation as they run their organisation over a five-year cycle.

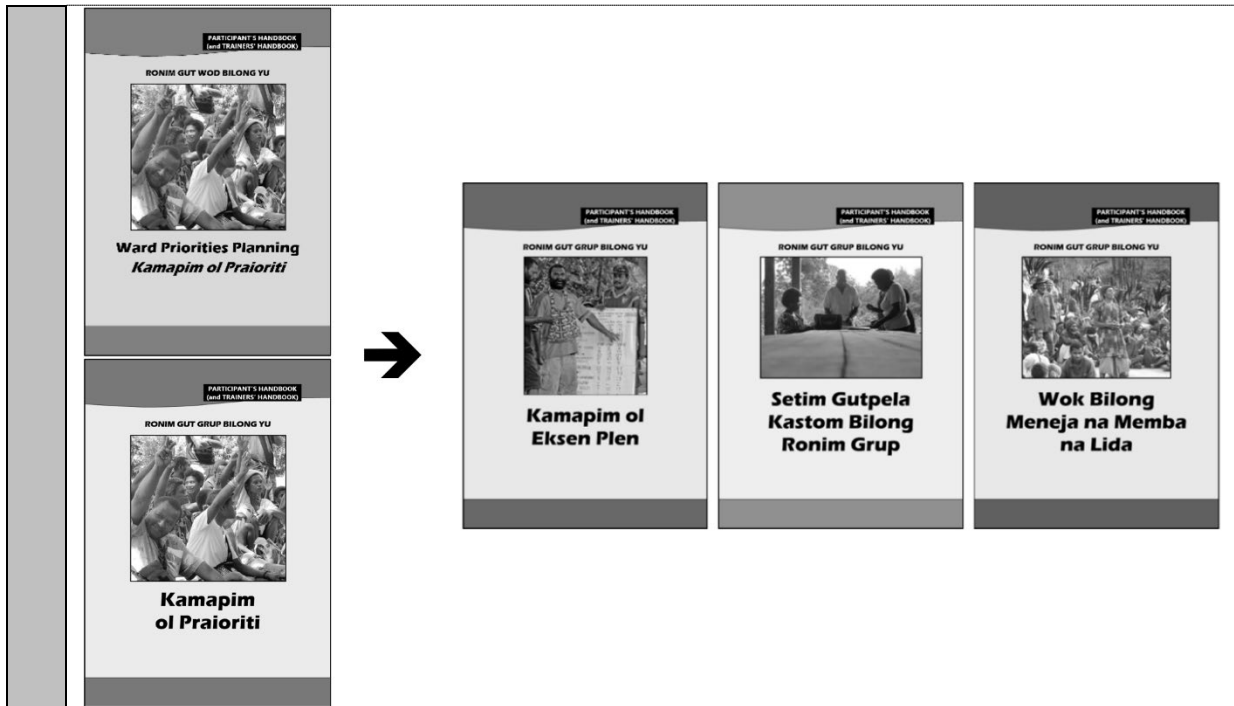
This training series shows community groups how to be well-managed, well-governed, and self-reliant – so they can put into practice their own road A priorities.

And it shows community groups how to apply to and work with outside organisations (government, churches, companies, resource industries, banks, NGOs) to get help with their road B priorities.





# What is this training about?



## Role Play (40 minutes)

Go outside. Pretend that you are all members of a community organisation. The trainer will identify four participants to become the Board of Management (BOM) - the Chairperson, the Deputy Chairperson, the Secretary, and the Treasurer. The BOM are going to lead everyone else in the organisation on a walk somewhere. For example a walk to the volleyball court then around the big tree and back to the training centre. The walk needs to be hard - with obstacles to move around - but not so hard so that people might get injured.

Select people who aren't part of the real BOM (Board of Management) to play the role of the BOM

6

The four BOM need to stand on the side and hold hands in a line. Next the trainer will ask everyone else to hold the hands of the BOM (on either side) so that all the members of the organisation are standing in a long line with the BOM in the middle.



Next everyone except the BOM needs to close their eyes. *BOM mas ai op i stap.* The trainer will then say "GO" and the BOM then need to lead everyone else on the walk.

Hold hands as you walk.

When the walk is finished open your eyes and discuss how it felt to be led around by your BOM with your eyes closed.



## What is this training about?

6	 <b>Brainstorm (10 minutes)</b> How would it have helped if all the members had their eyes open when you did the walk - not just the BOM? Call out whatever comes into your heads.
6	<p>If all the members of a community organisation have their eyes open - not just the board of management (BOM) - then there are many benefits. For example:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>✓ If all the members have their eyes open they will be able to see how hard the BOM works. <i>BOM save mekim bikpela wok na planti memba ol ino luksave.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>✓ If all the members have their eyes open they will want to help the BOM. <i>Wokim disisen wantaim na wokbung wantaim. Kamapim gutpela patisipeson.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>✓ If all the members have their eyes open they will be able to see if the BOM is doing the wrong thing and speak up. <i>Ol memba tu inap long stretim rot.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>✓ If all the members have their eyes open they can help make sure everybody walks together. Don't let disabled or youth or the elderly or women fall behind.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>✓ If all the members have their eyes open they will also learn how to be the BOM. <i>Tingim senis bilong BOM. Nogut BOM tasol save long hau long mekim.</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>✓ If all the members have their eyes open then it builds trust in the group. There is less suspicion and <i>tok beksait</i>. There is no other way to build trust in a group.</p> </div>
6	<p><b>BIKPELA TOK.</b> For this training (and the training that follows) to be successful, everyone in your organisation needs to OPEN THEIR EYES.</p> <p>Your ward is an organisation. Your ward is part of the PNG Government organisation, and it is also a community organisation. Two hats.</p> <p>But unless everyone in your ward also understands this training (and the training that follows) <i>ol gutpela tingting na save bai pas antap.</i></p> <p>You are all members of the Ward Development Committee <i>luk olsem</i>. You are the BOM for your ward <i>luk olsem</i>. Your job as participants in this training is to make sure you take what you learn and pass it on to <i>ol manmeri wanwod</i>. <i>Opim ai bilong ol.</i></p> <p><i>Nogut WDC pulim ol manmeri wanwod raun olsem ai pas. Na nogut ol manmeri wanwod tok beksait long WDC bilong wanem oli no luksave long wanem wok WDC i mekim.</i></p> 

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

- 1) What are the eight key ingredients of a good organisation?
- 2) What is road A? What is road B?
- 3) What two hats does a Ward Development Committee wear?



# Ward Priorities Planning



## STEP 1 Make Preparations

**1.1 Prepare a work plan**



**1.2 Discuss the work plan with key people from the ward**



# Step 1.1 | Prepare a work plan

1 hour

**Materials** Posters with the three steps *na ol hap step*.

**Key questions for this topic** What is a work plan?



## Presentation (30 minutes)

The trainer will give a presentation. There are three steps you need to take to do ward priorities planning. *Na wanwan step igat hap step tu long mekim. Bai yumi step bai step na luksave.*

### STEP 1 MAKE PREPARATIONS

- 1.1 PREPARE A WORK PLAN
- 1.2 DISCUSS THE WORK PLAN WITH KEY PEOPLE



### STEP 2 CONDUCT WARD PLANNING MEETINGS

- 2.1 EXPLAIN WHAT THE MEETING IS FOR AND WHAT WILL HAPPEN
- 2.2 CONFIRM THE WARD'S VISION AND MISSIONS
- 2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES
- 2.4 EXPLAIN WHAT WILL HAPPEN NEXT

### STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN

- 3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION
- 3.2 PREPARE WARD PRIORITIES PLAN
- 3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE
- 3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG

When you explain the three steps, write them on paper and space them out on the ground. Then jump from step to step as you explain each step – everyone will see what they *hear* you saying. When you are standing on each step don't forget to also explain *wanwan hap step*. At the end put the three steps *na ol hap step* on the wall. This is the recipe everyone will need to follow to *kamapim ol praioriti*.

1



## General discussion (2 minutes)

What is the first step you need to take to do ward priorities planning?

1

Time to begin step 1. *Taim long statim wokabaut.*

STEP 1 is **MAKE PREPARATIONS**. *Igat tupela hap step long mekim:*

- 1.1 PREPARE A WORK PLAN
- 1.2 DISCUSS THE WORK PLAN WITH KEY PEOPLE



## Step 1.1 | Prepare a work plan

Step 1 is normally done by the Ward Development Committee. The WDC has to get things ready. The first thing to do to get things ready is prepare a work plan.

### 1.1 PREPARE A WORK PLAN

*Redi long statim wok plen yupela WDC sindaun wantaim wanpela naispela kap ti pastaim na lukim gen dispela hanbuk long kirapim bek tingting. Wokim rifresa pastaim. Olsem na noken troimwei ol hanbuk bilong yupela bihain long trenin. Noken tainim brus o putim long liklik ofis o boilim na kaikai. Putim gut.*



2

2



#### General discussion (2 minutes)

What is a work plan?

A work plan is a plan for what needs to be done, who is responsible for doing it, what time it should be done, and what needs to be done to get ready.

To prepare a work plan just discuss what will need to be done to do ward priorities planning. Go through the steps *na ol hap step* you need to take. When will it happen? What venue? Who should be invited? Who will do what? Who will prepare the flowers? Who will give the *tok save*? *Kain kain*.

2



Now would be a good time for everyone to have a go at preparing a work plan.

**BUT**

But not yet. First, you need to learn how to do ward priorities planning. If you know the steps you need to take, then what to include in a work plan will make sense. *Tingim*.

*Olsem na stap isi pastaim. Las wok bilong dispela trenin nau bai yumi kam bek gen na lukluk long hau long wokim wok plen.*

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

1) What is a work plan?






## Step 1.2 | Discuss the work plan with key people from the ward



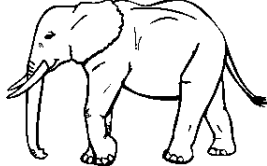

2½ hours

Materials

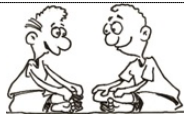
**Key questions for this topic** Why is it a good idea to involve everyone in the ward to do ward priorities planning – not just leaders and key people?

1	<p>There are three steps that your Ward Development Committee needs to take every five years to prepare a Ward Priorities Plan:</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 60%;"> <p><b>STEP 1 MAKE PREPARATIONS</b></p> <p><b>STEP 2 CONDUCT WARD PLANNING MEETINGS</b></p> <p><b>STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN</b></p> </div> <div style="text-align: center; width: 30%;">  </div> </div> <p>STEP 1 is <b>MAKE PREPARATIONS</b>. <i>Igat tupela hap step long mekim:</i></p> <p>1.1 PREPARE A WORK PLAN 1.2 DISCUSS THE WORK PLAN WITH KEY PEOPLE</p>
2	<p>In step 2 of ward priorities planning, your WDC will need to conduct ward planning meetings. Normally you will need to conduct more than one – normally a few or more.</p> <p>It is very important that everyone in your ward gets a chance to have a say in what priorities your ward includes in its ward priorities plan. The PNG Government wants as many people as possible to participate in community development activities – not just leaders and key people. The government calls this ‘participatory development’.</p> <p>The principle of participation is one of the principles that the government wants every organisation in PNG to make a part of their <i>kastom – gavman ikam daun long ol komiuniti na grup long ples na femili tu</i>. The principle of participation is:</p> <p><b>Pasin bilong wokim disisen wantaim na wokbung wantaim</b></p>
2	<p> <b>Brainstorm (10 minutes)</b></p> <p> Why it is important to try and encourage everyone in a community to participate in community activities – not just leaders and key people?</p>
2	<p>If everyone in a community or group or family is involved to <i>wokim disisen wantaim na wokbung wantaim em bai karim kain kain gutpela kaikai</i>.</p> <p>There are three big reasons why it is important to encourage everyone in a community or group or family to participate – not just leaders or key people:</p>

## Step 1.2 | Discuss the work plan with key people from the ward

	<p><b>1 Participation makes the work more successful</b></p> <p><b>2 Participation supports inclusive development</b></p> <p><b>3 Participation grows goodwill</b></p>
	
<p>3</p>	<p><b>1 Participation makes the work more successful</b></p> <p>The first big reason why it is important to encourage everyone in your ward to participate when you do ward priorities planning – not just leaders or key people – is because it makes the work more successful.</p>
<p>3</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 20%;">  </div> <div style="width: 55%;"> <p><b>Pairs (10 minutes)</b></p> <p>Get into pairs. With your partner, read the story below. It is a traditional story from Thailand. A <i>tok bokis</i>. Discuss what you think the message is?</p> </div> <div style="width: 20%; text-align: right;">  </div> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A group of blind men heard that a strange animal, called an elephant, had been brought to the town, but none of them were aware of its shape and form. Out of curiosity, they said: "We must inspect and know it by touch, of which we are capable". So, they sought it out, and when they found it they groped about it. In the case of the first person, whose hand landed on the trunk, said "This being is like a thick snake". For another one whose hand reached its ear, it seemed like a kind of fan. As for another person, whose hand was upon its leg, said, the elephant is a pillar like a tree-trunk. The blind man who placed his hand upon its side said, "elephant is a wall". Another who felt its tail, described it as a rope. The last felt its tusk, stating the elephant is that which is hard, smooth and like a spear.</p> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 45%;">  </div> <div style="width: 45%; border: 1px solid gray; border-radius: 15px; padding: 10px;"> <p><i>Luk olsem</i> 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.</p> </div> </div>
<p>3</p>	<p>If everyone in your ward participates when you identify your development priorities, the more likely it is you will have the full story. And because you have the full story, the more likely it is any decisions you make together will be good ones.</p>

## Step 1.2 | Discuss the work plan with key people from the ward



### Pairs (5 minutes)

Get into pairs. With your partner, look at the cartoon below. Discuss what you think the message is?



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

3



4



### Brainstorm (10 minutes)

Why are projects more successful if everyone participates (not just the leaders or key people)?

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

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

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



#### ✓ **Implementation will be more successful.**

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

4

#### ✓ **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 their partner organisations (and banks) know that participatory projects are more likely to work out. *Ol tu ol les long troimwe koins nating*.



## Step 1.2 | Discuss the work plan with key people from the ward

✓ **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). Individuals can't help but look after themselves first. Self-interest. *Yu save.*



### 2 Participation supports inclusive development

5

The second big reason why it is important to encourage everyone in your ward to participate when you do ward priorities planning – not just leaders or key people – is because it supports inclusive development.



#### Role Play (30 minutes)

Everyone go outside and find an open space. Imagine that you are all from a remote ward in Simbu. Stand in a straight line and face the trainer. The trainer will walk along the line and give each of you a role.

5

1. 35-year old woman living with AIDS
2. Old married woman aged 70
3. Deaf 25-year old man living with HIV
4. Chief of the village
5. Young mother aged 25 from Morobe
6. Father aged 35
7. Young married man aged 25
8. Female school teacher
9. 23-year old woman with crutches
10. 18-year old unmarried girl who never went to school
11. Male health worker aged 25
12. Female school 'drop-out' who everyone says is a failure
13. Widow aged 45 with no children living near-by

These are the roles to give to the participants. If there are more participants than roles give a role to more than one participant.

## Step 1.2 | Discuss the work plan with key people from the ward

The trainer will ask the following 13 questions one at a time. If you think your character would probably answer 'yes' to the question, take one step forward. If your character would probably answer 'no' to the question, then step backwards.

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



When all the questions have been asked, look at where you are and where all the other participants are. Without moving from where you are one by one tell the rest of the participants what character you are (the role you were given). Without moving from where you are, discuss the following questions:

- a) Who has been able to move forward the most? Why?
- b) Who has been left behind? Why?

When you finish, return to the training venue



Some people don't benefit equally from development not because they don't have the ability but because they have less choices and options. People can have less choices and options because they are poorly educated or from a remote area or sick or disabled or elderly. *Kain kain*. As PNG develops, these people should get more choices and options.

**BUT** 

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

Because they are a woman - "*meri tasol na ol meri no inap*"

Because of a sickness they have - "*em kisim sik long koap olsem na em mas rabis man*"

Because they are young - "*ol yut nogat save*"

Because they are old - "*ol lapun ol ino fit*"


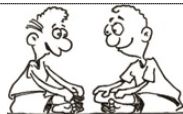

Because they 'failed' at school or didn't go to school - "*yu no skul meri pasim maus*"

Because they have a disability - "*ol disabel ol ino inap*"

Because they are poor - "*man nating*"

6

## Step 1.2 | Discuss the work plan with key people from the ward

	<p>Because of their religion - "<i>ol lain bilong narapela lotu maski</i>"</p> <p>Because of their language or clan or <i>ples</i> - "<i>ol i narapela lain gen na lusim ol</i>"</p> <p>Because they are from somewhere else - "<i>ol kam lain olsem na noken bisi long ol</i>"</p> <p>Because of the political party they support - "<i>ol ino givim vot long mipela wari bilong ol</i>"</p>
6	 <p><b>Brainstorm (10 minutes)</b></p> <p>Why does it matter if some people have less choices and options? Why does it matter if some people are left behind?</p>
	<p>There are three big reasons why it matters if some people are being left behind:</p>
	<p><b>1</b> It matters because it's not fair. <i>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.</i></p>
6	<p><b>2</b> <i>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.</i></p>
	<p><b>3</b> <i>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.</i></p>
6	 <p><b>Pairs (5 minutes)</b></p> <p>Get into pairs. It can be hard to find a good way to explain to <i>ol lain long ples</i> why we need to do all we can to help those people who are left behind or excluded to step forward and catch up. With your partner, read the <i>tok piksa</i> below. Is this <i>tok piksa</i> helpful for explaining how giving everyone the same choices and opportunities makes us all stronger? Is there a better <i>tok piksa</i> to help explain to <i>ol lain long ples</i> why we need to do all we can to help those people who are left behind or excluded to step forward and catch up.</p> <p><i>Yu laikim gaden bilong yu bai karim kaikai moa yet noken lukluk tasol long ol samting yu planim we em i karim gut pinis. Nogat yu mas givim bikpela lukluk long klinim na prunim na putim wara na gris igo long graun long halivim ol samting we em i painim hat long karim. Dispela kain nau gaden bilong yu bai karim kaikai moa yet.</i></p> 
6	<p>It doesn't matter how developed you are. If the gap between the people stepping forward and the people stepping back gets wider, then your community gets weaker.</p>

## Step 1.2 | Discuss the work plan with key people from the ward

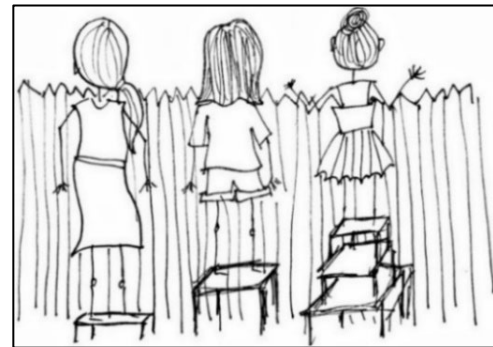
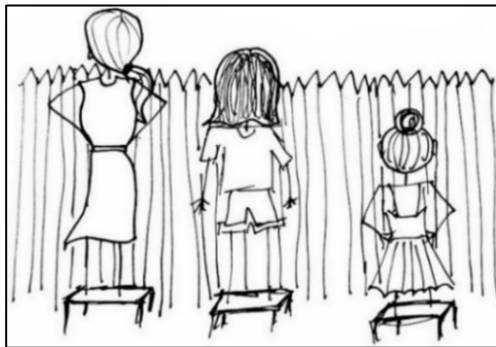
Many rich countries around the world face this problem. If development is not spread fairly - if development does not include everyone - then it is no development at all.

This is why one of the best measures of community development is not how many shops there are or how rich some people are – but how well the people who are normally left behind or excluded are *included* in the life of the community.



