

COMMUNITY DEVELOPMENT WORKER COURSEBOOK 4



**Facilitate Agreements and
Project Start-Up
(Steps 3 and 4 of the project cycle)
CDW C04 and CDW C03**

A Community Development Worker (CDW) is someone who helps communities, groups, families and people *in their community*. CDWs support community-led development, participatory development, inclusive development, and building local capacity.

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

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

1 Make preparations, conduct community entry, and prepare a report	
2 Conduct community training and awareness	
3 Assist group to analyse their development situation and identify priorities Assist group to develop a project plan for a community activity	Step 1 of project cycle Step 2 of project cycle
4 Facilitate agreements for a community activity Facilitate the start-up of a community activity	Step 3 of project cycle Step 4 of project cycle
5 Monitor community activity Evaluate community activity outcomes	Step 5 of project cycle Step 6 of project cycle
6 Provide mentoring	
7 Facilitate a specialist's visit	
COURSE FACILITATOR GUIDE	

The series of seven coursebooks (above) were prepared by Christopher Gard, with support from Santos Ltd. and the Australian Centre for International Agricultural Research. Permission is given to use these coursebooks in part or in full, provided the coursebooks are not sold for profit, and so long as the source is acknowledged. Thanks also to CARE PNG, the PNG-Australia Partnership, the World Bank, and the Autonomous Bougainville Government.

The series of seven CDW coursebooks can be downloaded from the website pngcdwstandard.com, along with other training and resources for CDWs to use.



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Luk save there are no page numbers included in this table of contents. Instead, the topic title is written at the top of each page in the topic. Use the title (at the top of each page) to find the topic you want. Easy.

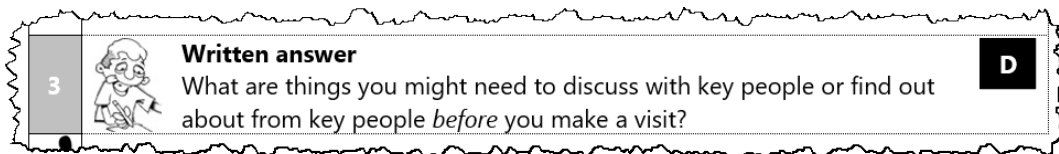
Attachments	<i>Tok projek</i>
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This series of coursebooks can be used as training handbooks, with trainers to 'train' you how to do it. If you have good trainers, then this is the best way for you to learn how to be a Community Development Worker. However,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

HOW TO USE THE COURSEBOOKS USING THE WORKBOOK APPROACH



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



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

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

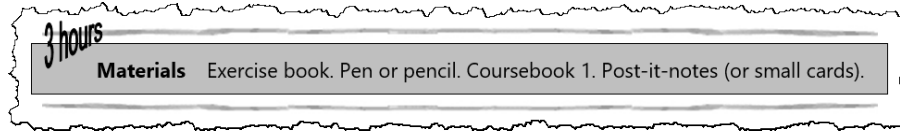
Luksave:

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

Information for the learner

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

Luksave:



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

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

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

Luksave:

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

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

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

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



'Revision ball'

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



HOW LONG SHOULD IT TAKE TO COMPLETE THE COURSEBOOKS?

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

HOW TO USE THE COURSEBOOKS AS TRAINING HANDBOOKS

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

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2 hours

Materials Exercise book. Pen or pencil. CDW Coursebook 1.

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

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



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

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

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

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



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

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




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

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

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

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

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1	 <p>Discussion Think about a change you have made in your life. Think about how you put each of these six steps into practice when you made the change. Share your ideas with your colleagues.</p>
1	<p>The six steps you need to take to make a change are sometimes called a 'cycle'.</p> <p>A 'cycle' means that when you get to the end, you then go back and start again at the beginning. After step 6 you go back to step 1 and start again to make a new change. The lessons you learn in step 6 will help you when you go back to step 1 and start again.</p> <p>This is how change happens. This is how development happens. Development never stops. Change never stops. The cycle of change keeps turning. Good.</p>
1	 <p>Discussion What is a 'project'? Discuss this with your colleagues.</p> <div style="border: 1px solid gray; padding: 10px; margin-left: 20px;"> <p>If this course is being run as a training by a trainer, then many of these discussion activities will be run as general discussions.</p> </div>
1	<p>In <i>tok divelopmin</i> a change is often called a project. A 'project' is anything you do to make a change. The change might be an activity at a church, or a community water supply, or expanding your business, or sending mum to university. <i>Kain kain</i>.</p> <p>If the change is for a family or a group or a community, then for the change to be successful, everyone in the family or group or community needs to participate. <i>Wanman</i> projects never work out. <i>Olgeta mas kamap papa bilong en</i>. We will look at why participation is so important later in the coursebook <i>olsem na stap isi pastaim</i>.</p> 

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Bikpela tok. If everyone in a family or group or community participates in making a change, it is called a participatory project cycle. A participatory project cycle has the same six steps to make a change that we looked at earlier in the topic, but everyone in the family or group or community takes the six steps *together*. Best.



1. GLASIM NA SKELIM SINDAUN Everyone in the group comes together to analyse their development situation and identify their priorities.



2. KAMAPIM PLEN Everyone in the group comes together to develop a project plan to tackle one (or more) of the priorities identified in step 1.



3. KAMAPIM WANBEL Everyone in the group comes together to make agreements for the project. Landowner agreements *o kain olsem*.



4. SET GUT NA STATIM WOK Everyone in the group comes together to start up their project. Begin implementation.



5. SEKIM WOK Everyone in the group comes together during implementation to check (monitor) how things are going and to solve any problems.



6. LUKLUK BEK NA SKELIM Everyone in the group comes together after the project is finished to discuss whether the plan *karim kaikai* and to learn lessons.