### Pairs (5 minutes)

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



7

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


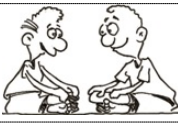
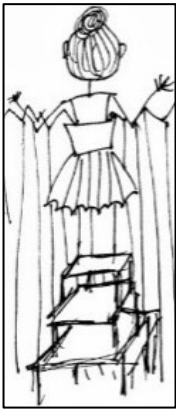

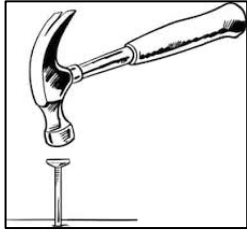
*Tok Inglis* has a lot of words about equality that are important to understand:

**DISCRIMINATION** happens in all societies. It is what happens when someone or some people get extra help because of who they are - or left behind because of who they are. In the first picture (above) the short girl was left behind. This probably wasn't deliberate. But now we know about it we can take another action called 'equity' to fix the problem.






7

**EQUITY** is an action. If someone is being left behind, we can give them what they need to catch up (money or government assistance or *kaikai* or making sure they get helped first *o kain olsem*). Often, they need *more* help than everyone else to help them catch up (the short girl needed three chairs to see over the fence). This is fair – even though it can sometimes seem unfair to people who get less help (only one chair).

## Step 1.2 | Discuss the work plan with key people from the ward

	<p><b>INCLUSION</b> is a principle. <i>Yumi save pinis. Pasin.</i> The <i>pasin</i> of checking to see if some people are being left behind, and then making sure they have what they need (equity) to help them overcome discrimination. <i>Pasin bilong halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela.</i></p> <p><b>EQUALITY</b> is the end goal. The target. Equality means everyone has the same choices and opportunities no matter who they are. Equality is what governments and other organisations and communities around the world are trying to achieve. It might be impossible to ever achieve the goal of equality - but every step we take to try and achieve it makes our community stronger. The closer we get to the goal of equality the stronger we all become.</p>	
7	 <p><b>Pairs (5 minutes)</b> Get into pairs. Look again at the two pictures above. In the second picture, is there inclusion? equity? equality? discrimination?</p>	
7	<p>The people who are left behind or excluded need to decide for themselves what extra help they need to catch up. They know best.</p> <p>The best person to know how many chairs the short girl needs to stand on (to see over the fence) is the short girl. She knows best. <i>Tingim.</i></p> <p>This is why people who are stepping backwards like to say "Nothing about us without us". We know best.</p> <p style="text-align: center;"><b>"Nothing about us without us"</b></p>	
	 <p>Time to hit the nail on the head.</p> <p>The people in a community who are normally left behind or excluded need to participate in ward planning meetings, so they can decide for themselves what help they need to catch up. They know best how many chairs they will need.</p> <p>8 The people in a community who are normally left behind or excluded should be the ones that benefit most from community activities – so they get the chairs they need.</p> <p>At the very least whatever you do in your ward should never make those people who are normally left behind or excluded more left behind or excluded. If they don't get the chairs they need, then they will be more left behind and excluded. <i>Tingim.</i> If the gap between the people stepping forward and the people stepping back gets wider, then <i>luk olsem</i> you are not developing. Development must be inclusive. <i>Mama lo em olsem:</i></p>	

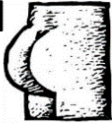




## Step 1.2 | Discuss the work plan with key people from the ward

	<p style="text-align: center;"><b>THOSE PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED SHOULD BENEFIT MOST FROM WHAT THE WARD DOES AT THE VERY LEAST WHAT THE WARD DOES SHOULD NEVER MAKE THEM EVEN MORE LEFT BEHIND OR EXCLUDED</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>AND THE PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED NEED TO BE INCLUDED WHENEVER DECISIONS ARE MADE BECAUSE THEY KNOW BEST WHAT HELP THEY NEED "NOTHING FOR US WITHOUT US"</b></p>
8	<p> <b>Brainstorm (10 minutes)</b> Who are the people that are being left behind in your ward? <i>Troimwe tingting.</i></p> <p></p>
8	<p><b>BIKPELA TOK.</b> There are three groups of people that our PNG Government wants to help step forward: Women, people living with disabilities, and youth.</p> <p>If women catch up then we all benefit. If men and women make decisions together and benefit from development together then families and communities and PNG gets stronger. <i>Luk olsem</i> PNG is flying with one wing. The <i>kumul</i> needs two wings to fly.</p> <p>If people living with disabilities catch up then we all benefit. There are great lawyers and leaders and musicians and pastors and sportsmen and sportswomen who are living with a disability. But they can only be great if they get the chance to fly.</p> <p>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 style="text-align: right;"></p> <p style="text-align: center;"><b>The kumul needs two wings to fly People with disabilities need the chance to fly The next generation needs to learn how to fly</b></p>
	

## Step 1.2 | Discuss the work plan with key people from the ward

9	<p>The third big reason why it is important to encourage everyone in your ward to participate when you do ward priorities planning – not just leaders or key people – is because it grows goodwill. <i>Pasin halivim.</i></p> <p><b>3 Participation grows goodwill</b></p> <p><i>Long planti hap long PNG planti ol yangpela manmeri stap nating. Planti ol bikpela manmeri tu wankain. Les pasin save kamapim les pasin. But it can also go the other way. Gutpela pasin save kamapim gutpela pasin.</i></p> <p>Involving people in making decisions makes them want to keep helping. They feel respected. Wanting to help is called goodwill. And the more that families and groups and villages in your ward are involved in making decisions, the more it grows goodwill and trust <i>namel long ol. Oli stap wanwan yet bai nogat gutpela divelopmin long ples. Tru a?</i></p> 
9	 <p><b>Sharing (10 minutes)</b></p> <p>Think back to the first time you were asked to help make a decision in your family or your sporting team or your classroom. How did it make you feel.</p>
	
10	<p><i>Yumi raunim liklik tasol kam beg gen.</i> In step 2 of ward priorities planning, you need to conduct ward planning meetings (so that everyone gets a chance to participate).</p> <p>How many planning meetings you need is something you will need to decide when you prepare your work plan. Normally you will need to conduct more than one – normally a few or more. <i>Luk olsem</i> each ward planning meeting will take a day.</p>
10	 <p><b>Small groups (30 minutes)</b></p> <p>Get into your groups with members of your Ward Development Committee. Work out how many ward planning meetings you will need to conduct in your ward so that:</p> <ul style="list-style-type: none"> <li>✓ Each <i>haus lain</i> in the ward is involved</li> <li>✓ Men and women have an equal chance to participate and have their voices heard</li> <li>✓ Youth have a chance to participate and have their voices heard</li> <li>✓ Both traditional and modern leaders have a chance to participate</li> <li>✓ People who are left behind or excluded are involved “nothing for us without us”</li> <li>✓ There are not too many ward planning meetings (more than four or five is hard)</li> <li>✓ Each <i>bung</i> will not be too large</li> <li>✓ Representatives from outside organisations (churches, companies, government, NGOs) that your ward works with are involved. If you involve people from outside your ward when you are starting to plan your five-year <i>wokabout</i> they can give ideas, and you will find they are more likely to help you put your plans into action.</li> </ul>

## Step 1.2 | Discuss the work plan with key people from the ward

10	<p><i>Yumi raunim liklik tasol kam beg gen.</i></p> <p>Once you know which ward planning meetings you will need, you can decide who the key people are that you need to discuss your work plan with to help you organise the ward planning meetings. Who will do what and when, venue, <i>na ol kain samting olsem.</i></p> <p><b>BUT</b>  But don't just discuss your work plan with <i>ol bikmanmeri.</i></p> <p>You also need to discuss your work plan with representatives of people who are normally left behind or excluded. Youth and women and people living with a disability <i>na ol kain lain olsem.</i> They are also key people.</p> 
10	<p> <b>Pairs (5 minutes)</b> Get into pairs. Read the information in the box below. What do you think about this option?</p> <div style="border: 1px solid black; padding: 10px;"> <p> <b>WHOLE WARD PLANNING MEETING OPTION</b> You need to conduct ward planning meetings to help everyone identify development priorities. <i>Yu save pinis.</i> However, in some LLGs <i>oli tok orait long wokim long narapela wei gen.</i> Instead of conducting ward planning meetings in different locations in the ward (to make sure everyone gets a change to participate) the option is to invite key people from all the different villages or groups to one <i>kibung</i> – a whole ward planning meeting.</p> <p>If your LLG allows this option, then it is easier. However, it might be easier in the short term but create more problems in the long term. <i>Tingim.</i> This is because it will be harder to involve everyone in making decisions. Involving everyone makes what you do more successful, encourages inclusive development, and grows goodwill.</p> <p> If you do one whole ward planning meeting, then make sure you include the names of all the key people who attended the meeting (and which village or group they belong to) in an attachment to your Ward Priorities Plan. And make sure the key people you invite include representatives of people who are normally left behind or excluded.</p> </div>

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

- 1) Why is it a good idea to involve everyone in the ward to do ward priorities planning – not just leaders and key people?





# Ward Priorities Planning



## STEP 2 Ward Planning Meetings

**2.1 Explain what the meeting is for and what will happen**

**2.2 Confirm the ward's vision and missions**

**2.3 Analyse the development situation for each mission and identify priorities**

**2.4 Explain what will happen next**



## Step 2.1 | Explain what the meeting is for and what will happen

1½ hours

**Materials** Posters with the three steps *na ol hap step*.

**Key questions for this topic** What is a meeting agenda?

There are three steps you need to take to do ward priorities planning. *Na wanwan step igat hap step tu long mekim.*

### STEP 1 MAKE PREPARATIONS

1.1 PREPARE A WORK PLAN

1.2 DISCUSS THE WORK PLAN WITH KEY PEOPLE



### STEP 2 CONDUCT WARD PLANNING MEETINGS

2.1 EXPLAIN WHAT THE MEETING IS FOR AND WHAT WILL HAPPEN

2.2 CONFIRM THE WARD'S VISION AND MISSIONS

2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES

2.4 EXPLAIN WHAT WILL HAPPEN NEXT

### STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN

3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION

3.2 PREPARE WARD PRIORITIES PLAN

3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE

3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG

When you explain the three steps, take the posters off the wall (from earlier in the course) and put them on the floor. Then jump from step to step as you explain each step – everyone will see what they *hear* you saying. When you are standing on each step don't forget to also explain *wanwan hap step*. At the end put the *recipe* back on the wall.

1



#### General discussion (2 minutes)

What is the second step you need to take to do ward priorities planning?



Time to begin step 2. *Wokabout yet.*

STEP 2 is **CONDUCT WARD PLANNING MEETINGS**. *Igat foapela hap step long mekim:*

1

2.1 EXPLAIN WHAT THE MEETING IS FOR AND WHAT WILL HAPPEN

2.2 CONFIRM THE WARD'S VISION AND MISSIONS

2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES

2.4 EXPLAIN WHAT WILL HAPPEN NEXT

## Step 2.1 | Explain what the meeting is for and what will happen

Tell everyone that there is also a training skills course that will give them some skills to run a *kibung* (like a ward planning meeting). They can download this coursebook at [PNGCDWSTANDARD.COM](http://PNGCDWSTANDARD.COM). This is training for Community Development Workers (like Ward Development Committee members). It shows you how to put into practice the PNG Government's National Standard for conducting training and awareness *long ples*. *Wok mak*.



After you have welcomed everyone to the ward planning meeting (and said a prayer) the first thing to do is *tokim ol manmeri wanem as bilong kibung*. Explain the purpose of the ward planning meeting and what will happen. Open everyone eyes.

Explain why and what:

- ✓ **WHY** the *kibung* is necessary *pisin lukluk kam daun*.
- ✓ **WHAT** everyone will do in the *kibung*. What will happen. The agenda *o kain olsem*.

2



2





### Role Play (40 minutes)





Get into your WDC groups (or small groups of 5 or 6). Read the information below. It is from the first topic in this coursebook ("what is this training about"). In your groups, use this information to prepare and present a role play showing a WDC explaining **WHY** the *kibung* is necessary. Do it in a way that *ol lain long ples* will understand.

Just choose one group to present their role play – *tingim taim*.

## Step 2.1 | Explain what the meeting is for and what will happen

4	<p>A ward is part of the government organisation. The Ward Development Committee's role is to help the PNG government with local service delivery. This is why your Ward Development Committee includes an elected government <b>Leader</b> (the <i>Wod Kaunsel</i>). One day your Ward Development Committee may also include paid government <b>Managers</b> like a Ward Recorder or a Ward Community Development Worker.</p> <p>Every five years the PNG government wants Ward Development Committees to submit a Ward Priorities Plan which lists priorities for ward development that need outside help to achieve – <i>ol samting ino sais bilong wod yet long go pas na mekim</i>. If the government and its partners know what help wards need, they will be better able to meet these needs. This is called the Organic Law on Provincial and Local Level Government.</p> <p><b>BUT</b>  But the PNG government also wants Ward Development Committees to coordinate local initiatives, using local resources, without the need for outside help. Self-reliance.</p> <p>Every five years, when the Ward Development Committee submits a Ward Priorities Plan, it also needs to include priorities for ward development that the ward can do itself, using local resources, without the need for outside help. <i>Wod yet</i>. Self-reliance.</p>
4	<p> <b>General discussion (2 minutes)</b> What is a Ward Priorities Plan?</p>
4	<p>A Ward Development Committee helps the government with local service delivery <b>AND</b> a Ward Development Committee is also the board of management for your ward community organisation.</p> <p><i>Luk olsem</i> your Ward Development Committee wears two hats at the same time. Your role is to wear a government hat and your role is to wear a community organisation hat. Two hats. <i>Bikpela wok</i>.</p> <div data-bbox="1225 1111 1385 1368" data-label="Image"> </div> <div data-bbox="496 1397 1222 1518" data-label="Text" style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px auto; width: fit-content;"> <p>When you say a Ward Development Committee wears two hats, put on two hats. Everyone will see what you are saying.</p> </div> <p>Every five years when your ward prepares a Ward Priorities Plan, the Ward Development Committee needs to conduct ward planning meetings to help everyone identify priorities for development that the ward can do itself without the need for outside help (this is called road A). <i>Ol prairiti rot A em bilong wod yet long go pas na mekim</i>.</p> <p>And the Ward Development Committee also needs to help everyone identify priorities for development that will require outside help to achieve (this is called road B). <i>Ol prairiti rot B ino sais bilong wod yet long go pas na mekim nogat rot B em bilong givim go long LLG long traim na tu em bilong WDC long maketim raun long painim sapot</i>. The more the ward actions its road A priorities, the easier it will be for the Ward Development Committee to find support for road B. <i>Tingim</i>.</p>

## Step 2.1 | Explain what the meeting is for and what will happen

2	<p>Luk olsem you have explained <b>WHY</b> the <i>kibung</i> is necessary <i>pisin lukluk kam daun</i>. Now explain <b>WHAT</b> everyone will do in the <i>kibung</i>. The agenda o <i>kain olsem</i>.</p>
2	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 20%;">  </div> <div style="width: 60%;"> <p><b>Role Play (40 minutes)</b> Get into your WDC groups (or small groups of 5 or 6). There are three steps you need to take to do ward priorities planning. <i>Na wanwan step igat hap step tu long mekim</i>. These three steps are shown below.</p> <p>A good way to explain to the participants at the ward planning meeting <b>WHAT</b> everyone will do in the <i>kibung</i> is by going through <i>step 2 na hap step bilong en</i>. Step 2 is really the agenda for the ward planning meeting. <i>Tingim</i>.</p> <p>In your groups, prepare and present a role play showing a WDC explaining <b>WHAT</b> everyone will do in the <i>kibung</i>. Do it in a way that <i>ol lain long ples</i> will understand.</p> </div> <div style="width: 15%; border: 1px solid gray; border-radius: 15px; padding: 10px; background-color: #f0f0f0;"> <p>Just choose one group to present their role play – <i>tingim taim</i>.</p> </div> </div> <div style="margin-top: 20px;"> <div style="background-color: black; color: white; padding: 5px; margin-bottom: 5px;"> <b>STEP 1 MAKE PREPARATIONS</b> </div> <div style="background-color: black; color: white; padding: 5px; margin-bottom: 5px;">             1.1 PREPARE A WORK PLAN              1.2 DISCUSS THE WORK PLAN WITH KEY PEOPLE           </div> <div style="background-color: black; color: white; padding: 5px; margin-bottom: 5px;"> <b>STEP 2 CONDUCT WARD PLANNING MEETINGS</b> </div> <div style="background-color: black; color: white; padding: 5px; margin-bottom: 5px;">             2.1 EXPLAIN WHAT THE MEETING IS FOR AND WHAT WILL HAPPEN              2.2 CONFIRM THE WARD'S VISION AND MISSIONS              2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES              2.4 EXPLAIN WHAT WILL HAPPEN NEXT           </div> <div style="background-color: black; color: white; padding: 5px; margin-bottom: 5px;"> <b>STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN</b> </div> <div style="background-color: black; color: white; padding: 5px;">             3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION              3.2 PREPARE WARD PRIORITIES PLAN              3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE              3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG           </div> </div> <div style="text-align: right; margin-top: 10px;">  </div>
	
3	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 20%;">  </div> <div style="width: 60%;"> <p><b>Pairs (10 minutes)</b> Get into pairs. In many parts of PNG women and youth find it hard to speak up and say what is on their mind in a meeting (like in a ward planning meeting). <i>Long sampela hap kastom emi strong tru</i>. It is the job of everyone in the <i>kibung</i> to make sure that women and youth participate and are included. With your partner discuss what you can do in a <i>kibung</i> to help women and youth to <i>autim wanem askim na tingting ol igat</i>. Be prepared to share your ideas.</p> </div> </div>
3	<p><i>Las tok</i>. It is everyone's job to help women and youth participate. <i>Sindaun nating maski. Kona kona nating maski</i>. To help women and youth participate 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> </ul>

## Step 2.1 | Explain what the meeting is for and what will happen

- ✓ **Have rules.** Come up with rules that encourage good participation. *Kain olsem noken sakim tok bilong narapela.* It is best if the participants at the *kibung* come up with the rules themselves. *Ol yet oli papa bilong rul ol yet bai sanap antap long en.*
- ✓ **Put women and youth into small groups.** *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 pri long toktok.*
- ✓ **Be careful of your language.** *Long tok pisin 'man' em i minim olgeta yumi save pinis tasol sapos yu tok 'manmeri' em i moa beta.* Saying 'manmeri' makes women feel like they are included.
- ✓ **Make sure there are also woman and youth running the *kibung*.** If a woman is helping to run the *kibung* then it helps other women to get involved. If youth are helping run the *kibung* it helps other youth to get involved AND it helps create the leaders of the future. *Yumi mas tingim senis bilong yumi.*
- ✓ **Make sure the timing suits men and women and youth.** Everyone has other work to do. If the timing for the *kibung* does not suit men or women or youth, then *ol no inap sindaun gut. Ol bai wok long tingim ol narapela wok we ol sapos long mekim.*
- ✓ **Welcome babies and children.** When you invite people to come to the *kibung* 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. *Na long stat long kibung tokim ol oli pri long go autsait long stretim bebi na pikinini.*
- ✓ **Think about the location.** *Sampela hap bilong wokim kibung igat kastom bilong en olsem ol man tasol bai go pas long toktok. Sapos yupela ronim kibung long kain hap olsem nogut ol meri na ol yut pilim pret long toktok. Na tu hap bilong kibung mas i ples sef na ples klin na igat gutpela toilet na wara.*
- ✓ **Give women and youth important jobs to do during the *kibung*.** For example, make a woman or a youth the timekeeper or the person who says the prayer, or the person who rings the bell.
- ✓ **Get support from local leaders.** *Ol lida oli save long kastom na hau long toktok.*
- ✓ **Show everyone that it is okay to make mistakes.** 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 *bik het* and try to cover it up.



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





- 1) What is a meeting agenda?



## Step 2.2 | Confirm the ward's vision and missions

**1 hour**  
Materials

**Key questions** What is an organisation's vision?  
**for this topic** What are an organisation's missions?

1	<p>Now it is time to start the meat of the <i>kibung</i>.</p> <p>STEP 2 is <b>CONDUCT WARD PLANNING MEETINGS</b>. <i>Igat foapela hap step long mekim:</i></p> <p>2.1 EXPLAIN WHY THE MEETING IS NECESSARY AND WHAT WILL HAPPEN 2.2 CONFIRM THE WARD'S VISION AND MISSIONS 2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES 2.4 EXPLAIN WHAT WILL HAPPEN NEXT</p> <p>Now it is time to do <i>hap step 2.2</i>.</p> <p>Before you can help everyone identify priorities for the ward's missions, everyone needs to understand (and agree) on what the ward's vision and missions are.</p>
1	 <p><b>General discussion (2 minutes)</b> What are an organisation's vision and missions?</p>
1	<p><i>Vison na mison emi tok ogenaision.</i></p> <p>A vision is the organisation's dream. <i>Emi bikpela antap driaman bilong grup.</i></p> <p>Missions are the key things your organisation wants to do to achieve the dream. <i>Mison em ol bikpela samting grup laik mekim long kamapim vison.</i></p> <p>Think about a family. A vision for a family might be <i>strongim sindaun bilong famili</i>. Their missions are the key things they agree to do to achieve their vision. For example:</p> <ul style="list-style-type: none"> <li>✓ Our family has a better house</li> <li>✓ Our children get a good education</li> <li>✓ Our family uses money properly</li> <li>✓ Our family makes decisions together</li> <li>✓ Our family has more <i>gaden kaikai</i></li> </ul> 
2	 <p><i>Vison emi bikpela antap driaman bilong grup.</i></p>  <p>It is important that your ward's vision is short and sweet and easy to understand. Lots of organisations make the mistake of having a vision that is long and full of expensive</p>

## Step 2.2 | Confirm the ward's vision and missions

	<p>English. It looks nice on paper, but does it mean anything?</p> <p>Imagine someone asks you what your organisation is for - what would you tell them? Would you say, "our ward's dream is to enhance the capacity of our stakeholder members to pursue a valued life capacitated by improved income generation opportunities and social inclusion". <i>Maus wara nating.</i></p> <p>Much better to say '<i>strongim sindaun bilong ol manmeri long ples</i>' o kain samting olsem. People will remember it. Short and sweet. <i>Noken pulim toktok. Het tok bilong grup.</i></p>
<p>2</p>	<div data-bbox="252 584 432 696"> </div> <p><b>Pairs (5 minutes)</b></p> <p>Get into pairs. The trainer will read out some examples of visions from different organisations. With your partner decide if you think the vision is a good one or not. <i>Em i sot na swit o nogat? Em inap o nogat?</i></p> <ol style="list-style-type: none"> <li>1. <i>Manmeri wantaim kirapim ples (mama grup)</i></li> <li>2. <i>Holim kopi strong long strongim mipela (kopi fama femili grup)</i></li> <li>3. <i>Wod wantaim Gavman wok long stretim sindaun (Wod Developmin Komiti)</i></li> <li>4. <i>Strongim pasin lotu (sios grup)</i></li> <li>5. Improve the economic and social status of people through an improved delivery of appropriate goods and services in an efficient and effective manner that is inclusive of people's active participation (<i>maus wara grup</i>)</li> <li>6. A safe school where children love to learn (<i>Hasarap Elimentari skul</i>)</li> </ol> <div data-bbox="603 1227 1054 1727"> </div>
<p>2</p>	<div data-bbox="252 1771 424 1944"> </div> <p><b>Small groups (20 minutes)</b></p> <p>Get into a group with your WDC. Think about your ward. What would be a good vision for your ward? You will need all your WDC together to decide on your ward's vision. And discuss your ward's vision with other leaders and key people. <i>Setim gut.</i></p>





## Step 2.2 | Confirm the ward's vision and missions

3	<p>You have a vision. Time to identify your missions. Your missions are the main things you agree to do to achieve your vision. The roads to follow <i>long kam kamap long vison bilong yupela</i>.</p> <p>The biggest organisation in PNG is the government. The government's vision is to <b>develop PNG</b> – <i>strongim sindaun bilong ol pipo o kain olseml</i>.</p> <p>So that the government has roads to follow, it breaks down this vision into missions. But in <i>tok gavman oli no save tok mison oli save tok sekta</i>.</p>	
3	 <p><b>Brainstorm (10 minutes)</b></p> <p>What are some of the PNG government's sectors? <i>Gavman save brukim divelopmin igo daun long wanem wanem hap samting</i></p>	
3	<p>In the same way that an organisation breaks down its vision into missions, the PNG government breaks down development into sectors – education, health, law and justice, sport, economy, agriculture. <i>Kain kain</i>.</p> <p>Currently there are 23 PNG government sectors – the government changes its sectors (missions) because what the government needs to do to develop PNG changes.</p> <p>A ward is part of the government organisation. The government wants wards to identify priorities road A and priorities road B for seven sectors – education, economy, health, transport infrastructure, law and justice, disaster, and community development.</p> <p style="text-align: center;"> <b>Health</b>  <b>Economy</b>  <b>Transport Infrastructure</b>  <b>Education</b>  <b>Law and Justice</b>  <b>Disaster</b>  <b>Community Development</b> </p>	
3	 <p><b>Small groups (20 minutes)</b></p> <p>Get into a group with your WDC. Your ward's missions are seven government sectors – education, economy, health, transport infrastructure, law and justice, disaster, and community development.</p> <p>But you need to write your missions properly so that it is easier for <i>ol manmeri long ples</i>. To write your missions properly do the following three things:</p>	

## Step 2.2 | Confirm the ward's vision and missions

1

Write the mission in simple English *o tok pisin*. "Expensive" English *maski*.

2

Make sure each mission says what you want to do. Don't say "health" instead say "improve health" or "*strongim helt*" *o kain olsem*.

3

Make sure each mission says clearly who the target is? Don't just say "improve health" instead say "improve health for everyone in ward 23".

"Improve health for everyone in ward 23" is a good mission. Or you can write it in *tok pisin*. "*Strongim helt bilong ol manmeri wod 23*" *o kain olsem*. Nice.

In your WDC groups, turn the seven sectors into missions for your ward. At the end be prepared to share what you come up with.

The vision and missions of your organisation are the PURPOSE of your ward organisation. This is what you are all organising to achieve. *Bikpela samting*.



*Yumi raunim liklik tasol kam bek gen.*

STEP 2 is **CONDUCT WARD PLANNING MEETINGS**. *Igat foapela hap step long mekim:*

2.1 EXPLAIN WHY THE MEETING IS NECESSARY AND WHAT WILL HAPPEN

2.2 CONFIRM THE WARD'S VISION AND MISSIONS

2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES

2.4 EXPLAIN WHAT WILL HAPPEN NEXT

4

We are doing *hap step 2.2*. To do *hap step 2.2* you need to explain clearly to everyone in the ward planning meeting what the ward's vision and missions are. In the next *hap step*, everyone will analyse their development situation for each mission and identify priorities. *Olsem na kliarim ol gut tru* what the ward's missions are first.



*Tok save*. Over time your ward may want to include your own missions (in addition to the seven sectors). Or you might want to change the wards vision. *Em orait*. This is something everyone can discuss – and then next time when you prepare your Ward Priorities Plan you can make the changes. But be careful. Don't have too many missions. If you have too many missions it will be too hard to make progress. *Brukim bus pastaim. Kisim strong pastaim*.

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

- 1) What is an organisation's vision?
- 2) What are an organisation's missions?



## Step 2.3 | Analyse the development situation for each mission and identify priorities

4 hours

**Materials** Some materials for making *ples mep*. Poster paper. A glass of water.

**Key questions** What are five questions to help everyone analyse a mission?

**for this topic** What are the three things to do when you *stiaim toktok*?

STEP 2 is **CONDUCT WARD PLANNING MEETINGS**. *Igat foapela hap step long mekim:*

2.1 EXPLAIN WHY THE MEETING IS NECESSARY AND WHAT WILL HAPPEN

2.2 CONFIRM THE WARD'S VISION AND MISSIONS

2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES

2.4 EXPLAIN WHAT WILL HAPPEN NEXT

1



Now it is time to do *hap step 2.3*. Analyse the development situation for each mission and identify priorities.

*Glasim sindaun long sait bilong wanwan mison. Sindaun stap olsem wanem? Na kamapim ol praoriti long inapim wanwan mison.*



2



### General discussion (2 minutes)

Earlier in the course we learned three big reasons why it is important to encourage everyone in a community or group or family to participate – not just leaders or key people. What are the three reasons? *Kirapim bek tingting.*

*Tingim wanpela femili.* A mission for a family might be “our family has more *gaden kaikai*”. If you wanted to *glasim gaden* to come up with ideas to achieve this mission, what would you do?

The best way to *glasim gaden* to come up with ideas to improve the garden is to go and look at it with your eyes. You will see which parts of your garden need more work, where the pigs are getting in, and which crops are not growing well. *Kain kain.* You can't come up with good ideas sitting down in the house.

2

And when you go to the garden *olgeta femili mas i sanap wantaim yu.* *Mama tasol sanap long glasim gaden em bai lus tingting long ol wok gaden bilong man.* *Sapos man tasol glasim gaden em bai lus tingting long pat bilong meri na pikinini.* *Tru a?*

And if everyone in the family discusses and agrees on what to do *together*, then *olgeta femili bai stap olsem papa bilong toktok.* When you put your ideas into practice the whole family will support *na putim ai gut long mek sua em kamap gut.*

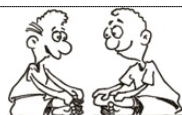
Don't forget the three big reasons why it is important to encourage everyone in a community or group or family to participate – not just leaders or key people.



## Step 2.3 | Analyse the development situation for each mission and identify priorities

- 1 Participation makes the work more successful
- 2 Participation supports inclusive development
- 3 Participation grows goodwill

2



### Pairs (10 minutes)

Get into pairs. What might a mother not think about if she was the only one to *glasim gaden*? What might a man not think about if he was the only one to *glasim gaden*? Be prepared to share your ideas.



2

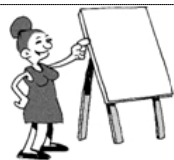
The best way to *glasim gaden* is to *sanap na lukim gaden wantaim ol wangaden*.

The best way to analyse the development situation in your ward is to *sanap na lukim wod bilong yupela*. But how can you do this? *Wod emi bikpela hap graun*. Hire a plane? Grow wings? The best way to *sanap na lukim wod bilong yupela* is to make a *wod map*.

A *wod map* is large map or model that you make together on the ground. *Luksave*.



## Step 2.3 | Analyse the development situation for each mission and identify priorities



### Whole group activity (50 minutes)

Time to have a go at making a *wod map*.

3

You can get everyone to make the *wod map* of the ward where the training is being held. Or if most of the participants are from a different ward you can get them to make the *wod map* of their own ward. Get everyone to make the *wod map* together – don't split them into different groups. One ward map is what you want.

Start by finding a clear space like a basketball court. Then get everyone at the training to make a ward map. On the ward map ask everyone to show *ol samting bilong graun* like rivers or lakes or *ples kunai* or the coastline or bush. *Laik bilong ol*. Then ask everyone to show *ol samting we pipol wokim* like houses or roads or bridges or toilets or wells or sport grounds or the leaders house or fences or *ples kastom* or churches or the school or the health center. *Laik bilong ol*.

Let everyone use whatever materials they want to – branches or sand or old bottles or leaves or stones or wool. *Laik bilong ol*.

They don't need to do it perfectly. *Em bilong kisim klia aidia tasol*. At the end *noken brukim wod map*. You will need to use it again later in the topic.

3



### General discussion (2 minutes)

Why is it not a good idea to just draw the *wod map* on paper or on a blackboard?

3

It is not a good idea to just draw the *wod map* on paper or on a blackboard. If you do this, it will be hard for everyone to work together to make the *wod map*. Only some people who are more confident will do it.

*Olgeta memba husat i hat long rit na rait bai sindau nating. Yu save.*

*Wod map* is a great activity for encouraging good participation and inclusion. It helps people get involved.

*Ol i kam insait nau ol bai kisim strong long toktok na autim tingting. Ol bai stat long tok olsem mi tu mi papa bilong samting.*

If it is going to rain, then you can make the *wod map* in a classroom. Or postpone the ward planning meeting to a better day. *Wod map emi bun. Mekim gut.*



## Step 2.3 | Analyse the development situation for each mission and identify priorities

*Yumi raunim liklik tasol kam bek gen.* You are helping everyone to do *hap step 2.3*. Analyse the development situation for each mission and identify priorities. Start this *hap step* by getting everyone to make a *wod map* together on the ground.

When the *wok map* is finished, the next thing to do is help everyone at the *kibung* to use the *wod map* to *glasim sindaun*.

Start with the first mission. Everyone needs to think deeply and *toktok gut tru* about the mission. *Sindaun stap olsem wanem?* It can take hours to discuss each mission. *Em orait. Pinisim olgeta toktok.*

When everyone is talking about the mission there are five questions you can ask to help the conversation flow.



4

### Five questions to help everyone analyse a mission

1. Ask everyone about the situation. *Situation i stap olsem wanem?*
2. Ask everyone about the history. *Stori gut long stat i kam inap.*
3. Ask everyone about what we can do ourselves?
4. Ask everyone about what outside help is available?
5. Ask everyone to come up with ideas to achieve the mission? **Brainstorm.**

Write the five questions to help everyone analyse a mission on a poster. Put it on the wall so that everyone will see what they *hear* you saying.

4



#### Pairs (10 minutes)

Get into pairs. Discuss how you would translate the five questions above into *tok pisin* or *tok ples*. Be prepared to share your ideas.

4

Think about a ward's education mission – "improve education for children, youth, women, men, and people living with a disability in ward 10".

This mission is good because it says clearly who the target is – children, youth, women, men, and people living with a disability. When everyone analyses this mission, they will think about children - but also youth, women, men, and people living with a disability.

When everyone is standing up looking at their *wod map*, ask everyone to think deeply and *toktok gut tru* about the ward's education mission "improve education for children, youth, women, men, and people living with a disability ward 10". Let the talk flow.

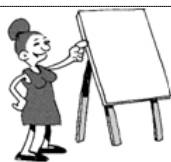
And ask each of the five questions to help everyone analyse the mission:

## Step 2.3 | Analyse the development situation for each mission and identify priorities

1. **Ask everyone about the situation. Situation i stap olsem wanem?** *Stori gut long edukeson bilong pikinini na yut na manmeri na disabel. Situeson stap olsem wanem? Wanem hevi na wanem gutpela long en. Kain kain.*
2. **Ask everyone about the history. Stori long stat i kam inap.** *Oli statim skul long wanem taim? Wanem stori bilong skul? Skul bilong lainim ol bikpela manmeri long rid na rait olsem wanem? Kain kain. Sans tu long kamautim kru pumkin bilong ol lapun. Histori emi kaikai bilong ol.*
3. **Ask everyone about what we can do ourselves? Yumi gat wanem strong bilong yumi yet long stretim edukeson bilong pikinini na yut na manmeri na disabel? Yumi gat wanem ol kaksi bilong yumi yet na moni na skil? Diwai i stap. Kunai i stap. Ol bipo menesa i stap long trenim BOM bilong skul. I gat kapenta long ples. Kain kain.**
4. **Ask everyone about what outside help is available? Yumi nidim wanem halavim? Husat inap long kam halavim? Gavman bai givim wanem sapat? Kain kain.**
5. **Ask everyone to come up with ideas to achieve the mission? Brainstorm.** *Pinis nau sanap yet na lukim ples map wantaim ol memba. Askim ol long troimwei tingting long hau long inapim edukeson mison. Bai yumi mekim wanem? Olgeta memba wantaim mekim olgeta bai papa bilong toktok. Taim long mekim ol bai sapatim gut.*



4



### Demonstration (20 minutes)

The trainer will demonstrate how to use the five questions to help everyone analyse a mission. The purpose of the demonstration is to give you a clear idea of what to do.

## Step 2.3 | Analyse the development situation for each mission and identify priorities

Use the *wod map* that everyone made earlier. If not, pretend that everyone is standing around a *wod map*. Use the mission “improve education for children, youth, women, men, and people living with a disability in ward 10” for the demonstration. You don’t need to do a full demonstration (that would take hours). Just ask the five questions so everyone hears what they are – and get everyone to play along a little bit so they get the idea.

4



You will find that when you start to *glasim sindaun* everyone will want to add things to their *wod map*. They may have missed things out or there may be new ideas. For example, teacher’s gardens or the houses of students who are at high school or wool boundaries to show where the children for the elementary school come from or the FODE study center or houses that have light at nighttime. *Kain kain*.

Use the *wod map* as a tool to help with the discussion. For example, if people are talking about needing to relocate the school or to find new garden sites for the teachers then use the *wod map* to help everyone see different options and ideas.



5

When everyone is looking at the *wod map* and talking, try your best to *stiaim toktok*:

### ↗ ASK WHY? WHY? WHY?

*Halavim ol long dik igo daun. Ol troimwei toktok nau yu askim ol bilong wanem em olsem? As tru tru bilong hevi i save stap dip tru. Yu painim nau bai yu inap long painim as truru bilong stretim. Bilong wanem praimer skul bin pas? Bilong wanem ol tisa bin bel kros? Yu halavim ol yet long dik dip na luksave.*

### ↗ ENCOURAGE EVERYONE TO THINK OF SOLUTIONS

*Noken autim ol hevi tasol, nogat autim aidia long stretim bek. Yu tok olsem pik save bagarapim gaden bilong tisa tasol bai yumi mekim wanem? Wanem aidia nau? Ol gutpela moa aidia emi ol aidia we emi sais bilong yumi yet long wokim. Sapos emi aidia we emi nidim utsait halavim bai yumi nid long sindaun pastaim wetim utsait halavim i kam. Yumi yet mekim nau bai yumi yet kisim strong.*




### ↗ ENCOURAGE GOOD PARTICIPATION

*Em nau yumi lukim pinis. Everyone at the kibung should have a chance to autim wanem askim na tingting ol i gat. Everyone at the kibung should feel that mi tu mi papa bilong samting - em mak truru bilong gutpela patisipeson.*

Write the three things to do to *stiaim toktok* on a poster and put it next to the poster with the five questions to help everyone analyse a mission.



## Step 2.3 | Analyse the development situation for each mission and identify priorities

5	 <p><b>Small groups (30 minutes)</b> Get into a small group with 5 or 6 people. In your groups take turns to <i>stiaim toktok</i>. When it is your turn, you need to ask everyone to talk about something. For example, "What do you like or not like about Papua New Guinea?" or "What are your concerns for your family?" or "<i>sindaun long ples stap olsem wanem?</i>". Then when people are talking, you need to facilitate (manage) the conversation. Try your best to <i>stiaim toktok olsem</i>:</p> <p style="text-align: center;"><b>ASK WHY? WHY? WHY?</b> <b>ENCOURAGE EVERYONE TO THINK OF SOLUTIONS</b> <b>ENCOURAGE GOOD PARTICIPATION</b></p>
6	 <p><b>Role Play (40 minutes)</b> Get into your WDC groups. Time to put it all together. Pick <b>ONE</b> of your ward's missions. Next, stand around your own ward's <i>wod map</i> if you made one (or pretend that you are standing around your <i>wod map</i>).</p> <p>Select one or two people to <i>stiaim toktok</i>, and everyone else can pretend to be the participants at a ward planning meeting – <i>ol manmeri long ples</i>. Next, pick <b>ONE</b> of the five questions to help everyone analyse a mission (below) and use it to help discuss the mission you have selected. When you perform the role play, show how to <i>stiaim toktok</i>. ASK WHY? WHY? WHY? ENCOURAGE EVERYONE TO THINK OF SOLUTIONS. ENCOURAGE GOOD PARTICIPATION. Be prepared to perform your role play.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Five questions to help everyone analyse a mission</b></p> <ol style="list-style-type: none"> <li>1. Ask everyone about the situation. <i>Situation i stap olsem wanem?</i></li> <li>2. Ask everyone about the history. <i>Stori gut long stat i kam inap.</i></li> <li>3. Ask everyone about what we can do ourselves?</li> <li>4. Ask everyone about what outside help is available?</li> <li>5. Ask everyone to come up with ideas to achieve the mission? <b>Brainstorm.</b></li> </ol> </div>
6	<p>As you get more experience there are some other things you can try and do to <i>stiaim toktok</i> when you help everyone analyse a mission. For example:</p> <p><b>ENCOURAGE EVERYONE TO THINK ABOUT THOSE PEOPLE WHO ARE NORMALLY LEFT BEHIND OR EXCLUDED</b></p> <p><i>Long sampela hap ol no save tingim gut nid bilong ol kain lain olsem meri o lapun o disabel o yut o pikinini. Long strongim komiuniti yumi mas tingim gut nid bilong ol kain lain olsem.</i></p> 

## Step 2.3 | Analyse the development situation for each mission and identify priorities

### ↗ ENCOURAGE EVERYONE TO THINK ABOUT MAINTENANCE

*Yumi save sikarap long wokim ol niupela samting – niupela klasrum na kain olsem. Tasol moa beta sapos yumi mentenim wanem samting istap pinis pastim bipo yumi wokim ol niupela samting. Tru a!*

### ↗ REMIND EVERYONE THAT DEVELOPMENT IS ABOUT PEOPLE

*Sapos ol itok mipela nidim wokabaut soamil o masin bilong samap askim ol hau bai dispela samting halavim long stretim sindaun bilong ol pipol? Wokabaut soamil em bilong katim diwai bilong niupela klasrum inap long ol pikinini bai skul gut. Pikinini ol iskul gut em itrutru nid nau – ino wokabaut soamil. Yu kliarim ol olsem nau, askim ol bilong wanem pikinini ino skul gut. Why? Why? Why? Yu save.*

### ↗ ENCOURAGE EVERYONE TO THINK ABOUT THE ENVIRONMENT

*Environmen no inap toktok. Yumi lukautim environmen em bai lukautim yumi.*

### ↗ REMIND EVERYONE THAT THE GLASS IS HALF FULL



#### Pairs (10 minutes)

Get into pairs. The trainer will hold up a glass that is half full of water. With your partner discuss whether you think the glass is half full or half empty? What is the point of this demonstration? Be prepared to share your ideas.