Activity

With your colleagues, look at the 6 pictures below. These pictures show the 6 steps of a participatory project cycle.

Which pictures show step 3 (facilitate agreements for a community activity) and step 4 (facilitate the start-up a community activity)?



1




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




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

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

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

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

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

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

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	<p>National Standards are always set at the lowest possible level (the <i>minimum</i> level) required to perform the job to an acceptable level. The high jump bar is not set too high (so that no one can jump over it). Instead, the high jump bar is set lower down so that any Community Development Worker who tries should be able to clear the mark.</p>
2	<div style="display: flex; justify-content: space-between; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Written answer</p> <p>With your colleagues, read the pamphlet on the PNG National Standard for CDWs (at the end of this coursebook). The National Standard lists 12 jobs (Units) that CDWs often do. Six of these 12 Units line up with the six steps of a project cycle. In your exercise books, write down which six Units line up with the six steps, and circle the two Units that we are going to look at in this coursebook.</p> </div> <div style="width: 40px; text-align: center; background-color: black; color: white; font-weight: bold; padding: 5px;">A</div> </div>
2	<p>BUT  The six steps of a participatory change cycle are the best way for families and groups and communities to make a change. But in most parts of PNG, they need help to do it.</p> <p>CDWs need to know how to help families and groups and communities to follow the six steps of a participatory change cycle. We need people who know how to help them to analyse their development situation and identify priorities (<i>glasim na skelim sindaun</i>), develop a project plan (<i>kamapim plen</i>), facilitate agreements (<i>kamapim wanbel</i>), start-up the project (<i>set gut na statim wok</i>), monitor the project (<i>wok sekup</i>), and evaluate the project (<i>wok long glasim bek na skelim</i>). <i>Yumi nidim stret</i>.</p> <p>This coursebook shows a CDW how to help a group (or family or community) to go through step 3 and step 4 of the participatory project cycle. To have the full story of how to help a group to go through the 6 steps of a project cycle, you should have already completed CDW Coursebook 3 (step 1 and step 2 of the project cycle). To have the full story, you will also need to complete CDW Coursebook 5 (step 5 and step 6).</p> <p>The National Standard is not a recipe to follow. It does not replace your workplace practice. The National Standard only lists the <i>wok mak</i> (the key ingredients) that need to be in your workplace practice if you want to meet the Standard.</p> <p>However, the three CDW coursebooks that show you how to meet the Standard when you help a group to follow a project cycle (CDW Coursebooks 3, 4 and 5) do show you a recipe to follow (so that it is easier to understand how it all fits together). <i>Tok save tasol</i>.</p>
2	<div style="display: flex; justify-content: space-between; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Written answer</p> <p>With your colleagues, write the coursebook objective on a poster <i>na putim long ples klia</i>. Leave it <i>long ples klia</i> until you complete this coursebook. For CDW Coursebook 4 (this coursebook) the objective is Understand how to facilitate agreements for a community activity (step 3 of the project cycle) and facilitate the start-up of a community activity (step 4 of the project cycle) in a way that meets the Standard. Next, in your exercise book, write the coursebook objective in big letters.</p> </div> <div style="width: 40px; text-align: center; background-color: black; color: white; font-weight: bold; padding: 5px;">B</div> </div>

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



They call it an organisation cycle.

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



Discussion

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

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

3 Core Unit Co4
Facilitate agreements for a community activity



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

Core Unit Co3
Facilitate the start-up of a community activity



Element 1 Make preparations
Element 2 Conduct community entry
Element 3 Facilitate the start-up of the community activity
Element 4 Prepare a report

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



Revision discussion

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

Facilitate agreements for a community activity Kamapim wanbel (STEP 3 of a project cycle)






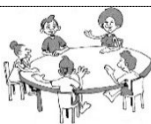
Before beginning the project, the group might need to make an agreement with landowners or resource owners or asset owners or service providers or between clans or with an outside organisation that is helping to fund the project. The meat of the agreement is normally worked out by the key people. This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




Wok mak from the PNG National Standard for Community Development Workers for UNIT C04 Facilitate agreements for a community activity

Elements	Performance criteria
1 Make preparations	1.1. Find out information about the place and people to be visited 1.2. Communicate effectively and respectfully with key people from the place to be visited 1.3. Prepare a suitable work plan 1.4. Put together suitable materials for the activities 1.5. Follow workplace health and safety practices and other workplace policies while preparing for a visit
2 Conduct community entry	2.1 Confirm who the key people are and work with them to make arrangements for the visit 2.2 Discuss with the key people why and how to support and encourage participation and inclusion during the visit 2.3 Discuss roles, expectations, and the purpose of the visit with key people 2.4 Communicate effectively and respectfully with key people 2.5 Show respect for local culture and be sensitive to gender roles 2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes 2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities
3 Facilitate agreement discussion	3.1 Support and encourage effective participation and inclusion during the activities 3.2 Encourage key people to take the lead during the activities 3.3 Communicate effectively and respectfully during the activities 3.4 Work in a way that is appropriate to local culture during the activities 3.5 Confirm that people necessary to reach a valid agreement are involved 3.6 Explain the purpose of this step in a project cycle and why it is important that everyone in the group participates 3.7 Work with the group to discuss the purpose and content of the agreement 3.8 Work with group to identify and address any concerns to help reach agreement 3.9 Work with the group to see if a valid agreement can be reached, and if not discuss what should be done next. 3.10 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.11 Discuss how or if the visit has been useful, and ways it could be improved 3.12 Thank the group, without rushing, and explain again the purpose of the visit
4 Prepare a report	4.1 Keep a record of activities and movements according to workplace practices 4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations 4.3 Report outcomes clearly 4.4 Provide an analysis of outcomes 4.5 Provide recommendations for future action based on analysis