Don't forget to prepare a glass half full of water



6

Most people say that the glass is half empty. But the glass is both half full and half empty at the same time. *Sik bilong man long olgeta hap long wol emi long lukluk long hap empti na lus tinging long hap pulap. Tru a!*

When you get more experience one of the things you need to try and do is encourage everyone to see that the glass is also half full. There is a lot that is good and great about the *ples* that people live.

6

*Stiaim ol long lukluk long wanem ol gutpela samting istap pinis. Na wanem gutpela hanmak istap pinis olsem gutpela haus sik o sios o ples iklin o kain olsem. Noken hangap tasol long wanem ol samting ino stap. Planti sindaun bilong yumi em i stret pinis. Ol narapela kantri bai kam long PNG na ai gris long gutpela kastom bilong ples na gaden na klin wara na bus na ol naispela pisin na pasin bilong halavim halavim.*

If people are proud of what they have then they will want to do more. *Kirapim bel.*

## Step 2.3 | Analyse the development situation for each mission and identify priorities



The *wod map* is a great tool for encouraging good participation and helping everyone to see their *sindaun* with fresh eyes.

7



Your *wod map* can also be used to do planning for what you want your ward to be like. You can get everyone to make the *wod map* into what they want their *wod* to be like in 10 years' time - or 20 years. A plan.

It is also a good idea to get someone to copy the *wod map* on paper.

7



### General discussion (2 minutes)

What is a Community Development Worker?

7

When you help everyone at the ward planning meeting to *glasim sindaun bilong wanwan mison* you are doing a very important job. You are doing the job of a Community Development Worker. *Luk olsem* Ward Development Committee members are Community Development Workers.



The PNG Government has a National Standard for Community Development Workers (CDWs). Visit [PNGCDWSTANDARD.COM](http://PNGCDWSTANDARD.COM) if you want to find out more. You can download training materials that will help you learn how to be a Community Development Worker, and training materials that Community Development Workers can use when they work with wards, communities, CBOs, SMEs, and families.



8

You are helping everyone to do Step 2 of Ward Priorities Planning

STEP 2 is **CONDUCT WARD PLANNING MEETINGS**. *Igat foapela hap step long mekim:*

- 2.1 EXPLAIN WHY THE MEETING IS NECESSARY AND WHAT WILL HAPPEN
- 2.2 CONFIRM THE WARD'S VISION AND MISSIONS
- 2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES
- 2.4 EXPLAIN WHAT WILL HAPPEN NEXT

You are learning how to do *hap step* 2.3. Analyse the development situation for each mission and identify priorities. *Glasim sindaun long sait bilong wanwan mison. Na kamapim ol praioriti long inapim wanwan mison.*



You have helped everyone to use a *wod map* to analyse the ward's first missions. *Oli glasim gut tru sindaun stap olsem wanem. Na oli troimwe sampela aidia pinis long hau long inapim namabwan mison bilong wod.*

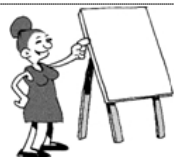
## Step 2.3 | Analyse the development situation for each mission and identify priorities

The next thing to do is help everyone turn their ideas into priorities for action.

Everyone will need to decide on road A priorities for their first mission that the ward can do itself without the need for outside help. *Ol praioriti rot A em bilong wod yet long go pas na mekim.*

And everyone will need to decide on road B priorities for their first mission that will require outside help to achieve. *Ol praioriti rot B ino sais bilong wod yet long mekim. Ol praioriti rot B em bilong givim go long LLG long traim na tu em bilong WDC long maketim raun long painim sapot.*

To help everyone *kamapim ol rot A na rot B praioriti bilong wanpela mison* you need to do two rounds. The first round is first talk. The second round is the final selection.



### Demonstration (30 minutes)

The trainer will demonstrate a way to help everyone at the ward planning meeting to identify their road A and road B priorities for the first mission - **FIRST TALK**.

8

Tell the participants in the training that they are all people at a ward planning meeting. Pretend that you the trainer are a WDC member who is facilitating the *kibung*. You have already helped everyone to *glasim sindaun bilong wanpela mison (luk olsem the education mission)*.

Now you need to help everyone *kamapim ol rot A na rot B praioriti bilong dispela mison*. Put all of the participants into two groups (men and women) and get them to come up with priorities road A and road B. Just do the first round - first talk. First talk is explained below. They don't need to do it *trutru*. Just make sure everyone understands how to do it. Make sure both groups (men and women) keep a record of what they came up with because they will need it when you help them to do the second round - final selection.

If you prefer you could also ask participants in the training to have a go at coming up with priorities road A and road B for a mission - first talk. *Mekim na save.*

How to *kamapim ol rot A na rot B praioriti bilong wanpela mison* - **FIRST TALK**.

8

- Divide everyone (including WDC members and any invited guests even if they are not from the ward) into two groups - men and women. Ask a person in both groups to be the scribe (the person who writes down what people say) and ask another person to be the facilitator (*stiamanmeri*). Give both groups paper/pen.

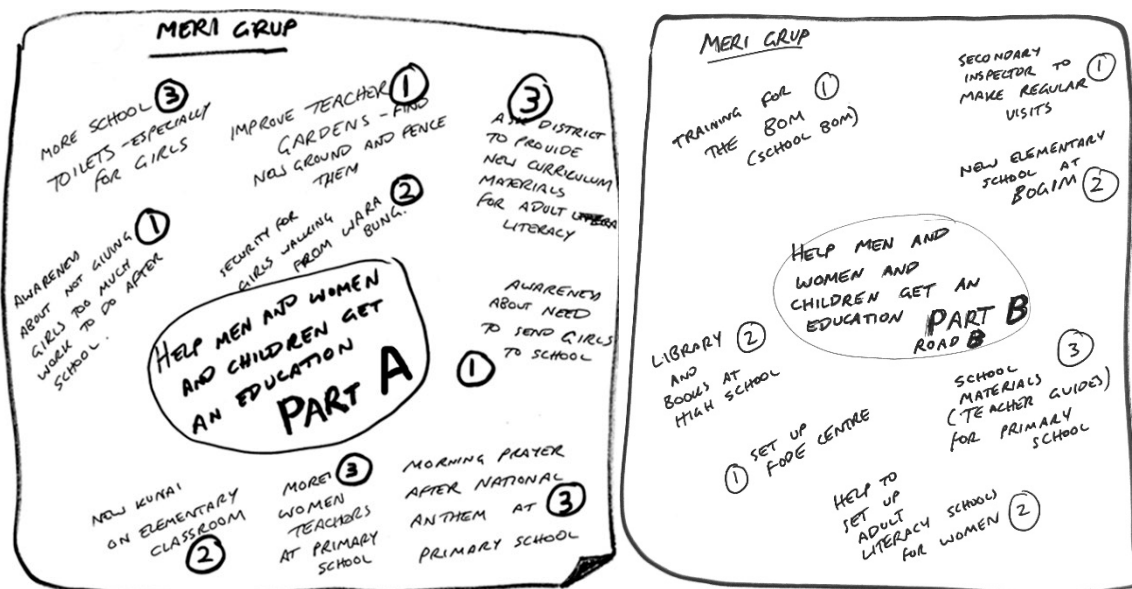
## Step 2.3 | Analyse the development situation for each mission and identify priorities

- Ask both groups (men and women) to come up with **road A** ideas for how to achieve the first mission on one paper, and road B ideas for how to achieve the first mission on another paper. Brainstorm. Next, ask both groups to write number '1' next to the three (3) road A ideas they think are *nambawan*. These are the most important (*bikpela moa*) ideas for achieving the mission. And then ask them to write number '2' (*bikpela tasol ino olesem nambwan*) or number '3' (*yumi lusim pastaim*) next to the rest of the road A ideas.

Finally, ask both groups to do the same thing for the **road B** ideas. Write '1' next to the three road B ideas that are *nambawan* – and the rest are number '2' or '3'.

**1 = Bikpela moa**  
**2 = Bikpela**  
**3 = Yumi lusim pastaim**

It is okay if a group includes an idea (like building new school toilets) that another ward organisation (like the school BOM) already plans to do something about. But if the group did include it then they probably wouldn't include it as a *nambawan* idea because the school BOM is already planning to do something about it.






- Next, ask both groups (men and woman) to present what they came up with. Get them to explain their three *nambawan* road A ideas and their three *nambawan* road B ideas for the first mission.

To help everyone *kamapim ol rot A na rot B praioriti bilong wanwan mison* you need to do two rounds.

The first round is first talk. The second round is the final selection. First talk is finished. Now it is time to do the final selection.



## Step 2.3 | Analyse the development situation for each mission and identify priorities

9	 <p><b>Demonstration (30 minutes)</b> The trainer will demonstrate a way to help everyone at the ward planning meeting to identify their road A and road B priorities for the first mission - <b>FINAL SELECTION.</b></p>
9	<p>How to <i>kamapim ol rot A na rot B praioriti bilong wanpela mison</i> - <b>FINAL SELECTION.</b></p> <p>➤ Start with road A. Put the three <i>nambawan</i> road A ideas that both groups (men and woman) came up with on separate sheets of paper and put them on the ground. This means there should be six <i>nambawan</i> road A ideas. Explain each idea again (or ask the group that came up with the idea to explain it). If there are people who find it hard to read and write, then also draw a quick picture of the idea on the sheet of paper <i>long kirapim tingting</i>.</p> <p>If two ideas are the same, you don't need to include the idea twice. And if everyone decides that a road A idea is really a road B idea, then now is a good time to include it as a road B <i>nambawan</i> idea instead.</p> <p>➤ Next do the final selection. Men and woman need to look at the final list of <i>nambawan</i> road A ideas and work together to agree on three ideas as '1' <i>nambawan</i> ideas. The remaining ideas can be number '2' (<i>bikpela tasol ino olsem nambwan</i>) or number '3' (<i>yumi lusim pastaim</i>). <i>Sapos oli hat long disisen long wanem tripela nambawan (1) aidia igo pas em orait - putim foapela nambawan (1) aidia igo long selekson. Tupela nambawan (1) aidia tu em orait. Wanbel emi bikpela samting yu save.</i></p>  <p>➤ When everyone <u>together</u> has made the final selection for road A, then ask everyone <u>together</u> to go ahead and make the final selection for road B.</p>
9	 <p><b>Sharing (10 minutes)</b> What can you do if you think there is <i>tubel</i>? Some people don't agree with the final selection and are not happy. If you have a suggestion, then share it.</p>
9	<p>It is better for everyone in the ward planning meeting to make the final selection together. <i>Wanbel</i>. But make sure it is <i>trutru wanbel</i>.</p> <p><i>Sapos yu skelim olsem igat tubel istap</i> then the best thing to do is put it to a vote. Voting is okay but you end up with winners and losers. If you need to put it to a vote, then ask women to <i>soim han pastaim</i>. It is best to do this because some women find it hard to <i>agenstim man bilong ol na ol lida man</i>. <i>O yu ken mekim Hait vot</i>. If you do need to put it to a vote then only the residents of the ward should vote <i>em klia</i>.</p>

## Step 2.3 | Analyse the development situation for each mission and identify priorities

But *wanbel* is always best. *Sapos oli hat long disisen long wanem tripela nambawan (1) aidia igo pas em orait - putim foapela nambawan (1) aidia igo long selekson. Tupela nambawan (1) aidia tu em orait.*



9



### General discussion (2 minutes)

Why is it a good idea to break men and woman into separate groups to do the first round - first talk?

In many parts of PNG, women find it hard to say what they think. *Hat long agenstim man bilong ol na ol lida man.* If women and men are in separate groups when you do the first round (the first talk) then it will be easier for women to say what they think.

*Ol grup long ples nidim stret ol gutpela tingting bilong man na meri wantaim.  
Ol femili nidim stret ol gutpela tingting bilong man na meri wantaim.  
PNG nidim stret ol gutpela tingting bilong man na meri wantaim.*



9



Some wards like to do the first round (the first talk) with four groups (young men, young women, men, women) so that it is easier for both women and young people to say what they think. *Em tu nais.* Best.

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



You are helping everyone to do Step 2 of Ward Priorities Planning. You are learning how to do *hap step 2.3*. Analyse the development situation for each mission and identify priorities. *Yu pinisim pinis* for the first mission. Now go ahead and do the same thing for the remaining six missions.



10





1

Look at the *ples map* and ask the five questions to help everyone analyse the mission. Situation *istap olsem wanem? Sindaun istap olsem wanem?* And when you do this don't forget to *stiaim toktok* - ASK WHY? WHY? WHY?  
ENCOURAGE EVERYONE TO THINK OF SOLUTIONS. ENCOURAGE GOOD PARTICIPATION.

2

When everyone has finished analysing the mission, help everyone to identify road A and road B priorities for the mission. Two rounds – first talk and final selection. At the end you should have three *nambawan* ideas for road A and three *nambawan* ideas for road B.

## Step 2.3 | Analyse the development situation for each mission and identify priorities

10	 <b>General discussion (2 minutes)</b> Is it okay to have the same idea for more than one mission?
10	It is okay if groups have the same idea for different missions. For example road maintenance or a footbridge or leadership training or counselling for people living with HIV might help achieve a number of missions at the same time. Ideas that help achieve a number of missions are likely to be high priorities. 
10	 <b>General discussion (2 minutes)</b> Is it okay to include ideas to build the capacity of community organisations or the Ward Development Committee?
10	Sure thing. Some wards might eventually want to make building the capacity of the Ward Development Committee (and other ward organisations) into a ward mission.
10	 <b>General discussion (2 minutes)</b> Is it okay to include fundraising as a priority idea to achieve a mission?
10	Just include the idea that you think you need to do fundraising for. For example, if you want to raise funds to plant fruit trees at the school ( <i>luk olsem rot A</i> ) then the idea is "plant fruit trees at the school". When you decide to action this priority, then this is when you include fundraising in your action plan (annual plan and budget or project plan).

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

- 1) What are five questions to help everyone analyse a mission
- 2) What are the three things to do when you *stiaim toktok*?



**Save moa yet**

### **PRA tools**

*Tok save* PRA tools are the best way to help everyone analyse a mission. *Wod map (ples map)* is a PRA tool. Other examples of PRA tools are seasonal calendar, timeline, asset register, and services and opportunities diagram. PRA tools are activities that encourage good participation and help everyone to see their *sindaun* with fresh eyes. If you want to find out more about PRA tools, download the "Participatory Planning" coursebook from [PNGCDWSTANDARD.COM](http://PNGCDWSTANDARD.COM) and turn to the "PRA tools" section at the back. When you get more experience as a Community Development Worker you might want to use PRA tools instead of the five questions to help everyone analyse a mission.






## Step 2.4 | Explain what will happen next

2 hours

**Materials** Seven stackable chairs

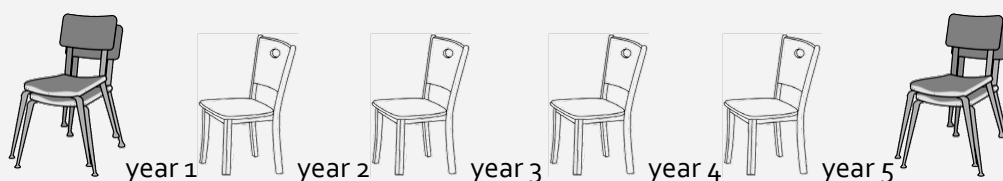
**Key questions for this topic**

How do most organisations *mekim wanpela faiv yia wokabout?*

1	<p>STEP 2 is <b>CONDUCT WARD PLANNING MEETINGS</b>. <i>Igat foapela hap step long mekim:</i></p> <p>2.1 EXPLAIN WHY THE MEETING IS NECESSARY AND WHAT WILL HAPPEN                  2.2 CONFIRM THE WARD'S VISION AND MISSIONS                  2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES                  2.4 EXPLAIN WHAT WILL HAPPEN NEXT</p> <p>Now it is time to do <i>hap step 2.4</i>. Explain what will happen next. When you finish a <i>kibung</i> it is normal to talk about what will happen next. <i>Nogut ol manmeri ai pas gen.</i></p>
1	 <p><b>General discussion (2 minutes)</b>                  What will happen next (after the ward planning meeting)?</p>
1	<p>You need to explain to everyone at the <i>kibung</i> what will happen next.</p> <p><b>1</b> Explain that <i>luk olsem</i> the WDC will need to conduct other ward planning meetings. Normally each ward will need to conduct a few ward planning meetings so that everyone in the ward gets a chance to have their voice heard.</p> <p><b>2</b> Explain that after the WDC finishes all the ward planning meetings, the final step to take to complete ward priorities planning is Step 3 Prepare and submit Ward Priorities Plan. Go through what will happen in Step 3 so everyone is clear:</p> <div style="background-color: black; color: white; padding: 5px; text-align: center;"> <p><b>STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN</b>                      3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION                      3.2 PREPARE WARD PRIORITIES PLAN                      3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE                      3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG</p> </div>
2	 <p><b>3</b> And when you explain what will happen next, you also need to explain the big picture. What happens after the LLG gets your Ward Priorities Plan? What does the ward do with its own road A priorities. <i>Bai yumi wokabout olsem wanem?</i></p> <p>Good questions! Let's look at how you can explain the big picture <i>pisin lukluk kam daun.</i></p>
2	 <p><b>Presentation (30 minutes)</b>                  The trainer will use stackable chairs to help you understand what next. <i>Tok igo pas</i> this demonstration would be a good way for the WDC to help everyone at the ward planning meeting understand what next.</p>

## Step 2.4 | Explain what will happen next

Get eight stackable chairs and place them like in the picture below, with two stacked chairs at the start of the *faiv yia wokabaut* and two stacked chairs at the end. Even better, if you have enough chairs, stack five chairs at the start and five chairs at the end (but don't stand on them during the demonstration just pretend!)



When you explain ward priorities planning, step up on the two chairs at the start (carefully) and explain that organisations do this at the start of every five-years. You need to get up high (with everyone in your ward) to see what your priorities need to be for the next five years to achieve your vision and missions. *Pisin lukuk kam daun.*

Next, get off the two chairs and remove the top chair. Stand on the single chair and say that after you have done your Ward Priorities Plan (and submitted it to the LLG), the next thing for the ward to do is develop action plans for the first year to achieve some of your road A priorities. Next, get off the single chair and begin walking to the next single chair and say that the ward needs to implement its action plans. At the start of the next year (stand on the single chair again) and say that the ward needs to develop road A action plans for the second year. *Igo igo inpa long faiv yia i pinis.* At the end of the five years, step up on the two chairs (carefully) and explain that at the end of the *faiv yia wokabaut* you need to go back *antap olgeta* to do ward priorities planning again – and then continue with another *favi yia wokabaut*.



*Dabelim sia* every five years and prepare your five year plan. *Sanap antap tru inap long setim neks faiv yia wokabaut bilong wod.* The first thing to do is agree on your vision and missions – and then *glasim gut* each mission to come up with priorities (ideas) for action. Come up with priorities that your ward can achieve itself with its own resources (road A). And come up with priorities for each mission that you can't achieve without outside support (road B). *Ol praioriti rot B em bilong givim go long LLG long traim na tu em bilong WDC long maketim raun long painim sapot.*



At the start of every year just go up high enough to see the next 12 months. *Wanpela sia.* Go *antap liklik inap long setim neks yia wokabaut bilong wod.* Prepare your annual plan and budget (and any project plans) to action your road A priorities. Action plans. Road A only.



And then every year put your road A action plans into practice.

And at the start of the next year *setim neks yia wokabaut bilong wod na bihainim.* *Rot A tasol.* *Yu save.* And at the end of five years *dabelim sia gen na setim gen neks faiv yia wokabaut bilong wod.* *Yu save.* *Em hau long mekim wanpela faiv yia wokabaut.* All organisations do this. *Gavman tu.*

## Step 2.4 | Explain what will happen next



2



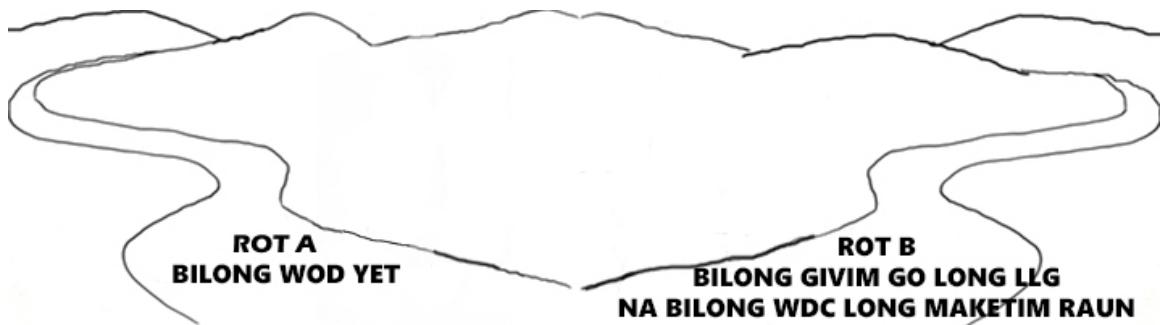
### General discussion (2 minutes)

At the end of five years what will your organisation need to do?

Every five years, road A and road B join again. *Em taim long kamapim gen ol praioriti bilong wanwan mison.* Every five years, your organisation will need to go *antap tru (dabelim sia)* to *statim gen faiv yia wokabaut.* *Na bihainim gen fiav yia wokabaut.*

Some organisations *save mekim tri yia wokabaut ino faiv.* *Em tu orait.* *Wankain samting.*

2



3



### General discussion (2 minutes)

If a ward is trying its best to follow road A will it be easier for the ward to also get help from outside organisations for road B?

## Step 2.4 | Explain what will happen next

3	<p>Road A is the road for your ward to follow <i>yupela yet</i> with your own resources. In the next training course your ward will learn how to prepare your annual plan and budget (and any project plans) to action your road A priorities. Action plans.</p> <p><b>BIKPELA TOK.</b> If your ward tries its best to follow road A then there is more chance you will find outside support to help you achieve some of your road B priorities. <i>Ol grup we ol save mekim wokabaut wantaim lek na han bilong ol yet bai kisim nem. Gavman na NGO na kampani na sios na benk bai laik long wokabaut wantaim kain grup olsem.</i></p> <p>And outside organisations also like to work with community organisations that are trying to put the eight key ingredients of a good organisation into practice. <i>Ol autsait ogenaiseson save trastim kain grup olsem.</i></p> <p><b>BIKPELA TOK GEN.</b> <i>Tasol sapos yupela mekim gut wokabaut long rot A na yu no painim sapot long bihainim rot B em tu orait. Mekim olgeta samting wantaim lek na han bilong yupela yet bai kamapim yupela strongpela moa gen.</i></p> <p><b>Malomalo diwai save gro hariap tasol em save pundaun hariap strongpela diwai save gro isi isi tasol em save stap longpela taim</b></p>
3	<div data-bbox="248 1025 432 1144"> </div> <p><b>Pairs (10 minutes)</b> Get into pairs. Every five years, road A and road B join again. <i>Em taim long kamapim gen ol praioriti bilong wanwan mison. Yu save.</i> With your partner look at the picture on the right. It shows <i>wanpela faiv yia wokabaut na wanpela foti yia wokabaut.</i> <i>Sapos wod bilong yupela mekim dispela kain foti yia wokabaut em bai halavim long kamapim vison na mison bilong yupela o nogat?</i> Do you think you will see a change? Be prepared to share your ideas.</p> <div data-bbox="293 1541 826 1783" style="border: 1px solid gray; border-radius: 15px; padding: 10px;"> <p>The point to make is that people must think long term. If you prefer (or if there are not enough handbooks) then draw the picture on the board or on the ground or use <i>bilum rop</i>.</p> </div> <div data-bbox="890 1025 1406 1783" style="text-align: center;"> <p><b>FAIV YIA WOKABAUT BILONG GRUP LONG PLES</b></p> <p><b>FOTI YIA WOKABAUT BILONG GRUP LONG PLES</b></p> </div>
3	<p>Your ward will get better and better at following road A. The government will get better and better at following road B.</p> <p><i>Ol praioriti rot B em bilong givim go long LLG long traim na tu em bilong WDC long maketim raun long painim sapot.</i> At the end of this coursebook there is a section called</p>

## Step 2.4 | Explain what will happen next

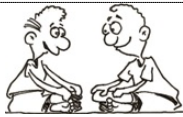
'what the LLG does with your road B priorities' which explains what happens when you submit your Ward Priorities Plan to the LLG.



The government and its partners will try their best to help your ward when you submit your road B priorities for the seven government sectors, but it will be hard. *Yu no inap lukim bikpela kaikai hariap tok stret na tok kllia.* This is why your ward should also try and market your road B priorities yourself to outside organisations.

Later in this course we will learn how to prepare a ward profile to help you market your ward's road B priorities to outside organisations *olsem na stap isi pastaim.* But don't forget, the more you follow your own road A the easier it will be to get help for road A *tok stret na tok kllia.*

3



### Pairs (20 minutes)

Get into pairs. Have a look at the section at the end of this coursebook called 'what the LLG does with your road B priorities' which explains what happens when you submit your Ward Priorities Plan to the LLG. *Lukluk tasol.*



### Role Play (40 minutes)

Get into your WDC groups (or small groups of 5 or 6). Prepare a role play showing a WDC explaining to everyone at the end of a ward planning meeting **what will happen next.** *Hap step 2.4.* In your role play do the following three things:

Just choose one group to present their role play – *tingim taim.*

1

Explain that *luk olsem* the WDC will need to conduct other ward planning meetings. Normally each ward will need to conduct a few ward planning meetings so that everyone in the ward gets a chance to have their voice heard.

2

Explain that after the WDC finishes all the ward planning meetings, the final step to take to complete ward priorities planning is Step 3 Prepare and submit Ward Priorities Plan. Go through what will happen in Step 3 so everyone is clear:

#### STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN

3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION

3.2 PREPARE WARD PRIORITIES PLAN

3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE




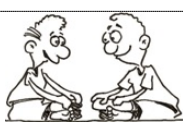
3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG

3

And when you explain what will happen next, you also need to explain the big picture. What happens after the LLG gets your Ward Priorities Plan? What does the ward do with its own road A priorities. *Bai yumi wokabout olsem wanem? If you want to use the chairs to demonstrate hau long mekim wanpela faiv yia wokabout then do so. Nice. Kliarim ol.*



## Step 2.4 | Explain what will happen next

4	 <p>Don't forget, you will probably need to run more than one ward planning meeting. Most wards will need to run a few ward planning meetings to make sure everyone in the ward has a chance to have their voice heard.</p> <p>This means that what you have done so far in one ward planning meeting you will need to repeat again in another location.</p>
4	 <p><b>General discussion (2 minutes)</b> What records should you have from each ward planning meeting?</p>
4	<p>You should keep a list of who the participants were at each ward planning meeting.</p> <p>And you also need a record of what road A and road B priorities were identified for each mission. At the end of this coursebook there is a section called <b>Ward Priorities Planning forms</b>. In this section you will find a <b>Ward Planning Meeting record form</b> which you can use to record the critical information from each ward planning meeting.</p>  <p>At the end of each ward planning meeting, it is also a good idea to keep track of what the separate road A and road B priorities were for men and women (remember you put them into separate groups at the start before getting everyone back together to do the final selection).</p>
4	 <p><b>Pairs (10 minutes)</b> Get into pairs. With your partner have a look at the Ward Planning Meeting Record form at the end of this coursebook. Answer the questions that follow. Be prepared to share your answers.</p> <ol style="list-style-type: none"> <li>1. How many Ward Planning Meeting Record forms will you need to fill out if your ward has seven missions and you conduct three separate ward planning meetings?</li> <li>2. Why do the instructions say USE PENCIL?</li> </ol>

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

1) How do most organisations *mekim wanpela faiv yia wokabout*?



# Ward Priorities Planning



## STEP 3 Prepare and Submit Ward Priorities Plan

**3.1 Work out overall ward priorities for each mission**



**3.2 Prepare Ward Priorities Plan**



**3.3 Confirm Ward Priorities Plan with key people**



**3.4 Submit Ward Priorities Plan to the LLG**



# Step 3.1 | Work out overall ward priorities for each mission

1½ hours

Materials

**Key questions for this topic**

Why is it good to know which other wards will also benefit from a priority?

There are three steps you need to take to do ward priorities planning. *Na wanwan step igat hap step tu long mekim.*

## STEP 1 MAKE PREPARATIONS

1.1 PREPARE A WORK PLAN

1.2 DISCUSS THE WORK PLAN WITH KEY PEOPLE



## STEP 2 CONDUCT WARD PLANNING MEETINGS

2.1 EXPLAIN WHAT THE MEETING IS FOR AND WHAT WILL HAPPEN

2.2 CONFIRM THE WARD'S VISION AND MISSIONS

2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES

2.4 EXPLAIN WHAT WILL HAPPEN NEXT

## STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN

3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION

3.2 PREPARE WARD PRIORITIES PLAN

3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE

3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG

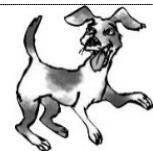
When you explain the three steps, take the posters off the wall (from earlier in the course) and put them on the floor. Then jump from step to step as you explain each step – everyone will see what they *hear* you saying. When you are standing on each step don't forget to also explain *wanwan hap step*. At the end put the *recipe* back on the wall.

1



### General discussion (2 minutes)

What is the third and final step in ward priorities planning?



Time to begin step 3. *Taim long pinisim wokabaut.*

STEP 3 is **PREPARE AND SUBMIT WARD PRIORITIES PLAN**. *Igat foapela hap step:*

1

3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION







3.2 PREPARE WARD PRIORITIES PLAN

3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE




3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG



## Step 3.1 | Work out overall ward priorities for each mission


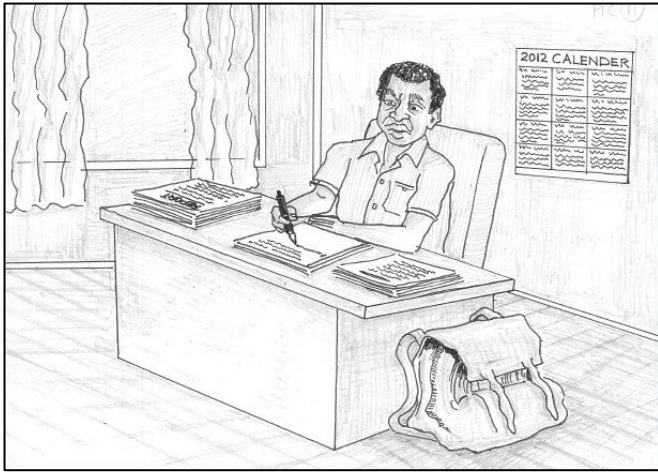

	<p>The first <i>hap step</i> you need to <i>inapim</i> is <i>hap step</i> 3.1 work out overall ward priorities for each mission. Your Ward Development Committee needs to sit down together (with a nice cup of tea and some <i>mau banana</i>) and use what you found out from each ward planning meeting to work out what the ward's overall road A and road B priorities are for each mission.</p>	
		
<p>2</p>	 <p><b>Pairs (10 minutes)</b> Get into pairs. At the end of this coursebook there is a section called "Ward Priorities Planning forms". In this section you will find a form called <b>Ward Scoring form Part A (road A)</b>. With your partner, look at the instructions at the top of the form. If you have any questions, be ready to share them.</p>	
<p>2</p>	<p>Start with the education mission. Look at your Ward Planning Meeting Record forms for the education mission (from each of the different ward planning meetings you conducted) and pull out all the number 1 (most important) road A ideas for the education mission from each of the Ward Planning Meeting Record forms and include them on the Ward Scoring form Part A (road A).</p> <p>Next, score each idea for the eight criteria (don't forget to double the 'benefit to other wards' criteria). Then total the scores and rank all the ideas. The top idea (rank 1) will be the priority with the highest score.</p> <p>Finally, list which wards will benefit from this idea. Just include those wards which will get a real benefit from the idea – the sort of benefit you would rate as high or very high. <i>Noken putim igo insait nating</i>. And don't forget to include your own ward. Definitely.</p>	
<p>2</p>	 <p><b>Small groups (30 minutes)</b> Get into your WDC groups (or small groups of 5 or 6). Imagine your ward identified the following number 1 (most important) road A ideas for the education mission. Use a pencil and have a go at completing the <b>Ward Scoring form Part A (road A)</b> for the education mission. There is no right answer for this activity. <i>Yu no as ples tu long dispela hap</i>. The purpose of this activity is to practice – but it will be very interesting to compare results.</p>	
<p>2</p>	<p>Part A number 1 (most important) ideas for the education mission.</p> <ul style="list-style-type: none"> <li>↗ Build new toilets for girls at the Primary School</li> <li>↗ Build a fence around the teacher gardens</li> <li>↗ Plant fruit trees at all the schools for students to eat</li> <li>↗ Get the elementary school inspector to come and visit</li> <li>↗ Set up a village roster for bringing garden <i>kaikai</i> to Primary teachers</li> <li>↗ Replace <i>kunai</i> and blinds in the grade 5 classroom</li> <li>↗ Purchase library books to put in school library</li> </ul>	
		

## Step 3.1 | Work out overall ward priorities for each mission

3		<p><b>Pairs (10 minutes)</b></p> <p>Get into pairs. At the end of this coursebook there is a section called "Ward Priorities Planning forms". In this section you will find a form called <b>Ward Scoring form Part B (road B)</b>. With your partner, look at the instructions at the top of the form. If you have any questions, be ready to share them.</p>
3		<p><i>Luk olsem</i> completing the Ward Scoring form Part B (road B) is the same as Ward Scoring form Part A (road A). Easy.</p> <p><i>Tok save</i> if you think a Part A idea is really a Part B idea, then move it. <i>Nogat samting</i>. But don't include the idea in both Part A and Part B.</p> <p><i>Tok save</i> if your Ward Development Committee thinks an idea (Part A or Part B) belongs best in another mission, then move it. For example, a disabled sports program could go into the education mission or the community development mission (or even the health mission). But don't include the idea in more than one mission.</p> <p>And don't cancel an idea because your Ward Development Committee doesn't like it - you need to show respect for the ideas that <i>ol manmeri long ples</i> came up with.</p> <p>If the WDC moves a number 1 (most important) idea from one mission to another mission, or from Part A to Part B (or Part B to Part A), then if you want you can go back to the Ward Planning Meeting Record form where that idea came from and choose one of the number 2 (important) ideas to replace it in the Ward Scoring form. <i>Yupela yet</i>.</p>
3		<p><b>Small groups (20 minutes)</b></p> <p>Get into your WDC groups (or small groups of 5 or 6). Imagine your ward identified the following number 1 (most important) road B ideas for the education mission. Use a pencil and have a go at completing the <b>Ward Scoring form Part B (road B)</b> for the education mission. There is no right answer for this activity. <i>Yu no as ples tu long dispela hap</i>. The purpose of this activity is to practice – but it will be very interesting to compare results.</p> <p>Part B number 1 (most important) ideas for the education mission.</p> <ul style="list-style-type: none"> <li>↗ New permanent teacher houses for the primary school</li> <li>↗ A new semi-permanent double classroom for the elementary school</li> <li>↗ Send two grade 10 leavers to adult literacy training in Port Moresby</li> <li>↗ Set up FODE study center in the ward</li> <li>↗ Improve road to the district center to make it easier for teachers</li> <li>↗ Management and finance training for all school boards of management</li> <li>↗ Build school library</li> </ul>

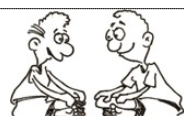


## Step 3.1 | Work out overall ward priorities for each mission

4	 <p><b>General discussion (2 minutes)</b> Why do you think the LLG is interested in finding out which other wards will also benefit from the idea?</p>
4	<p>Knowing which wards will benefit from an idea (and how many) helps the LLG to plan.</p> <p>If a cluster of wards include the same Part B priority for a mission in their Ward Priorities Plan, then <i>luk olsem</i> it will become a higher priority for the government and its partners. This is because ideas that benefit the greatest number of people across a number of wards means their kina buys more. This is why the scoring criteria for 'benefit to other Wards' is doubled in Ward Scoring Form Part B (road B). <i>Tingim</i>.</p> <p>And the LLG planners will also be able to see which wards have a common interest. Wards that have a common interest – a primary school or health centre or a market or traditional ties – should be the ones that work together.</p>  <p>And it is also very useful for your WDC to think about which other wards will benefit from something your ward wants to do (road A or road B). These are the wards that you can try and work with to achieve the idea. <i>Wokim disisen na wok bung wantaim ol</i>.</p> <p>If your ward works with other wards to achieve an idea (road A or road B) then your voice becomes powerful. It is more likely the government and its partners will listen.</p>
5	 <p>You have worked out your ward priorities (Part A and Part B) for the education mission. Now do the same thing for rest of your missions (sectors). And don't forget to do the same thing for your own ward missions (if you have any).</p> <p>If your ward has its own missions (in addition to the seven government sectors), you also need to include Part B priorities for your own missions on a separate Ward Scoring form Part B (road B). Although the LLG is more concerned with your Part B priorities to achieve the seven government sectors (the government's missions), they may still be able to connect your ward with an NGO or company or church or donor that can help.</p>

## Step 3.1 | Work out overall ward priorities for each mission

Your ward can also market its Part B priorities directly to outside organisations, so it is good to include Part B priorities for any of your own ward missions in your Ward Priorities Plan. We will learn more about how your ward can market its Part B priorities directly to outside organisations later in the course *olsem na stap isi pastaim*.



### Pairs (20 minutes)

Get into pairs. With your partner have a look at the Ward Scoring Form Part A (road A) and the Ward Scoring Form Part B (road B). Answer the questions that follow. Be prepared to share your answers.

5

1. If the same number 1 (most important) Part A idea was identified in more than one ward planning meeting, do you need to include it twice in the Ward Scoring form?
2. How many Ward Scoring Forms Part A (road A) will you need to fill out if your ward has seven missions?
3. Which scoring criteria do you double in all Ward Scoring forms (Part A and Part B)?
4. After using the scoring criteria, what do you do if two ideas have the same total?