2 hours

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

1	 <p>Discussion With your colleagues, look at the four elements that make up this Core Unit (on the previous page). What two elements should you have already put into practice before assisting the group to do this step of a project cycle?</p>
1	<p>This <i>wok mak</i> from the National Standard is support and encourage effective participation and inclusion during the activities.</p> <p>The principle of participation is one of the principles that the Government wants every organisation in PNG to make a part of their <i>kastom</i> – <i>Gavman ikam daun long ol komiuniti na grup long ples na femili tu</i>. The principle of participation is:</p> <p style="text-align: right;"></p> <p>Pasin bilong wokim disisen wantaim na wokbung wantaim</p> <p>The PNG Government wants as many people as possible to participate in community activities – not just leaders and key people.</p>
1	 <p>Discussion With your colleagues, discuss why it is important to try and encourage everyone in a community to participate in community activities?</p>
1	<p>There are THREE BIG REASONS why it is important for everyone in a group to participate in community activities – not just leaders and key people:</p> <div style="background-color: black; color: white; padding: 10px;"> <p>① Participation makes the work more successful</p> <p>② Participation supports inclusive development (equality)</p> <p>③ Participation grows goodwill and trust <i>namel long ol</i></p> </div>
1	 <p>Activity When you did CDW Coursebook 1 (Make preparations, conduct community entry, and prepare a report) you learned how to 'confirm who the key people are and work with them to make arrangements for the visit' (topic 2.3). In topic 2.3 we looked at three big reasons why it is important to encourage everyone in a family, group or community to participate. <i>Tingim</i>. With your colleagues, go back over this again and then answer the three questions below. Take your time. This is very important. <i>Kirapim bek gut tru</i>.</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If this course is being run as a training by a trainer, then they will go back over this with you</p> </div>

	<p>1. How does participation by everyone make the work more successful?</p> <p>2. How does participation by everyone support inclusive development?</p> <p>3. How does participation by everyone grow goodwill and trust <i>namel long ol?</i></p>
1	<p>One of the three big reasons why it is important for as many people as possible to participate in community activities – not just leaders and key people – is because participation it supports inclusive development. Inclusion. <i>Yu save pinis.</i></p>  <p>Inclusion (inclusive development) is another principle that the Government wants every organisation in PNG to make a part of their <i>kastom</i> – <i>Gavman ikam daun long ol komiuniti na grup long ples na femili tu.</i> The principle of inclusion is:</p> <p>Pasin bilong halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela</p>
1	 <p>Discussion</p> <p>Why does it matter if some people have less choices and options? Why does it matter if some people are left behind? Why is inclusion important?</p>
1	<p>THREE BIG REASONS why encouraging and supporting inclusion is important:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>1 It matters because it's not fair. <i>Tarangu. Wari. Tok bilong Jisas.</i> Have a heart. <i>Mi sori long ol.</i> Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. Equality. <i>Em wan.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>2 <i>Na tu,</i> it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran.</i> <i>Em bai olsem.</i> People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim.</i> They can become dependent on other people and the Government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap.</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>3 <i>Na tri,</i> it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant!) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.</p> </div>
2	 <p>The principle of participation and the principle of inclusion go together like two sides of the same coin. When you do community entry (Element 2) you need to make sure you discuss with the key people how to support and encourage as many people as possible to participate in the activities AND you also need to discuss with the key people how to make sure that people from groups that are normally left behind or excluded are also included (inclusion) in the activities. This is performance criteria 2.3. <i>Tingim.</i></p>

When you help a group through one of the six steps in a project cycle the most common activity you will use is a *kibung* (a community meeting). *Luk olsem* this means to perform this *wok mak* you will need to support and encourage participation and inclusion during the *kibung*.

Just getting lots of different people to come to a *kibung* is not enough *yu save pinis. Nogut ol ikam sindaun nating. Nogut oli kona kona tasol.* This is why this *wok mak* in the National Standard says that during the activities you need to try and support and encourage **effective** participation and inclusion. Everyone needs to get involved and contribute their ideas.



Effective participation is when all the participants especially those from groups that are normally left behind or excluded are supported and encouraged to get involved and contribute their ideas



Discussion

Who are people in a community who might need extra support and encouragement to get involved and contribute their ideas during a *kibung*? Discuss this with your colleagues. Brainstorm. *Troimwe tingting.*

2



BIKPELA TOK. There are three groups of people that our PNG Government wants everyone to help step forward: Women, people living with disabilities, and youth.



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. *Luk olsem* PNG is flying with one wing. The *kumul* needs two wings to fly.

2

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.

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. *Senis bilong yumi.*

The kumul needs two wings to fly
People with disabilities need the chance to fly
The next generation needs to learn how to fly



3



Discussion

With your colleagues, discuss different ways to support and encourage women and youth and people living with a disability to get involved and contribute their ideas during a *kibung*.

There are many ways to support and encourage women and youth and people living with a disability to get involved and contribute their ideas during a *kibung*:

If this course is being run as a training, the trainer will ask different participants to read each of the points below

3

- ✓ **Make sure everyone understands how they will benefit from the activities.** If women and youth and people living with a disability know they will also benefit from the work you are helping the group to do (for example, a project), then they are more likely to get involved and contribute their ideas.
- ✓ **Help everyone feel comfortable and supported.** Be encouraging, friendly, respectful, and understanding. Always.
- ✓ **Think about how to get everyone involved when you prepare your work plan.** Think hard about how you can include content and activities that are suitable for women and youth and people living with a disability.
- ✓ **Have rules that help women and youth and people living with a disability to participate.** Women need to know they will not be shouted at or put down. Youth need to know that they will not be told to *pasim maus*. People living with disabilities need to know they have the right to get involved and contribute ideas.
- ✓ **Select the least powerful and least confident to take on responsibility.** By selecting people who might otherwise stay quiet to have (small) roles, you demonstrate your confidence in them, and this in turn increases their confidence and the likelihood that they will contribute their ideas. For example, make a woman the timekeeper or a youth the person who says the prayer.
- ✓ **Get the most powerful and confident to step back.** As a Community Development Worker, you often need to try and get the message across to the most powerful and confident people to step back and let other people have a turn.
- ✓ **Use inclusive language. *Noken tok "man" - tok "manmeri"*.** This makes it clear to women that they also belong at the *kibung*. *Na tu noken tok "manmeri", tok "manmeri na ol yangpela"* – so youth know that they also belong.