(1) You don't need to include it twice. (2) Seven. (3) Benefit to other wards. (4) The Ward Development Committee chooses which idea to rank higher (by consensus or vote).

5



### WHOLE WARD PLANNING MEETING OPTION

You need to conduct ward planning meetings to help everyone identify development priorities. *Yu save pinis*. However, in some LLGs *oli tok orait long wokim long narapela wei gen*. Instead of conducting ward planning meetings in different locations in the ward (to make sure everyone gets a chance to participate) the option is to invite key people from the different villages or groups in a ward to one *kibung* – a whole ward planning meeting. If you are using the whole ward planning meeting option, then at the end of the meeting, you can also complete the Ward Scoring forms (Part A and Part B) with everyone at the meeting together. *Bungim tingting. Putim olgeta samting long ples klia*.

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

- 1) Why is it good to know which other wards will also benefit from a priority?






## Step 3.2 | Prepare Ward Priorities Plan

**1 hour**  
Materials


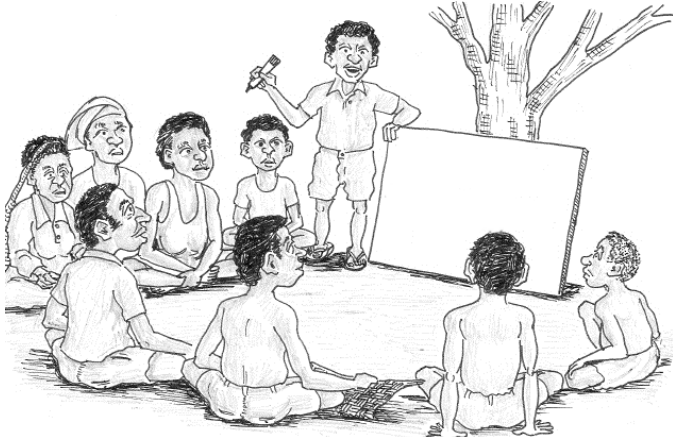


### Key questions for this topic

Who needs to sign off when your Ward Priorities Plan is completed?

1	<p>We are doing step 3. <i>Wokabaut yet.</i></p> <p>STEP 3 is <b>PREPARE AND SUBMIT WARD PRIORITIES PLAN</b>. <i>Igat foapela hap step:</i></p> <p>3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION          3.2 PREPARE WARD PRIORITIES PLAN          3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE          3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG</p> <p> Your WDC has ranked your ward's priorities for each mission by using the Ward Scoring forms (Part A and Part B). Nice. Now it is time to complete the Ward Priorities Plan. <i>Hap step 3.2. ino hat. Isi.</i></p>
1	<p> <b>Pairs (30 minutes)</b>          Get into pairs. At the end of this coursebook there is a section called "Ward Priorities Planning forms". In this section you will find a form called the <b>Ward Priorities Plan form</b>. Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Why is it a good idea to USE PENCIL?</li> <li>2. Are the instructions clear and easy to follow?</li> <li>3. What attachments should you include when you submit your Ward Priorities Plan?</li> <li>4. When should you fill out the 'annual update' section?</li> </ol>
1	<p>Pull out the three top-ranked ideas for each mission (Part A and Part B) from your Ward Scoring forms and enter them into the Ward Priorities Plan form. And include the list of which wards will benefit most from each idea (don't forget to include your own ward).</p> <p>You will notice that instead of just writing the title of the idea there is more space to write a description of the idea (what is the idea and why is it a priority?). The better you describe the idea, the easier it will be for someone else (like a LLG planner) to understand it.</p> <p>When you have finished Part A and Part B for each of the seven government sectors, there is also space for you to include the three top-ranked ideas (Part A and Part B) for any of your ward's own missions (if you have any).</p> <p></p>



## Step 3.2 | Prepare Ward Priorities Plan

2	 <p><b>General discussion (2 minutes)</b> Should you work out what each idea will cost and include it in the Ward Priorities Plan?</p>
2	<p>Part A (road A) priorities are for your ward to put into practice <i>yupela yet</i>. In the next training coursebook (<i>kamapim ol eksen plen</i>) you will learn how to do an annual plan and budget, and project plans, to put your road A priorities into practice.</p> <p>If the government or its partners are able to support a Part B (road B) priority, they should help you to cost-out the idea (and develop a participatory project plan with you).</p>  <p><i>Tasol sampela taim husat yu laik kisim sapot long en bai tokim yupela yet long karim projek plen ikam.</i> At the end of the next training coursebook (<i>kamapim ol eksen plen</i>) there is an official government project plan form you can use. It includes instructions for how to complete it. You can also download this official government project plan form from <a href="http://PNGCDWSTANDARD.COM">PNGCDWSTANDARD.COM</a></p> <p>This means that when you prepare and submit your Ward Priorities Plan every five years, <b>YOU DON'T NEED TO INCLUDE WHAT YOUR ROAD A AND ROAD B IDEAS WILL COST.</b></p>
2	 <p><b>General discussion (2 minutes)</b> Who needs to sign off when your Ward Priorities Plan is completed?</p>
2	<p>After you have finished the Ward Priorities Plan the last thing to do is get the Ward Member (<i>Wod Kaunsel</i>) to sign off. He or she should have been involved in the whole process so this should be straight-forward.</p>
	
3	<p>We haven't learned yet how to complete the 'annual update' section. Each year you should update your Ward Priorities Plan. This is when you use the 'annual update' section. We will look at how to do this later the course <i>olsem na stap isi pastaim</i>.</p>

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

- 1) Who needs to sign off when your Ward Priorities Plan is completed?






## Step 3.3 | Confirm Ward Priorities Plan with key people

1/2 hour

Materials

**Key questions for this topic** Why do you need to confirm the Ward Priorities Plan with key people after it has been completed?

1	<p>We are doing step 3. <i>Wokabout yet.</i></p> <p>STEP 3 is <b>PREPARE AND SUBMIT WARD PRIORITIES PLAN.</b> <i>Igat foapela hap step:</i></p> <p>3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION          3.2 PREPARE WARD PRIORITIES PLAN          3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE          3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG</p> <p>Your WDC has completed the Ward Priorities Plan <i>tasol ino pinis yet.</i> Time to do <i>hap step</i> 3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE. </p>
1	<p> <b>General discussion (2 minutes)</b>          Why is it important to confirm the Ward Priorities Plan with key people?</p>
1	<p><i>Luk olsem</i> the key people from your ward were involved in the ward planning meetings. They will want to know the details of how the ideas were scored and what the final three top-ranked ideas were for the whole ward. If the key people know what is in the final Ward Priorities Plan, then they will continue to feel it is their plan (not just the WDCs).</p> <p style="text-align: center;"><b>And</b></p> <p>If the key people continue to be involved, then they will be able to explain what is in the Ward Priorities Plan to <i>ol manmeri long ples.</i> Your ward organisation belongs to everyone – not just the leaders and key people.</p> <p><i>Nogut ol manmeri wanwod stat long tok olsem wod ino moa samting bilong mipela.</i></p>
1	<p> <b>General discussion (2 minutes)</b>          Earlier in the course we learned three reasons why encouraging participation is important. What are the three reasons? <i>Kirapim bek tingting.</i></p>
1	<p>If everyone in a community or group or family or ward is involved to <i>wokim disisen wantaim na wokbung wantaim em bai karim kain kain gutpela kaikai.</i></p> <p>There are three big reasons why it is important to encourage everyone in a community or group or family or ward to participate – not just leaders or key people:</p>

## Step 3.3 | Confirm Ward Priorities Plan with key people

- 1 Participation makes the work more successful
- 2 Participation supports inclusive development
- 3 Participation grows goodwill (social capital)



To put this *hap step* into practice, go and meet with the key people from your ward and explain what is in the Ward Priorities Plan. And then encourage the key people to do awareness *long ples* to help everyone *long ples* to understand what is in the Ward Priorities Plan. Even better, help the key people to do the awareness *long ples*.

Another way to put this *hap step* into practice is by asking all the key people come to a meeting with the WDC. At the meeting explain what is in the Ward Priorities Plan. And then encourage the key people to go back and do awareness *long ples* so that everyone *long ples* understands what is in the Ward Priorities Plan.

2



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

- 1) Why do you need to confirm the Ward Priorities Plan with key people after it has been completed?








## Step 3.4 | Submit Ward Priorities Plan to the LLG

1/2 hour

Materials

**Key questions for this topic** What attachments should be included with the Ward Priorities Plan?  
What is a ward profile?

1	<p>We are doing step 3. <i>Taim long pinisim wokabout.</i></p> <p>STEP 3 is <b>PREPARE AND SUBMIT WARD PRIORITIES PLAN</b>. <i>Igat foapela hap step:</i></p> <p>3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION 3.2 PREPARE WARD PRIORITIES PLAN 3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE 3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG</p> <p>Your WDC has confirmed the Ward Priorities Plan with key people. The final <i>hap step</i> you need to do is submit the Ward Priorities Plan to the LLG. <i>Salim igo.</i> The LLG needs your Ward Priorities Plan to help them develop their five-year LLG Development Plan.</p>
1	<p> <b>General discussion (2 minutes)</b> Before you submit the Ward Priorities Plan to the LLG, how many extra copies should you make?</p>
1	<p>Before giving your Ward Priorities Plan to the LLG, make three extra copies:</p> <ul style="list-style-type: none"> <li>✓ <b>One copy for the LLG to keep.</b> If the LLG also want to keep a copy of the attachments (Ward Planning Meeting forms, Ward Scoring forms Part A and B) then make a copy to give them. Your WDC will need to keep the original attachments to use when you update your Ward Priorities Plan. <i>Bihain bai yumi luksave.</i></li> <li>✓ <b>One copy to put in the ward's filing cabinet as a record.</b> Records are history.</li> <li>✓ <b>One copy for the WDC to put on a ward notice board for everyone to see.</b></li> <li>✓ <b>Keep the original Ward Priorities Plan to use for the annual updates</b> (the original Ward Priorities Plan form is the one you completed using PENCIL).</li> </ul> <p style="text-align: center;">  </p>
2	<p> <b>General discussion (2 minutes)</b> Can you give your Ward Priorities Plan to other outside organisations that might be able to help (with road B priorities) – not just the government?</p>

## Step 3.4 | Submit Ward Priorities Plan to the LLG

The government works with partners to develop PNG. The government and its partners will try their best to help wards (especially clusters of wards) with road B priorities. It won't be easy *tok stret na tok klia*.

# BUT

But Ward Development Committee's should also try and market their Ward Priorities Plan (with attachments) themselves directly to NGOs and churches and companies and donors that can help.

*Maketim raun.* Your Ward Priorities Plan is a very fine document:

- ✓ It shows what your ward's vision and missions are
- ✓ It shows what your ward plans to do itself to achieve its missions (road A)
- ✓ It shows what outside help your ward needs to achieve its missions (road B)
- ✓ It shows how you scored all the road A and road B ideas (Ward Scoring forms)
- ✓ It shows that everyone in the ward participated (Ward Planning Meeting forms)



2

2



### Brainstorm (10 minutes)

What attachments should you include with your Ward Priorities Plan to help you market your plan to outside organisations?








When you market your Ward Priorities Plan to outside organisations, you should include your Ward Planning Meeting forms and your Ward Scoring forms Part A and B as attachments. *Em nau yupela klia pinis.*

2

Another document that would be excellent to include as an attachment when you market your Ward Priorities Plan to outside organisations is your Ward Profile.

# ward Profile

## Step 3.4 | Submit Ward Priorities Plan to the LLG

	<p>A ward profile is an official government document. It lists important information about the ward, such as population, resources, community organisations, economy, infrastructure, health, education <i>na ol kain samting olsem</i>. You can download a Ward Profile form with instructions on how to complete it from <a href="http://PNGCDWSTANDARD.COM">PNGCDWSTANDARD.COM</a></p>
	
<p>3</p>	<p>Ward Priorities Planning is finished.</p> <p>But don't just hand your Ward Priorities Plan to the government and prey for them to help with road B. And don't just market your Ward Priorities Plan yourself to NGOs and churches and companies and donors and expect them to help. They won't help unless your ward is also trying its best to put into practice its own road A priorities. <i>Rot A emi wokabaut bilong wod yet long stretim sindaun.</i></p> <p>The more your ward tries to put into practice road A – and collects evidence that it can be trusted – the more the government (and NGOs, churches, companies and donors) will want to help with road B. <i>Sanap wantaim leghan bilong yupela yet pastaim.</i></p> <p>The last three coursebooks in this training series will help your ward to follow road A. See the picture below. You can download this training from <a href="http://PNGCDWSTANDARD.COM">PNGCDWSTANDARD.COM</a></p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="display: flex; flex-direction: column; gap: 10px;"> <div data-bbox="272 1050 515 1384"> <p style="font-size: 8px;">PARTICIPANT'S HANDBOOK (and TRAINERS' HANDBOOK)</p> <p style="font-size: 8px;">RONIM GUT WOD BILONG YU</p>  <p style="font-weight: bold; font-size: 10px;">Ward Priorities Planning <i>Kamapim ol Praioriti</i></p> </div> <div data-bbox="272 1391 515 1727"> <p style="font-size: 8px;">PARTICIPANT'S HANDBOOK (and TRAINERS' HANDBOOK)</p> <p style="font-size: 8px;">RONIM GUT GRUP BILONG YU</p>  <p style="font-weight: bold; font-size: 10px;">Kamapim ol Praioriti</p> </div> </div> <div style="margin: 0 20px; font-size: 24px;">➔</div> <div style="display: flex; gap: 10px;"> <div data-bbox="643 1218 882 1554"> <p style="font-size: 8px;">PARTICIPANT'S HANDBOOK (and TRAINERS' HANDBOOK)</p> <p style="font-size: 8px;">RONIM GUT GRUP BILONG YU</p>  <p style="font-weight: bold; font-size: 10px;">Kamapim ol Eksen Plen</p> </div> <div data-bbox="890 1218 1129 1554"> <p style="font-size: 8px;">PARTICIPANT'S HANDBOOK (and TRAINERS' HANDBOOK)</p> <p style="font-size: 8px;">RONIM GUT GRUP BILONG YU</p>  <p style="font-weight: bold; font-size: 10px;">Setim Gutpela Kastom Bilong Ronim Grup</p> </div> <div data-bbox="1137 1218 1377 1554"> <p style="font-size: 8px;">PARTICIPANT'S HANDBOOK (and TRAINERS' HANDBOOK)</p> <p style="font-size: 8px;">RONIM GUT GRUP BILONG YU</p>  <p style="font-weight: bold; font-size: 10px;">Wok Bilong Meneja na Memba na Lida</p> </div> </div> </div>
<p>3</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Brainstorm (10 minutes)</b></p> <p>What are the eight key ingredients of every good organisation? We learned this at the start of this course. <i>Kirapim bek tingting.</i></p> </div> </div>
<p>3</p>	<p>Every good group organisation - whether the government or a church or a soccer club or a farmer group or a family business - has the same eight key ingredients:</p>



## Step 3.4 | Submit Ward Priorities Plan to the LLG

①	<b>MEMBERS</b> <i>bilong mekim wok na kaikai long en</i>
②	<b>LEADERS</b> <i>bilong kirapim bel na givim stia</i>
③	<b>MANAGERS</b> <i>bilong go pas long ronim grup</i>
④	<b>PURPOSE</b> <i>bilong makim hap grup laik wokabaut long en</i>
⑤	<b>PLANNING</b> <i>bilong gaidim wokabaut</i>
⑥	<b>RESOURCES</b> <i>bilong inapim wokabaut</i>
⑦	<b>KASTOM</b> <i>long bihainim gutpela pasin</i>
⑧	<b>RULES</b> <i>long kontrolim wokabaut</i>



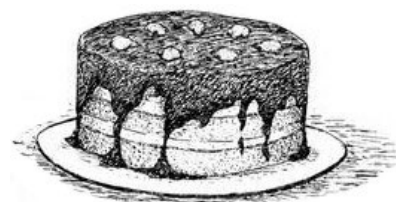
Your ward organisation has an elected government **LEADER** (the *Wod Kaunsel*). The members of a Ward Development Committee are the **MANAGERS** (and **LEADERS**) of your ward organisation. One day your WDC may also include paid government **MANAGERS** like a Ward Recorder or a ward Community Development Worker – but it will be a while before PNG has the money to pay for ward managers *tok stret na tok klia*.

The **MEMBERS** of your ward organisation are everyone living in the ward. *Em klia*.

The **PURPOSE** of your ward organisation is what are you planning to achieve? In *tok ogenaiseson ol save tok VISION* and *MISSIONS*. *Wankain samting*. Your ward has a purpose. *Tingim*. You have identified your vision and mission. Nice.

And your ward has started the job of **PLANNING** to achieve your vision and missions. You have identified priorities you can do yourself (road A) and priorities that will need outside help to achieve (road B). This is your Ward Priorities Plan. It shows what your members think needs to happen over the next five years to achieve your purpose. *Set*.

*Tok save* the final three coursebooks in this training series (on the previous page) will also show your ward how to include the remaining key ingredients of a good organisation in your ward organisation: **RESOURCES**, **KASTOM**, and **RULES**.



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

- 1) What attachments should be included with the Ward Priorities Plan?
- 2) What is a ward profile?



# **LAS TOK**



- ↪ **How to do an annual update of your Ward Priorities Plan**
- ↪ **How to prepare a work plan for Ward Priorities Planning**



# Las tok | How to do an annual update of your Ward Priorities Plan

1/2 hour

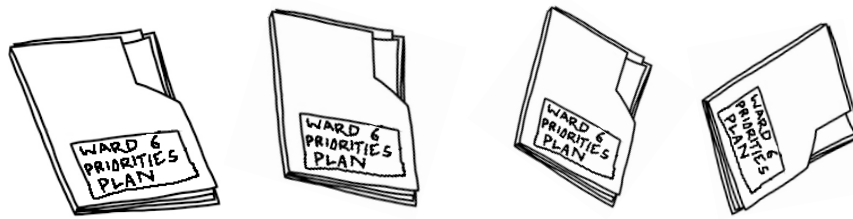
**Materials** Paper for the group activities

**Key questions for this topic**

Why should you update your Ward Priorities Plan each year?

1	 <p>You have finished ward priorities planning. You have learned how to prepare a Ward Priorities Plan.</p> <p>However, your Ward Priorities Plan needs to be updated each and every year so that the information stays up to date.</p> <p>Your Ward Priorities Plan should be a living document.</p> <p><i>Prunim gut.</i></p>
1	 <p><b>Small groups (30 minutes)</b></p> <p>Get into your WDC groups (or small groups of 5 or 6). Have a look at the Annual Update section of the Ward Priorities Plan form (at the end of the coursebook) and read the instructions on how to complete the Annual Update section (at the start of the Ward Priorities Plan form and also shown below). In your group discuss the following questions.</p> <p>1. Why is it a good idea to USE PENCIL when you complete your Ward Priorities Plan?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>ANNUAL UPDATE.</b> Update your Ward Priorities Plan at the start of each year. Your LLG may request a copy of your updated Ward Priorities Plan. When you update the Ward Priorities Plan, go to the Annual Update section. Look at each sector (Part A and Part B) and write what was achieved in the last year (since the plan was developed or since it was last updated). Just add information to what is already there. If you do this, then in five years when you prepare a new Ward Priorities Plan, you will have the FULL STORY of what was done to achieve the previous Ward Priorities Plan. When you do an annual update also go back to the top three priorities for each sector (Part A and Part B). If a priority has been achieved or it is no longer a priority, rub it out and replace it with the next ranked priority for that sector from the Ward Scoring form – and make a note of why you made the change. Don't forget, always <b>USE PENCIL</b>.</p> </div>
1	<p>The LLG needs your Ward Priorities Plan to help them develop their LLG Development Plan, and they also need your updated Ward Priorities Plan each year so they can update their LLG Development Plan each year.</p> <p>Before you give your updated Ward Priorities Plan to the LLG, make three copies:</p> <ul style="list-style-type: none"> <li>✓ <b>One copy for the LLG to keep.</b></li> <li>✓ <b>One copy to put in the ward's filing cabinet as a record.</b> Records are history.</li> <li>✓ <b>One copy for the WDC to put on a ward notice board for everyone to see.</b></li> <li>✓ <b>Keep the original Ward Priorities Plan to continue using for the annual updates</b> (the original Ward Priorities Plan form is the one you completed using PENCIL).</li> </ul>

# Las tok | How to do an annual update of your Ward Priorities Plan



1



## General discussion (2 minutes)

Is updating your Ward Priorities Plan something that your ward should do anyway even if your LLG doesn't ask for it?