- ✓ **Consider having a translator.** Often people who need the most support and encouragement are those who only understand *tok ples*.
- ✓ **Have a woman or youth or person living with a disability as co-facilitators.** It helps to facilitate a *kibung* if you have people to help you. This is because you can give each other confidence and share the workload. If you have a woman or a youth or a person living with a disability on the team, then other women and youth and people living with a disability should be more motivated and confident. AND it teaches the leaders of the future (our young men and women) what to do.
- ✓ **Make sure the timing suits everyone.** For example, women have many responsibilities (just like men) so it is important to make sure the timing of the *kibung* also suits women. If it doesn't, they may be anxious about their other responsibilities, and they won't feel comfortable. If the *kibung* is on at the same time as a volleyball tournament, then the interest of the youth might be elsewhere.
- ✓ **Welcome babies and children.** Women participants often have young children with them. Make sure the young children are welcomed so that their mothers don't feel anxious. And make sure women feel comfortable to leave if they need to look after their children's needs. Or ask the key people (during community entry) to arrange a babysitter to look after children so mothers (and fathers) can concentrate.
- ✓ **Use small group activities and role plays to help everyone feel comfortable.** Many people feel more confident in smaller groups, particularly if you put them in groups with other people that they feel comfortable with. For example, you may like to get men and women into separate small groups to discuss what their priorities are to improve health. Often women and youth and people living with a disability are more confident in role plays because they can pretend to be someone else.
- ✓ **Select an appropriate venue.** If you hold the *kibung* in a traditional place, then women and youth and people living with a disability may act in the way that *kastom* tells them to act. Work with key people to select a venue where everyone feels comfortable getting involved and contribute their ideas. Make sure it is accessible for people living with a disability. And it is especially important to make sure the venue is in a place where everyone feels safe.
- ✓ **Have good clean toilets and water (and food).** It can be hard to concentrate and get involved if you need to use the toilet, or if you are thirsty (or hungry).
- ✓ **Get key people to help everyone get involved and share their ideas.** Key people can help you to make sure women and youth and people living with a disability are included during a *kibung* (or other activities).
- ✓ **Make it clear that it is okay to make mistakes.** It is very important that everyone feels it is okay to make mistakes (so they are more confident to have a go). A good way to do this is by showing everyone that you are not afraid to make mistakes yourself. Laugh when you make a mistake – don't be a *bik het* and try to cover it up. Community Development Workers who pretend they know everything make everyone else feel like they know nothing.



- ✓ **Move around the venue.** Move around the venue so that people at the back and side are also involved. Often people arrange themselves in a *kibung* so that women and youth and people living with a disability are together in a group – if you move around the venue, you can make these different groups the focus of your attention.
- ✓ **Use local materials that are familiar to the participants.** Using local materials help people connect what they are doing to their everyday lives – they become more interested and more confident. *Tingting save op. Tingting save kirap.*
- ✓ **Acknowledge the contribution of everyone at the end of the activities.** Remind everyone that women and youth and people living with a disability were all involved and contributed their ideas. Hopefully, everyone else sees that women and youth and people living with a disability can do it (and it helped). This lesson is powerful.

3



Written answer

With your colleagues, discuss ways to support and encourage women, youth, and people living with a disability to participate effectively during a *kibung*. Next, in your exercise book, write down five things you plan to do to support and encourage youth to participate effectively next time you facilitate a *kibung*.

C

3



The *kumul* needs two wings to fly. Supporting and encouraging women to get involved and contribute their ideas during a *kibung* (or any activity) will help the *kumul* to fly with both wings. *Igat kainkain gutpela kaikai long en:*

- ☺ Women will learn new skills and knowledge that will help them to step forward *em wan*.
- ☺ *Na tu* women will feel like their ideas and experiences are important. They feel valued. This means that women (and girls) are more likely to have the confidence to step forward.
- ☺ *Na tri* men see that women can do it. This means that men are more likely to support women and girls to step forward (and to step back themselves to help women and girls step forward).
- ☺ *Na foa* young men and young women *luksave* that the *kumul* needs two wings to fly. Young people who learn this lesson will be more successful in modern PNG. *Tingim senis bilong yumi.*









Revision discussion

Share with your colleagues what you have done in the past to encourage effective participation or inclusion during a community meeting.