1

**BIKPELA TOK.** Updating your Ward Priorities Plan is something your WDC should do anyway *maski LLG singautim o nogat.*

- ✓ Updating your Ward Priorities Plan means your WDC has the latest information to hand so you can make decisions *na givim stia long stretim sindaun.*
- ✓ Updating your Ward Priorities Plan means that if you want help from an outside organisation, you have up-to-date information to give them.
- ✓ Updating your Ward Priorities Plan every year means you will build up a record (a database) of what is happening to implement the plan. At the end of five years, when it is time to prepare a new Ward Priorities Plan, everyone in your ward will want to know what happened with the last plan? *Emi karim wanem kaikai?* If you update your ward priorities plan each year you will have the story to give them.



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

1) Why should you update your Ward Priorities Plan each year?



# Las tok | How to prepare a work plan for ward priorities planning

1 hour

**Materials** Paper/butchers paper for the group activities

**Key questions for this topic**

What information do you need to include in work plan?

There are three steps you need to take to do ward priorities planning. *Yu save.*

## STEP 1 MAKE PREPARATIONS

1.1 PREPARE A WORK PLAN

1.2 DISCUSS THE WORK PLAN WITH KEY PEOPLE



## STEP 2 CONDUCT WARD PLANNING MEETINGS

2.1 EXPLAIN WHAT THE MEETING IS FOR AND WHAT WILL HAPPEN

2.2 CONFIRM THE WARD'S VISION AND MISSIONS

2.3 ANALYSE THE DEVELOPMENT SITUATION FOR EACH MISSION AND IDENTIFY PRIORITIES

2.4 EXPLAIN WHAT WILL HAPPEN NEXT

## STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN

3.1 WORK OUT OVERALL WARD PRIORITIES FOR EACH MISSION

3.2 PREPARE WARD PRIORITIES PLAN

3.3 CONFIRM WARD PRIORITIES PLAN WITH KEY PEOPLE

3.4 SUBMIT WARD PRIORITIES PLAN TO THE LLG

When you explain the three steps, take the posters off the wall (from earlier in the course) and put them on the floor. Then jump from step to step as you explain each step – everyone will see what they *hear* you saying. When you are standing on each step don't forget to also explain *wanwan hap step*. At the end put the *recipe* back on the wall.

1



### General discussion (2 minutes)

What is the very first *hap step* in ward priorities planning?

1

Step 1 is Make Preparations. And the very first *hap step* is PREPARE A WORK PLAN.

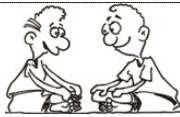
*Wok plen ino samting nating.* If the WDC sits down (with a nice cup of tea) and prepares a work plan, then it will be a big help when you start to do ward priorities planning.

At the start of this training, we said that first you need to learn how to do ward priorities planning. If you know the steps you need to take to do ward priorities planning, then what to include in a work plan will make sense. *Tingim.* Now you have learned how to do ward priorities planning, it is time for you to have a go at doing it.





# Las tok | How to prepare a work plan for ward priorities planning



## Pairs (10 minutes)

Get into pairs. Have a look at the government's suggested timetable for ward priorities planning (below). This is what your Ward Development Committee needs to do every five years to prepare your Ward Priorities Plan. *Luksave*.

2

EVERY FIVE YEARS, WHEN IT IS TIME TO PREPARE A NEW WARD PRIORITIES PLAN, DO THE FOLLOWING:	
Do the final annual update of last Ward Priorities Plan	Completed by end February
<b>STEP 1 MAKE PREPARATIONS</b>	Completed by end March
<b>STEP 2 CONDUCT WARD PLANNING MEETINGS</b> and report the results of the last Ward Priorities Plan	Completed by end June
<b>STEP 3 PREPARE AND SUBMIT WARD PRIORITIES PLAN</b>	Submitted to LLG by end July (along with final annual update for the last Ward Priorities Plan)

2

*Luk olsem* if you have already developed a Ward Priorities Plan, then when you develop a new Ward Priorities Plan (in five years' time) you will need to report the results of the last Ward Priorities Plan. *Ol manmeri long ples* will want to know *wanem kaikai bin kamaut long en*. This means you will need to do the final annual update for the last Ward Priorities Plan before you develop your new Ward Priorities Plan. Makes sense.

The best time to report the results of the last Ward Priorities Plan to *ol lain long ples* is at the start of the Ward Planning Meeting (Step 2).

2



## Small groups (30 minutes)

Get into your WDC groups (or small groups of 5 or 6). Imagine you are starting ward priorities planning. *Statim wokabout*. Do a work plan (*hap step 1.1*). When you do the work plan, for each *hap step* write down **who** will be responsible for doing it, **when, where, and what** you will need. *Mekim gut*. This activity is designed to give you practice developing a work plan – but it is also revision for the whole course.



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

1) What information do you need to include in a work plan?

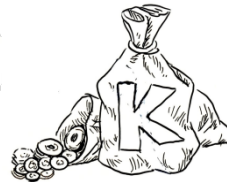
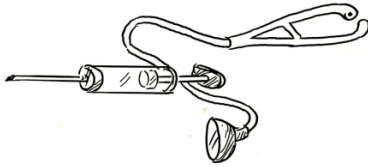


**THE TRAINING IS OVER. NOW IS THE TIME TO EVALUATE THE SUCCESS OF THE TRAINING.** Look at the section 'how to evaluate the training' (at the end of this coursebook).

## What the LLG does with your road B priorities

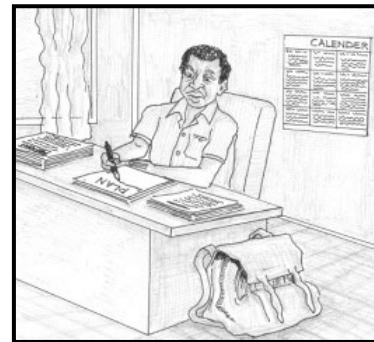


There is a lot of development that people in wards can do themselves, but there are lots of things people can't do themselves without help from the government and its partners. Schools, health centres, roads, laws, money, power. *Kain kain*. This is why we have government.




But government has to plan so that it knows what to do and what it can achieve with its money and time and resources.

Every five years the government does a new plan to try and make progress to achieve the government's missions (sectors). Education, health, transport infrastructure, community development, economy. *Kain kain*.



The PNG Government wants to make sure it hears the voice of the people when it develops its five year plans. Ward priorities planning is the way for the government to hear the voice of the people *ikam long daunbelo*. Bottom-up planning.

↓	<i>Olgeta faiv yia ol Nesenal plena bai miksim stia ikam long Nesenal Gavman polisi wantaim tingting bilong ol kaksman bilong publik sevis long kamapim Nesenal Dvelopmin Plen.</i>
↓	<i>Olgeta faiv yia ol Provinsel Plena bai miksim Nesenal Dvelopmin Plen wantaim stia ikam long Provinsel Gavman long kamapim Provinsel Dvelopmin Plen.</i>
✓	<p><b><i>Ol Distrik plen mas miksim nek bilong ol lain daunbelo wantaim nek bilong ol lain antap long kamapim wanpela nek tasol. Hatwok tru!</i></b></p> <p><i>Distrik Dvelopmin Plen emi bikpela plen bilong setim faiv yia wokabout bilong Gavman na ol patna bilong Gavman olsem sios na kampani na dona long stretim sindaun bilong ol pipol insait long Distrik.</i></p>
↑	<i>Olgeta faiv yia ol LLG Plena bai miksim tingting ikam long olgeta Wod Praioriti Plen B wantaim tingting bilong ol lain LLG long kamapim LLG Dvelopmin Plen.</i>
↑	<p><i>Olgeta faiv yia bai yumi wokim Wod Praioriti Plen na salim igo antap long LLG. Emi makim maus bilong yumi manmeri long ples.</i></p> 

## What the LLG does with your road B priorities

There are four STEPS the government will take after it receives your Ward Priorities Plan B.



### STEP 1 LLG AND DISTRICT DEVELOPMENT PLANS

*Olgeta faiv yia olgeta wod bai salim Wod Praioriti Plen bilong ol igo long LLG. LLG plena bai bungim gut olgeta Wod Praioriti Plen B na kamapim LLG Divilopmin Plen. Bihain nau distrik plena bai miksim olgeta LLG Divilopmin Plen wantaim Nesenal Divilopmin Plen na Provinsel Divilopmin Plen na stia bilong Distrik Divilopmin Otoriti long kamapim Distrik Divilopmin Plen. Distrik Divilopmin Plen emi bikpela plen long setim faiv yia wokabout bilong gavman na ol patna bilong gavman olsem sios na kampani na dona long stretim sindaun bilong ol pipol insait long distrik.*



### STEP 2 LLG AND DISTRICT ACTION PLANS

*Distrik Divilopmin Plen em olsem pisin lukluk kam daun. LLG na distrik plena bai lukluk long Distrik Divilopmin Plen na kamapim ol aksen plen bilong setim wanem wok stret ol bai mekim. Aksen plen emi anyual plen na ol projek plen. Ol patna bilong distrik olsem sios na kamapani na dona ol tu bai lukluk long Distrik Divilopmin Plen long setim wok bilong ol.*



### STEP 3 IMPLEMENTATION AND MONITORING

*Taim nau long gavman na distrik patna long bihainim ol aksen plen long mekim wok i kamap. Long taim wok i ron bai yumi olgeta wokim wok long sekup long mek sua wok i go stret. Long tok inglis ol save tok monitoring.*



### STEP 4 EVALUATION

*Wok i pinis. Faiv yia i pinis. Nau em taim long glasim bek wanem wok i bin kamap insait long wod. ROT B i karim wanem kaikai na yumi olgeta lainim wanem lesan redi long statim niupela faiv yia plen. Long tok inglis ol save tok evaluation.*

### Some icebreakers you can use

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#### Icebreaker: MY FAVOURITE IS.... Materials: None

1. Ask the group "what is your favourite team – Blues or Maroons?" They then divide quickly into groups with the people who shared their preference.
  2. They then have 5 minutes to introduce themselves to everyone in their group.
  3. Then use this same process to break into different groups a few times so that everyone has had a chance to meet most people in the course. For example, you could also ask "what is your favourite food – rice or *kaukau*?" and "what is your favourite drink – tea or coffee?" and "what is your favourite meat – beef or lamb?"
- 

#### Icebreaker: NAME GAME. Materials: None

1. This game helps the trainer and the participants to remember each other's name. Stand or sit in a circle. The first person says, "My name is .....". The second person then has to say: "Her name is..... and my name is.....". The third person has to then say the names of the first and second person, and then their own name.
  2. Keep going on like this around the whole circle (until the last person has to be able to remember everybody's name – *hat tru*).
- 

#### Icebreaker: WHITE LIES. Materials: None

1. Ask everyone to think or write down four things about themselves. However, one of the things they say has to be untrue (a lie). This can be difficult for people to do so it is a good idea if the trainer does it first so that everyone gets the idea.
  2. Go around the group one by one and ask each person to say their four things about themselves. The others have to guess which fact is a white lie.
  3. The trainer then needs to ask for a bit more information about the three things that were true – this will help other people in the group to get to know the person.
- 

#### Icebreaker: JIGSAW PIECES. Materials: A Newspaper or magazine

1. Cut or tear the pages out of a newspaper or magazine. If you have 20 participants, you will need 10 pages.
2. Next, cut or tear each page in half.
3. Next, mix up all of the half pages on the floor in a pile and ask everyone to pick up one piece (one half-page).
4. Next, ask everyone to move around and find the person with the other half of their page. *Poroman bilong en*. They will need to say hello to lots of different people until they find their *poroman*.
5. After everyone has found their *poroman*, ask each pair to get to know each other. *Stori gut*. Tell them that you will be asking each person to introduce their partner to the group.
6. Finally, ask each pair to introduce their partner to the rest of the group.
7. If you have an odd number of participants (for example, 21) you the trainer may need to join in this activity so that everyone has a *poroman*. *Yu save*.



#### Icebreaker: RACETRACK. Materials: None

1. This is a good game if there are lots of people. Get everyone to stand in a circle. Start at one end. Get the first person to say their name (e.g., David). Then the next person repeats David's name, and the next, and keep going until you get back to David (the beginning).

2. Then get them to do it again but faster. The sound of David's name being quickly repeated around the circle will sound like a car going around a racetrack.
3. When everyone has got the hang of it repeat the game with the next person's name. Go around the whole group. Get everyone to speed it up as fast as possible and encourage them to try and make each other's names sound like the engine of a car.
4. As a variation say that anyone can say "beep beep" instead of the person's name - if they say this then the 'car' must skip the next person. Or anyone can make the sound of a car breaking - if they make this noise then the 'car' must go in the opposite direction.

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**Icebreaker: BALL TOSS NAME GAME. Materials: 3 balls (You can just use balls of paper if you don't have other balls or other soft objects like cushions or fruit.)**

1. Ask the group to stand in a circle. This game will help everyone learn each other's names.
2. Start by getting everyone in the circle to say their name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember their name.
3. Give one person a ball and tell them to call out the name of someone in the group and then throw the ball to him or her.
4. The person who receives the ball then calls out someone else's name in the group and they throw the ball to them. And so on....
5. After a couple of minutes add in a second ball and tell the group to continue throwing and catching both balls. After another minute add a third ball to the game. If a ball is dropped tell the person to pick it up and start again.

---

**Icebreaker: ACTION INTRODUCTION. Materials: None**

1. Get people into pairs (or use the 'jigsaw pieces' icebreaker to put people in pairs)
2. Explain that they need to find out about their partner to introduce them to the rest of the group. When they do the introduction tell them to say their partners name first but then the rest of the introduction has to be without words! They have to use actions to inform the rest of the group (1) where their partner is from; (2) what their favourite sport is; (3) what their favourite food is. The rest of the group has to guess based on the actions.

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### **Some energisers you can use**

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**Energiser: A SONG. Materials: None**

1. A good energiser is singing. Ask different people to lead the group in a song – if possible, songs which are energetic and have actions.

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**Energiser: STORY BAG. Materials: Put five unrelated items into a bag. For example, a bottle cap, hat, kitchen item, food item, school item, tool, coins, leaf, flower, etc.**

1. Firstly, give the bag to the group and say there are five items in the bag.
2. Tell them that they have to make up a story with the five items in it!
3. If necessary, you can give them a theme for the story to get them going – for example "Sewage got kicked off a PMV" or "Jen lost her job at the supermarket".
4. Then give the group time to come up with a story – 5 minutes should be enough. At the end they will need to tell their story so ask one person to be the storyteller.
5. If you want to the group could act out their story.

6. You can repeat this energiser as many times as you like during the course – just have five new items in the bag and ask a different person to be the storyteller.

---

**Energiser: EVERYBODY WHO.... Materials: Chairs (one less than the number of participants) or you could have mats instead of chairs or you could draw circles in the dirt or place leaves on the ground instead of chairs**

1. Everyone sits in a circle (on chairs or mats) and one person stands in the middle.
2. The person in the middle makes a statement such as "*everybody who is wearing black shoes*" or "*everybody who likes buai*" or "*everybody who is wearing a watch.*"
3. Anyone who matches the statement has to stand up and try and find a new seat, while the person in the middle takes over someone else's seat.
4. The person left standing moves into the middle and then makes up a new statement so that they can get a seat.

---

**Energiser: THE HUMAN KNOT. Materials: None**

1. Ask everyone to stand in a circle.
2. Ask everyone to reach into the circles and grab the hand of two other people *not standing next to them*. The result is a big tangle of people.
3. Then ask everyone to try and untangle the knot *without anyone letting go of hands*. They may have to step over arms and under other people. It should be a lot of fun. Encourage everyone to communicate to try and find a solution.
4. If they are successful, then everyone should be back in the original large circle or in a few smaller circles that are connected.

---

**Energiser: BALLOON BUST. Materials: A few balloons (or condoms)**

1. Blow up a balloon and tie it off (have a few spares!). If you don't have balloons, you could try blowing up condoms.
2. Ask two people to come to the front.
3. Ask them to stand facing each other with their hands behind their backs.
4. Put a balloon on the ground between them.
5. Tell them that they have to break the balloon *between* each other (not on the ground) and that they are *not allowed to use their hands*. This means they will have to try and get the balloon off the ground using parts of the body so that it is in a position that the pair can bash into each other or press against each other and break the balloon.
6. If one pair is successful or cannot do it, then invite another pair to have a go.

---

**Energiser: PASS IT ALONG. Materials: A buai or orange or keys or any object**

1. Ask everyone to hold hands in a line. Tell everyone they have to keep holding hands no matter what happens.
  2. Put a *buai* (or similar object) in the hand of the person at the end of the line.
  3. Tell everyone they need to pass the *buai* along the line until it gets to the last person, then it needs to come back along the line until it gets back to the person who started.
  4. If the *buai* is dropped it can be picked up off the floor as long as everyone continues to hold hands.
  5. You could time them to see how fast they can do it and then repeat the activity to see if they can beat their time. If there is a large group have two separate lines and have a race!
-

### **Energiser: OINK...2...3. Materials: None**

1. Get everyone in pairs and ask each partner to stand opposite each other.
  2. Ask the pair to say 1...2...3...1...2...3...1. This means the first person says '1', their partner then says '2', the first person says '3', their partner says '1' again and so on. Get everyone to practice doing this!
  3. Next ask each pair to replace the number '1' with an animal sound. Each pair can come up with their own sound. Then ask everyone to begin again.
  4. Next ask each pair to replace the number '2' with a movement. Each pair can come up with their own movement. Then ask everyone to begin again.
  5. If any pair does it really well, then get them to demonstrate to the class.
- 

### **Energiser: ANIMAL CRACKERS. Materials: None**

1. Ask everyone to find a partner and choose an animal.
  2. Get them to work out the sound the animal makes.
  3. Get all the partners on one side of the room and the other partners on the other side.
  4. Tell everyone to close their eyes.
  5. When you say "go", they must make their animal sound and find their partner WITHOUT looking. Keep track of which pair finds each other first. This is noisy and a lot of fun!
- 

### **Energiser: BALLOON IN THE AIR. Materials: Balloons (or condoms)**

1. Blow up a balloon (or a condom).
  2. Explain to everyone that they can only use their breath to keep the balloon in the air.
  3. Do it a few times to see if everyone can beat their record.
- 

### **Energiser: GOTCHA. Materials: None**

1. Participants stand in a circle, arms out to the side. Their left hand should be palm up. The index finger (the pointing finger) on their right hand should be pointing down and touching their neighbor's palm.
  2. They tell everyone that when you say go, they should try and grab the finger in their left hand, and at the same time prevent their own right finger from being grabbed.
  3. 1 ... 2 ... 3 ... [add suspense] ... Go! Repeat several times.
- 

### **Energiser: TEAM BALLOON. Materials: Balloons (or condoms)**

1. Blow up a balloon (or a condom).
  2. Ask everyone to hold hands. Explain to everyone that they must try and keep the balloon in the air without letting go of anyone's hand.
  3. Do it a few times to see if everyone can beat their record.
- 

### **Energiser: NOSE BALLOON. Materials: A few balloons (or condoms)**

1. Blow up a balloon (or a condom) and tie it off (have a few spares)
2. Invite a pair to come to the front and stand face to face.
3. Place the balloon at their feet between them.
4. Ask the pair to try and get the balloon up off the ground so that it ends up between their noses *without using their hands or lower arms*.
5. Tell them they can talk to each other. If they cooperate and think about how to do it first it can be done. (Hint: the best way is if one person stands still, and the second person uses their body to roll the balloon up the other person until it gets between their noses)

6. If one pair is successful or cannot do it, then invite another pair to have a go.

---

**Energiser: I CAN DO THAT - CAN YOU DO THIS. Materials: None**

1. Get everyone in a large circle.
2. Start yourself. Say "can you do this" then do something – a trick or a cool dance step or a sound or just jump in the air.
3. The next person in the circle has to say, "I can do that" and then do what you did
4. Then they have to say, "can you do this" and do their own thing – a trick or a cool dance step or a sound or just jump in the air
5. Continue until everyone in the circle has had a turn.