1 hour

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

1	<p>Community Development Workers are a bridge. <i>Ol save gokam gokam</i> to help communities and groups and families to develop.</p> <p>However, the goal for PNG is to not need Community Development Workers from outside. When there are enough people <i>long ples</i> who know what to do themselves, then there is no need for Community Development Workers from outside. It may take generations to reach this goal. For the time being, we need CDWs. <i>Yumi nidim stret.</i></p> <p>When you work with groups and communities to help them develop, do what you can to identify people in the community who have the potential to take the lead, and hand over to them the skills and knowledge they need. Build up their experience and confidence. It won't happen overnight – but never forget that as a Community Development Worker, your most important job is to not have a job.</p>	
1	<p>Discussion</p> <p>Think about the expression '<i>give a man a fish he feeds his family for a day - teach a man to fish he feeds his family for a lifetime</i>'. With your colleagues, discuss what this expression tells you about what the role of a Community Development Worker should be?</p> <p style="text-align: center;">Give a man a fish he feeds his family for a day Teach a man to fish he feeds his family for a lifetime</p>	
2	<p>PNG needs people <i>long ples</i> who know how to help a group or a community through the steps of a change cycle (a project cycle). We need people <i>long ples</i> who know how to help a group to analyse their development situation and identify priorities (<i>glasim na skelim sindaun</i>) and develop a project plan (<i>kamapim plen</i>) and facilitate agreements (<i>kamapim wanbel</i>) and start-up the activity (<i>set gut na statim wok</i>) and do monitoring (<i>sekim wok</i>) and evaluation (<i>lukluk bek na skelim</i>). <i>Yumi nidim stret.</i></p> <p>To help people <i>long ples</i> understand how to help a group or a community through the steps of a project cycle, you need to encourage key people to take the lead during the activities - so that eventually the key people will be able to do it themselves. This is why it is a <i>wok mak</i> in the PNG National Standard for Community Development Workers. It won't happen overnight. It won't be easy. But do what you can.</p>	
2	<p>Discussion</p> <p>Discuss with your colleagues what you can do during community entry (Element 2), before you begin the work you came to do, to encourage key people to take the lead during the activities.</p>	

2	<p>When you first arrived to work with the group to help them through one of the steps of a project cycle, you should have conducted community entry first (Element 2) before beginning the activities.</p> <p>When you do community entry you need to meet with key people to make all the necessary arrangements. Always try and make sure the key people you work with include people who want to learn from you the skills and knowledge to be a Community Development Worker, so they know <i>why</i> and <i>how</i> to do it themselves. A grade 12 school-leaver or women's leader or pastor or retired public servant <i>o kain olsem</i>.</p> <p>And during community entry, discuss with the key people (especially the key people who want to learn to be a Community Development Worker) ways for them to be involved in the activities. If they can, encourage them to lead sessions. Or just discuss with them how they can be involved.</p>	
2	<p>Discussion</p> <p>Imagine you are going to facilitate a <i>kibung</i>. With your colleagues, discuss what could key people do to take the lead? <i>Gespaia. Troimwe tingting.</i></p>	
2	<p>There are many things you can do to involve key people during a <i>kibung</i>.</p> <ul style="list-style-type: none"> ✓ Give key people sessions or activities to lead (but be there to help them). If you are going to try and get key people to lead sessions or activities, then use the following four points to help you: <ol style="list-style-type: none"> 1 Before you do something, sit down with key people and explain what will happen and why it is necessary. Adults learn best when they know what is going to happen. 2 When you do something, encourage key people to observe you, and tell them what they need to learn. Adults learn best when they know what they are supposed to be learning. 3 When you do something, encourage key people to take the lead. Adults learn best when they have a chance to learn by doing. See if you can encourage them to take the lead and do it. 4 After you have finished, sit down with key people and go back over what you did together. Adults learn best when they have a chance to go back over what they learned. Revision. ✓ Ask key people to explain the steps of a project cycle and why it is needed. ✓ Ask key people to explain why it is important to encourage everyone to participate (especially people from groups that are normally left behind or excluded). ✓ Ask key people to <i>go pas</i> to develop rules for everyone to follow during the <i>kibung</i>. ✓ Ask key people to move around everyone during the <i>kibung</i> to find out if anyone is unsure or unclear about something – or has a question. 	

- ✓ Ask key people to do smaller jobs, like leading the prayer or keeping track of time or leading small group activities or acting as a translator.
- ✓ Ask key people to be your assistant – this doesn't mean they take the lead, but they are up in front of everyone gaining confidence and experience. You may find that as they get confidence and experience, they will want to lead.



Long ples you sometimes find the belief that only outside people have the solutions to their problems – and only outside people have the skills and knowledge to do something about it. They think that 'development' is something done by others to them. This is wrong.

By encouraging key people to take the lead, you are starting to turn this belief around so that communities take control of their development.

In PNG we desperately need local people at the ward level who have the skills and knowledge – and the confidence and experience – to take the lead. *Yumi nidim stret.*



3

- ✓ By encouraging key people to take the lead, you build their confidence as leaders.
- ✓ By encouraging key people to take the lead, you help them understand *why* and *how* to be a Community Development Workers.
- ✓ By encouraging key people to take the lead, they will have more ownership of the work you are doing. This means the work you are doing will be more successful
- ✓ By encouraging key people to take the lead, everyone else in the group or the community will feel that they can also do it. You make everyone feel more powerful.
- ✓ By encouraging key people to take the lead you are showing respect – as long as you don't force key people to take the lead. *Rispek emi bikipela samting.*



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

3



Written answer

Tingim ples bilong yu. With your colleagues, discuss how helping key people to take the lead can help PNG. Next, in your exercise book, explain two reasons why helping key people to take the lead during the activities can help PNG.

D













Revision discussion

Tingim ples bilong yu. Who are key people in your own *ples* that have the potential to become Community Development Workers? *Toktok tasol.*

2 hours

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

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

2	 <p>Activity When you did CDW Coursebook 1 you learned how to do community entry (Element 2). During community entry, you need to ‘communicate effectively and respectfully with key people’ (topic 2.4). With your colleagues, go back over topic 2.4 in CDW Coursebook 1. <i>Kirapim bek</i>. Next, answer the following questions:</p> <ol style="list-style-type: none"> 1. How does two-way communication help you communicate effectively? 2. What can you communicate through body language and facial expressions? 3. Why should you never use big words and ‘expensive’ English?
3	 <p>Discussion With your colleagues, discuss how it feels if another adult talks to you as if they feel they are better than you?</p>
3	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>✓ Be careful to not talk down to adults – talk to adults as equals</p> </div> <p>In PNG there is a big gap opening up between formally educated elites, and the majority of people who are not formally educated or don’t have access to information. You can help to close this gap by not using big words and ‘expensive’ English. Make an effort to use words that everyone will understand.</p> <p>And you can also help to close this gap by talking to adults as equals. Don’t talk down to other adults – show them that you are not better than them. Don’t forget, this <i>wok mak</i> in the National Standard for Community Development Workers also says you need to communicate respectfully. You are communicating respectfully if everyone feels they are being treated as adults.</p> 
3	 <p>Discussion With your colleagues, discuss what you can do so that you talk with adults as equals?</p>
3	<p>To talk with adults as equals, try the following:</p> <ul style="list-style-type: none"> ✓ Don’t just stand at the front and talk like you are a schoolteacher. <i>Noken maritim blekbod</i>. Move around. Stand at the back. Stand on the side. Sit down and join the audience if someone else is talking. Get involved as a participant whenever you can. ✓ If a key person is saying something, encourage them to stand at the front and talk. ✓ If someone asks a question, ask everyone else if they can answer it first. ✓ Dress in a way that makes people feel that you are not different to them. Don’t wear a necktie and suit (unless everyone else is). Don’t show off your new mobile. People might be impressed. <i>Bikman tru</i>. But this makes them feel like they are <i>man nating</i>.

If you talk to adults as equals (and if you avoid using big words and 'expensive' English) you will win the respect of the key people (and everyone else). Be humble. And by doing this, you help people feel more confident that they can step forward. You help them feel that they can do it. You close the gap that is growing in PNG between formally educated elites (who like to show they are better than everyone) and everyone else.

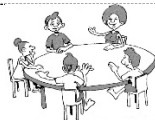


Activity

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



3



Discussion

4

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

4

- ✓ Use a language that everyone understands (use a translator if necessary)
- ✓ If you need to use a translator, ask the key people during community entry who would be a good translator. If it can be a woman or youth even better. *Yu save.*
- ✓ Meet with the translator beforehand and go through what you are going to say. This makes it easier for the translator to see the big picture *pisin lukluk kam daun.*
- ✓ Don't talk for too long and then ask the translator *long tainim.* *Em bai lus tingting.* Talk for a short time, emphasise key points, and then ask the translator *long tainim.*
- ✓ Ask a key person to listen to how the translator *wok long tainim.* If the key person thinks the translator is missing the point, then ask them to *adim toktok antap.*

4



Written answer

With your colleagues, discuss why two-way communication is important. Next, in your exercise book, explain what two-way communication means.

E











Revision discussion

With your colleagues, share examples of the gap that is growing in PNG between formally educated elites (who like to show they are better than everyone) and everyone else. What can we do in PNG to help close this gap? *Toktok tasol.*

1 hour

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

1	 <p>Discussion With your colleagues, share a story of when you have been working in a community and you had to do something to fit in with local <i>kastom</i>. What would have happened if you didn't try and fit in with local <i>kastom</i>?</p>
1	<p>It is important that a Community Development Worker does all they can to try and fit in with local <i>kastom</i> whenever they work in a community.</p>  <p>Hopefully, you did community entry properly (Element 2) before you started the work that you came to do. Doing community entry in a way that meets the Standard shows respect for local culture.</p> <p>And when you start the work that you came to do, also respect local culture (especially if the work you are doing challenges local <i>kastom</i>).</p> <p>And when you exit the community after finishing the work, take your time and exit properly. Don't rush. Respect local <i>kastom</i>. <i>Pasin</i>.</p> <p>By working in a way that fits in with local <i>kastom</i> you will earn everyone's respect, and your work will go better. <i>Tok idai</i>.</p>
1	 <p>Discussion <i>Tingim ples bilong yu</i>. What are examples of <i>kastom</i> in your own <i>ples</i> that a Community Development Worker would need to fit in with if they came to work with <i>ol lain bilong yu</i>? Share your thoughts with your colleagues.</p>
1	<p>When you go ahead and help a community group through the steps of a project cycle (or when you do any work in a community), you need to try and fit in with local <i>kastom</i>. The <i>kastom</i> that you need to fit in with might be different depending on who you are. Put yourself in their shoes, and think about how they will see you. <i>Yu husat</i>?</p>  <p>Male or female? Younger or older? Married or single? Dressed-up or casual? <i>Nambis o hailans</i>?</p> <p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>. The people you are working with will respect you no matter who you are – as long as you show respect for them.</p>

<p>1</p>	 <p>Discussion <i>Tingim gen ples bilong yu.</i> Go through the list on the right and think about how each of these things would make a difference to how a Community Development Worker could fit in with the <i>kastom</i> of your <i>ples</i>. In each case, what should the Community Development Worker do so that they work in a way that is appropriate to local culture? Share your thoughts with your colleagues.</p>	<p>Male Female Younger Older Married Single Dressed-up Casual Nambis Hailans</p>
<p>2</p>	<p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>. But because we are so good at respecting different cultures, we find it so hard to help people think about changing parts of their culture that may no longer be helping them.</p> <p>You can respect a different culture without agreeing with it – in the same way that you might respect your father or mother, but disagree with them, or respect the religious views of a friend but not believe in them yourself.</p> <p>Culture (including the different roles of men and women) has developed over a very long history. But a healthy culture also changes as the world changes. Helping a family or group or community to challenge or test their culture while also being respectful can be one of the most difficult things for a Community Development Worker to do.</p>	
<p>2</p>	 <p>Activity In CDW Coursebook 1 we looked at ways to show respect for local culture. <i>Tingim</i>. We looked at it in topic 2.5 “How to show respect for local culture and be sensitive to gender roles”. With your colleagues, go back over this topic in CDW Coursebook 1 again. <i>Kirapim bek tingting</i>. If you need to help a community group to challenge or test their culture, what should you do during community entry?</p>	<p>If this course is being run as a training by a trainer, they will go back over this with you</p>
<p>3</p>	 <p>Written answer With your colleagues, discuss how doing community entry properly (Element 2) before you start the work that you came to do will help you to work in a way that is appropriate to local culture when you go ahead and start the activities. Next, in your exercise book, write down two good points from your discussion.</p>	<p>F</p>


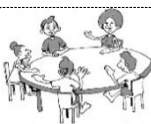



Revision discussion





If you work in a way that meets the PNG National Standard for Community Development Workers, will it help you show respect for local culture?