---

**Energiser: TONGUE TWISTER. Materials: None**

1. Get everyone to stand in a circle.
2. Say a tongue twister and write it on the board. Good examples are:  
*"Willy's real rear wheel"* (you have to say it fast three times!)  
*"Frogfeet, flippers, swimfins"* (you have to say it fast three times!)  
*"Black background, brown background"* (you have to say it fast three times!)  
*"Tie twine to three tree twigs"* (you have to say it fast three times!)  
*"Green glass globes glow greenly"* (you have to say it fast three times!)  
*"Black back bat"* (you have to say it fast three times!)  
*"Six slippery snails slid slowly seaward"* (you have to say it fast three times!)  
*"The queen in green screamed"* (you have to say it fast three times!)  
*"He threw three free throws"* (you have to say it fast three times!)
3. Give everyone a turn to say the tongue twister. They have to say it fast three times! See if anyone can do it! If they do it get them to repeat it again!

---

**Energiser: WHISPERS. Materials: None**

1. Get everyone to stand in a circle.
2. Start yourself. Whisper something to the person next to you. A good idea is to whisper one of the tongue twisters from the 'tongue twister' energiser.
3. The person you whisper to then has to whisper the same thing to the next person in the circle.
4. Continue until the whisper gets back to you. Say the whisper out loud - it will be completely different from what you started with!

---

**Energiser: OMO (or COCONUT). Materials: None**

1. Get everyone to stand up.
2. Show everyone how to spell OMO (or COCONUT) with your hips. Say the letters as you spell them with your hips. Make it funny!
3. Then ask everyone to do it with you.

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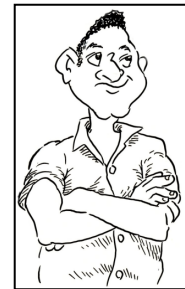
**Energiser: PASS THE CLAP. Materials: None**

1. Get everyone to stand in a circle.
2. The first person demonstrates a clap rhythm with the hands – *wokim stail wan*.
3. The next person has to copy the first persons clap rhythm, then they have to demonstrate their own different clap rhythm for the next person to copy.
4. The next person copies it and so on until everyone has had a turn.



# How to evaluate the training

Experience is the best teacher but only if you learn from it. To learn from the experience of running this training you need to evaluate it.



Evaluation *save karim planti gutpela kaikai:*

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

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

## Ranking

Do the following:

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



4. Next go to where you have written step 1 on the wall. In this training step 1 is MAKE PREPARATIONS. Read out the step then read out *ol wanwan hap step long mekim*. It is a good idea to quickly go over each *hap step* so that everyone remembers what it is about – or get a participant to have a go at summarising it. *Kirapim bek tingting*.
5. Next ask the participants to write 'step 1' on their sheet of paper and next to where they have written 'step 1' they need to write which letter lines up with how well they understand it. Remind everyone to be honest. Point to the smiley faces and explain what A and B and C and D and E means. Tell them:

## How to evaluate the training

**Write A if you are *KLIA OLGETA* (full bar)**

**Write B if you are *KLIA TASOL SAMPELA HAP INO YET***

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

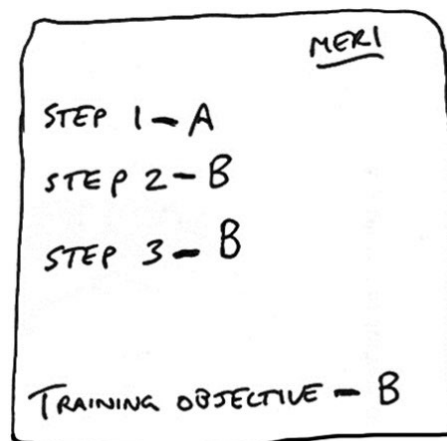
**Write D if you are *KLIA LIKLIK TASOL BIKPELA HAP INO YET***

**Write E if you are *LUS OLGETA* (no bar – out of the network area)**

- When you have completed step 1 do exactly the same thing for step 2 *na ol hap step*. Step 2 is CONDUCT WARD PLANNING MEETINGS. Then do step 3 *na ol hap step*. Step 3 is PREPARE AND SUBMIT WARD PRIORITIES PLAN.
- The last thing to do is find out how well everyone thinks the training objective has been achieved. The training objective is PARTICIPANTS WILL KNOW HOW TO HELP THEIR WARD DO WARD PRIORITIES PLANNING. Point to where you have written the training objective on the wall. Then say the training objective out loud so everyone is clear. Ask everyone to write the words 'training objective' (or 'objective') on their piece of paper.

Then ask everyone to write which letter lines up with how well they think the training objective has been achieved.

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



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

### Feedback questions

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

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

## How to evaluate the training

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

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

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



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

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

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

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



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

# Ward Priorities Planning

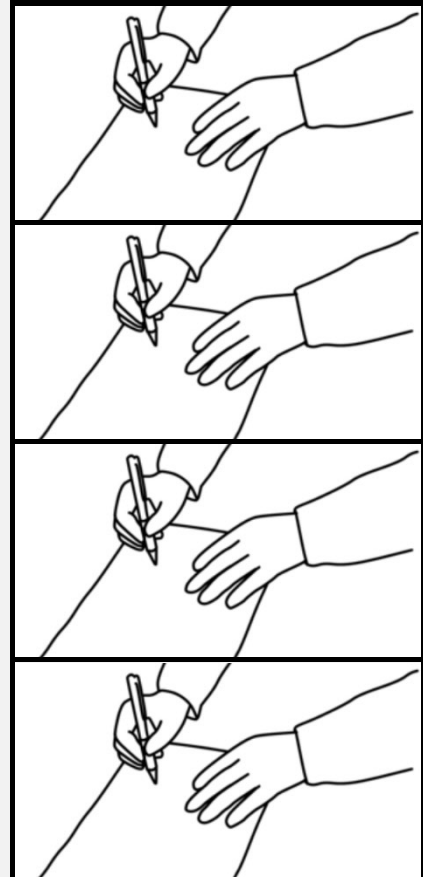
## Ward priorities planning forms

**Ward Planning Meeting Record form**

**Ward Scoring Form Part A (road A)**

**Ward Scoring Form Part B (road B)**

**Ward Priorities Plan form**



# Ward Planning Meeting Record form

After each ward planning meeting write down the final selection of road A and road B priorities for each mission (sector). You will need one form for each mission. **USE PENCIL.** You also need to indicate whether each idea was rated a '1' or a '2' or a '3'. Normally there should only be three '1' ideas for road A and three '1' ideas for road B.

Ward.....Year.....

Location of meeting.....

**MISSION/SECTOR**

Road A ideas Things the ward can do itself without much or any outside support	Rank 1, 2, 3	Road B ideas Things that the ward can only do with outside support	Rank 1, 2, 3

## Ward Scoring form Part A (road A)

**USE PENCIL.** You will need one Ward Scoring Form Part A (road A) for each of your ward's seven missions (sectors). Start with one sector. Pull out the number 1 (most important) road A ideas from all the Ward Planning Meeting Record forms and list them below. You don't need to include the same idea twice. Then score each idea for the eight criteria (0=none, 1=some, 2=high, 3=very high). You need to double (x2) the score for "Benefit to other wards". For example, if you said the score was 2 then the score (x2) becomes 4. Next add up the scores and write the TOTAL. Then RANK the scores based on the TOTAL. If two ideas have the same TOTAL, then the WDC can choose which to rank higher (by consensus or vote). The final thing to do is write down which wards will benefit most (include your own ward in this list). Do the same thing for the remaining six sectors (missions).

Year.....	Ward.....	<b>0 = none, 1 = some, 2 = high, 3 = very high</b>							This information goes into the Ward Priorities Plan Part A			
<b>MISSION/SECTOR</b> ..... ..... .....		Amount of people in ward who will benefit	Benefit to women/girls	Benefit to youth	Uses local assets and resources	Benefit to environment	Chance of being sustained - will benefits remain?	Chance of whole ward supporting it	Benefit to other wards	<b>TOTAL</b>	<b>RANK</b>	Which wards will benefit most? (include your own ward in this list)
<b>WARD PRIORITIES PLAN PART A IDEAS</b>		<b>X2</b>										

## Ward Scoring form Part B (road B)

**USE PENCIL.** You will need one Ward Scoring Form Part B (road B) for each of your ward's seven missions (sectors). Start with one sector. Pull out the number 1 (most important) road B ideas from all the Ward Planning Meeting Record forms and list them below. You don't need to include the same idea twice. Then score each idea for the eight criteria (0=none, 1=some, 2=high, 3=very high). You need to double (x2) the score for "Benefit to other wards". For example, if you said the score was 2 then the score (x2) becomes 4. Next add up the scores and write the TOTAL. Then RANK the scores based on the TOTAL. If two ideas have the same TOTAL, then the WDC can choose which to rank higher (by consensus or vote). The final thing to do is write down which wards will benefit most (include your own ward in this list). Do the same thing for the remaining six sectors (missions).

Year.....	Ward.....	<b>0 = none, 1 = some, 2 = high, 3 = very high</b>								This information goes into the Ward Priorities Plan Part B		
<b>MISSION/SECTOR</b> ..... ..... .....		Amount of people in ward who will benefit	Benefit to women/girls	Benefit to youth	Uses local assets and resources	Benefit to environment	Chance of being sustained - will benefits remain?	Chance of whole ward supporting it	Benefit to other wards	<b>TOTAL</b>	<b>RANK</b>	Which wards will benefit most? (include your own ward in this list)
<b>WARD PRIORITIES PLAN PART B IDEAS</b>		<b>X2</b>										

## Ward Priorities Plan Form

It is a good idea to **USE PENCIL** to complete this form. When you submit your Ward Priorities Plan to the LLG, make three copies – one for the LLG, one for your ward records, and one to put on a ward notice board. Keep the original form each year as the one you update. Because you used pencil, when you update your Ward Priorities Plan each year, just rub out and change what you need to. If your LLG asks you to submit the updated Ward Priorities Plan, make three copies again but keep the original form to update.



Ward.....	LLG.....
District.....	Province.....
Year Ward Priorities Plan developed.....	Signed Ward Member.....

The Ward Member should sign only when the Ward Priorities Plan has been completed.

### WARD VISION

.....  
 .....

### WARD SECTORS (MISSIONS)

EDUCATION SECTOR.....  
 .....

TRANSPORT INFRASTRUCTURE SECTOR.....  
 .....

ECONOMY SECTOR.....  
 .....

HEALTH SECTOR.....  
 .....

LAW AND JUSTICE SECTOR.....  
 .....

DISASTER SECTOR.....  
 .....

COMMUNITY DEVELOPMENT SECTOR.....  
 .....

Your **ward vision** should be a short statement of what your ward wants to do. For example: 'Wokabaut wantaim gavman long stretim sindaun'.

Your ward missions (**sectors**) are what you want to do to achieve your vision.

Education, transport infrastructure, economy, health, law and justice, disaster, and community development are government sectors.

These seven government sectors are your ward missions. However, your ward can also have missions of its own. If your ward has its own missions, there is space to include these later.

It is best to complete the Ward Priorities Planning training before completing your Ward Priorities Plan. You can download this training from [pngcdwstandard.com](http://pngcdwstandard.com). To get the information to complete this form you need to hold ward planning meetings in different locations (or one whole ward planning meeting with key people from the ward).

In the ward planning meeting, start with the education sector (mission). Discuss the education sector together with everyone and analyse the development situation. Next ask everyone to brainstorm ideas to achieve the education mission. Next break everyone into a women's group and men's group, or if you prefer break everyone into women, men, young women, young men. Ask each group to list their ideas for achieving the education mission – they need to identify part A (road A) ideas (ideas the ward can do itself) and they also need to identify part B (road B) ideas (ideas that require outside assistance). Next ask each group to rate their ideas as 1 (most important) or 2 (important) or 3 (could do later). Tell each group they can only have three ideas rated as 1 (most important). Ask each group to present their ideas.

Next place all the 1 (most important) ideas long ples klia. This means if you had two groups (men and women) you should have six 1 (most important) ideas. Next, do a second round of ranking with everyone together (not in groups). Repeat what you did earlier - ask everyone together to rank the ideas as 1 (most important) or 2 (important) or 3 (could do later). Tell everyone they can only have three ideas rated as 1 (most important) - but to prevent disputes it is okay to include four ideas as 1 (most important). Wanbel is important.



## Ward Priorities Plan Form

When you have finished the education mission, do the same thing for the six remaining sectors. Use the **Ward Planning Meeting Record form** to record the information you need from each ward planning meeting (the instructions are on the form).

After you have completed all the ward planning meetings, sit down with your WDC. Use all the Ward Planning Meeting Record forms to complete **Ward Scoring Form Part A** and **Ward Scoring Form Part B** for each sector (the instructions are on the forms). You need to score all the number 1 (most important) ideas, RANK the scores, and write down which wards will benefit most from each idea.

**WARD PRIORITIES PLAN.** You are now ready to complete your Ward Priorities Plan. Start by pulling out the three top-ranked Part A ideas from the Ward Scoring Form Part A for each sector and write them in the space provided. You will also need to pull out the list of which wards will benefit most from the idea and include it in the space provided. There is also space to write a 'description' of each idea (what is the idea and why is it a priority). When you have done this for each sector you have finished Ward Priorities Plan Part A. Next pull the three top-ranked Part B ideas from the Ward Scoring Form Part B for each sector and complete Ward Priorities Plan Part B. Include as attachments to your Ward Priorities Plan all the Ward Planning Meeting Record forms, and the Ward Scoring Form Part A and Ward Scoring Form Part B for each sector. These attachments are evidence that your WDC has done a great job.

**ANNUAL UPDATE.** Update your Ward Priorities Plan at the start of each year. Your LLG may request a copy of your updated Ward Priorities Plan. When you update the Ward Priorities Plan, go to the Annual Update section. Look at each sector (Part A and Part B) and write what was achieved in the last year (since the plan was developed or since it was last updated). Just add information to what is already there. If you do this, then in five years when you prepare a new Ward Priorities Plan, you will have the FULL STORY of what was done to achieve the previous Ward Priorities Plan. When you do an annual update also go back to the top three priorities for each sector (Part A and Part B). If a priority has been achieved or it is no longer a priority, rub it out and replace it with the next ranked priority for that sector from the Ward Scoring form – and make a note of why you made the change. Don't forget, always **USE PENCIL**.

<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART A EDUCATION SECTOR</b>			
Description		<b>1</b>	
Description		<b>2</b>	
Description		<b>3</b>	
<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART A TRANSPORT INFRASTRUCTURE SECTOR</b>			
Description		<b>1</b>	
Description		<b>2</b>	
Description		<b>3</b>	

## Ward Priorities Plan Form

<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART A ECONOMY SECTOR</b>			
Description	1		
Description	2		
Description	3		
<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART A HEALTH SECTOR</b>			
Description	1		
Description	2		
Description	3		
<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART A LAW AND JUSTICE SECTOR</b>			
Description	1		
Description	2		
Description	3		

## Ward Priorities Plan Form

<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART A DISASTER SECTOR</b>			
Description	1		
Description	2		
Description	3		
<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART A COMMUNITY DEVELOPMENT SECTOR</b>			
Description	1		
Description	2		
Description	3		
<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART B EDUCATION SECTOR</b>			
Description	1		
Description	2		
Description	3		

## Ward Priorities Plan Form

<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART B TRANSPORT INFRASTRUCTURE SECTOR</b>			
Description	1		
Description	2		
Description	3		
<b>WARD PRIORITIES PLAN</b>			
<b>PART B ECONOMY SECTOR</b>			
Description	1		
Description	2		
Description	3		
<b>WARD PRIORITIES PLAN</b>			
<b>PART B HEALTH SECTOR</b>			
Description	1		
Description	2		
Description	3		

## Ward Priorities Plan Form

<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART B LAW AND JUSTICE SECTOR</b>			
Description	1		
Description	2		
Description	3		
<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART B DISASTER SECTOR</b>			
Description	1		
Description	2		
Description	3		
<b>WARD PRIORITIES PLAN</b>		RANK	Which Wards will benefit most (include your own Ward in this list)
<b>PART B COMMUNITY DEVELOPMENT SECTOR</b>			
Description	1		
Description	2		
Description	3		

## Ward Priorities Plan Form

### OTHER WARD MISSIONS

OTHER MISSION.....  
 .....  
 .....  
 .....

*A ward can have its own mission. Write your own mission here. If you have more ward missions, then use another copy of this page and include it with your Ward Priorities Plan. But don't have too many missions, or it will be hard to make progress.*

### WARD PRIORITIES PLAN

**PART A OTHER MISSION (write here)**.....  
 .....  
 .....

RANK

Which Wards will benefit most (include your own Ward in this list)

Description

1

Description

2

Description

3

### WARD PRIORITIES PLAN

**PART B OTHER MISSION (write here)**.....  
 .....  
 .....

RANK

Which Wards will benefit most (include your own Ward in this list)

Description

1

Description

2

Description

3

# Ward Priorities Plan Form

**ANNUAL UPDATE**

Year Ward Priorities Plan developed.....	Date updated (after year 1).....
Date updated (after year 2).....	Date updated (after year 3).....
Date updated (after year 4).....	Date updated (after year 5).....

**Education (Part A)****Education (Part B)**

# Ward Priorities Plan Form

**ANNUAL UPDATE**

Year Ward Priorities Plan developed.....	Date updated (after year 1).....
Date updated (after year 2).....	Date updated (after year 3).....
Date updated (after year 4).....	Date updated (after year 5).....

**Transport Infrastructure (Part A)****Transport Infrastructure (Part B)**



# Ward Priorities Plan Form

**ANNUAL UPDATE**

Year Ward Priorities Plan developed.....	Date updated (after year 1).....
Date updated (after year 2).....	Date updated (after year 3).....
Date updated (after year 4).....	Date updated (after year 5).....

**Economy (Part A)****Economy (Part B)**

# Ward Priorities Plan Form

**ANNUAL UPDATE**

Year Ward Priorities Plan developed.....	Date updated (after year 1).....
Date updated (after year 2).....	Date updated (after year 3).....
Date updated (after year 4).....	Date updated (after year 5).....

**Health (Part A)****Health (Part B)**

# Ward Priorities Plan Form

**ANNUAL UPDATE**

Year Ward Priorities Plan developed.....	Date updated (after year 1).....
Date updated (after year 2).....	Date updated (after year 3).....
Date updated (after year 4).....	Date updated (after year 5).....

**Law and Justice (Part A)****Law and Justice (Part B)**

# Ward Priorities Plan Form

**ANNUAL UPDATE**

Year Ward Priorities Plan developed.....	Date updated (after year 1).....	
Date updated (after year 2).....	Date updated (after year 3).....	
Date updated (after year 4).....	Date updated (after year 5).....	

**Disaster (Part A)****Disaster (Part B)**

# Ward Priorities Plan Form

**ANNUAL UPDATE**

Year Ward Priorities Plan developed.....	Date updated (after year 1).....	
Date updated (after year 2).....	Date updated (after year 3).....	
Date updated (after year 4).....	Date updated (after year 5).....	

**Community Development (Part A)****Community Development (Part B)**

# Ward Priorities Plan Form

**ANNUAL UPDATE**

Year Ward Priorities Plan developed.....	Date updated (after year 1).....
Date updated (after year 2).....	Date updated (after year 3).....
Date updated (after year 4).....	Date updated (after year 5).....

**Other mission (Part A)**.....

**Other mission (Part B)**.....

If you have more missions, use extra paper