2 hours

Materials Exercise book. Pen or pencil.

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



2	 <p>Discussion This <i>wok mak</i> from the National Standard is 'confirm that people necessary to reach a valid agreement are involved'. What does 'valid agreement' mean? Discuss this with your colleagues.</p>	
2	<p>Valid means legitimate or <i>trutru</i>.</p> <p>A valid agreement is a <i>trutru</i> agreement.</p> <p>There are four conditions for a <i>trutru</i> agreement:</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>If this course is being run as a training by a trainer, then they will write the four conditions on a poster and put them <i>long ples klia</i></p> </div> <h2 style="text-align: center;">The four conditions for a valid agreement</h2> <ol style="list-style-type: none"> 1 The necessary people from all sides are involved 2 The purpose and content of the agreement are clear to all sides 3 All sides have a chance to raise concerns. <i>Pinisim olgeta toktok.</i> 4 If all sides are satisfied then the legitimate leaders sign <i>o soim olsem wanbel ikamap pinis namel long ol</i> 	
2	 <p>Written answer In your exercise book write down the four conditions for a valid agreement (above). <i>Raitim gut.</i> Then tick (✓) which condition for a valid agreement is achieved by this <i>wok mak</i> from the National Standard.</p>	G
3	 <ol style="list-style-type: none"> 1 The necessary people from all sides are involved <p>The first condition for a valid agreement is that the necessary people from all sides are involved. This is why the PNG National Standard for Community Development Workers includes confirm that people necessary to reach a valid agreement are involved as a <i>wok mak</i> that all Community Development Workers need to <i>inapim</i> if they want to meet the Standard when they help a group or community to facilitate an agreement.</p> <p>If the agreement is a service-provider agreement between a local carpenter and a school, then the carpenter needs to be present, and key people from the school need to be present. If the agreement is a land-use agreement between local landowners and a resource company, then the landowners need to be present, and key people from the resource company need to be present. If the agreement is a funding agreement between the district and a community group, then key people from the district need to be present, and key people from the group and the community need to be present.</p>	



Don't forget that the key people in a group or community are not just traditional leaders and officer-bearers. Key people can also be people representing groups that are normally left behind or excluded. For example, women, youth, and people living with a disability.

The kumul needs two wings to fly
People with disabilities need the chance to fly
The next generation needs to learn how to fly












Discussion

3

It is the job of a Community Development Worker to make sure that the key people from all sides to an agreement will be involved in the agreement discussion. It is much better if you try and do this *before* you begin the agreement discussion. *Em klia*. When would be a good time to try and make sure that the key people from all sides to an agreement will attend the agreement discussion? Discuss this with your colleagues.

3

A good time to make sure that the key people from all sides to an agreement will attend the agreement discussion is when you make preparations (Element 1). Try your best to communicate with key people to confirm that the people necessary to reach a valid agreement can attend. And contact any outside organisation that needs to be involved so they can send representatives.

	Then during community entry (Element 2), when make arrangements for the visit, make sure that the people necessary to reach agreement will be attending.
	
4	 <p>Discussion Key people are necessary to reach a valid agreement. <i>Em klia</i>. Discuss with your colleagues <u>who else</u> needs to be involved from a group or community for the agreement to be a <i>trutru</i> agreement?</p>
4	<p>Normally leaders and key people <i>go pas</i> to hammer out agreements. <i>Em orait</i>. Nice. But a community project doesn't belong to the leaders and key people. It is not their project. It belongs to the community.</p> <p>Even for a small agreement – a straightforward one – everyone in the group or community needs to understand the agreement, and they need a chance to raise concerns and give their consent.</p> <p><i>Mekim olsem nau</i> the agreement reached is an agreement with the whole community – not just with leaders and key people. <i>Mekim olsem nau</i> the agreement will have power. <i>Trutru</i> agreement.</p> 
4	 <p>Discussion Discuss with your colleagues how involving everyone in the group or community should make the agreement a better agreement?</p>
4	<p><i>Yumi raunim tasol kam bek gen</i>. The <i>wok mak</i> says confirm that people necessary to reach a valid agreement are involved. The people who are necessary to reach an agreement for a community project are EVERYONE IN THE COMMUNITY.</p> <p>If everyone in the community is involved in making an agreement then:</p> <ul style="list-style-type: none">  The whole community knows what all sides involved in the agreement are responsible for doing. Who will do what and when?  The whole community <i>bai putim ai gut long mek sua samting ikamap hau em sapos long kamap</i>. <i>Agrimen bai gat pawa</i>.  Because they have been involved in each step of the project cycle, the whole community will see how they all benefit (even if they are not the direct beneficiaries of the project). The whole community will continue to feel ownership and responsibility for the project, and they will maintain it so that the benefits continue.
	
5	 <p>Discussion Should all agreements for a community project be signed in the community? Discuss this with your colleagues.</p>

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

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

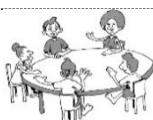
Sometimes you hear of funding agreements for community projects that are signed in town – away from the eyes and ears and mouths of everyone in the community. This is *tambu tru*. Any funding agreement for a community project that is signed in town (away from the eyes and ears and mouths of everyone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

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

5



5



Activity

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

Land Use Agreement Declaration

PART ONE

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

PART TWO

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

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

Signatures of Landowners:

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

Witnessed by village court official:

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

Signatures of CBO or NGO representative executive officer:

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

Witnessed by the CDW:

Name	Signature	Date

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

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

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



Written answer

H

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

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

6



Revision discussion

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

1 hour

Materials Exercise book. Pen or pencil.

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



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

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

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

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

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

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

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

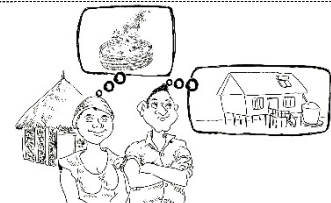
The six steps you need to take to make a change are called a 'cycle'. A 'cycle' means that when you get to the end, you then go back and start again at the beginning. After step 6 you go back to step 1 and start again to make a new change. The lessons you learn in step 6 will help you when you go back to step 1 and start again. This is how change happens. This is how development happens. Development never stops. Change.

1



Discussion

Think about a change you have made in your life. Think about how you put each of these six steps (above) into practice when you made the change. Share your ideas with your colleagues.



1

In *tok divelopmin* anything you do to make a change is called a project. The change might be an activity at a church, or a community water supply, or expanding your business, or sending mum to university. *Kain kain.*

If the change is for a family or a group or a community, then for the change to be successful, everyone in the family or group or community needs to participate. *Wanman* projects never work out. *Olgeta mas kamap papa bilong en.*

Bikpela tok. If everyone in a family or group or community participates in making a change, it is called a participatory project cycle. A participatory project cycle has the same six steps to make a change that we looked at earlier in the topic, but everyone in the family or group or community takes the six steps *together*. Best.



This *wok mak* from the National Standard is **explain the purpose of this step of the project cycle and why it is important that everyone in the group participates.**

A good time to put this *wok mak* into practice is when you start the *kibung* to help the group facilitate an agreement (step 3 of the project cycle).

When you explain the purpose of step 3 of the project cycle to everyone, it is a good idea to first give a clear explanation of the participatory project cycle so that everyone can see how it all fits together *pisin lukluk kam daun*. Many Community Development Workers explain the 6 steps of a participatory project cycle using the example of a family project cycle. This helps everyone connect it to their everyday lives. For example:

2



1. GLASIM NA SKELIM SINDAUN Everyone in the family comes together to analyse their development situation and identify priorities for change. For example, you might decide together that you need more room in the house. *Luk olsem* you need to build a new bedroom for *bubu* to sleep in.



2. KAMAPIM PLEN Everyone in the family comes together to develop a project plan to tackle the priority for change identified in step 1. *Luk olsem* the project objective (purpose) is to have more room for everyone. The main activity is to build a new bedroom for *bubu* to sleep in. Develop a plan to make it happen.



3. KAMAPIM WANBEL Everyone in the family comes together to make agreements before beginning the project. For example, if you need a carpenter to build the bedroom then make an agreement with her. Or maybe you need an agreement *wantaim papa graun? Kamapim wanbel pastaim.*



4. SET GUT NA STATIM WOK Everyone in the family comes together to start up the project. But first make sure everyone understands the plan (and any agreements). *Kirapim bek tingting.* And make sure everyone knows what their roles will be. *Set gut pastaim. Set gut pinis orait statim wok.*



5. SEKIM WOK Everyone in the family comes together during implementation to check (monitor) how things are going and to solve any problems. Is there enough timber? Do we have enough nails? Is everyone happy? Any problems? If you don't *sekim wok* with everyone in the family things can go off track.



6. LUKLUK BEK NA SKELIM Everyone in the family comes together after the project is finished to discuss whether the plan *karim kaikai* and to learn lessons. Is there now more room for everyone (did we achieve the objective)? How do we look after what we achieved? What lessons can we learn? What next?

2



Discussion

With your colleagues, take turns explaining the six steps of a participatory project cycle in a way that everyone *long ples* would understand. Practice. Use the example of a family or come up with your own example.





To *inapim* this *wok mak* you need to explain the purpose of this step of the project cycle (*kamapim wanbel*). Before beginning the project, you might need to make an agreement with landowners or resource owners or asset owners or service providers or between clans or with an outside organisation that is helping to fund the project.

3 But this *wok mak* also says you need to explain why it is important that everyone in the group participates, not just the leaders and key people. The principle of participation. *Pasin bilong wokim disisen wantaim na wokbung wantaim.*

We looked at why participation (and inclusion) was important at the start of this coursebook (topic 3.1). *Tingim.*

- 1 Participation makes the work more successful
- 2 Participation supports inclusive development (equality)
- 3 Participation grows goodwill and trust *namel long ol*

3



Activity

Go back over topic 3.1 in this coursebook to refresh yourselves – so you and your colleagues know how to explain why it is important that everyone in the group participates in this step (and every step) of the project cycle.

3

To *inapim* this *wok mak*, everyone needs to understand how participation by everyone in the group (not just the leaders and key people) makes the work more successful, supports inclusive development, and grows goodwill and trust *namel long ol*.

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

Step 3 of the project cycle is about helping everyone in the group to understand an agreement, raise any concerns, and give their consent. It is about making sure it is a *trutru* agreement that belongs to everyone in the group or community (not just the leaders and the key people). If only some people are involved in making an agreement, other people will start to say *ino moa projek bilong mi*. This sort of talk is poison.

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



Don't forget, another *wok mak* you need to *inapim* is **encourage key people to take the lead during the activities**. If you can help key people to *go pas* to **explain the purpose of this step of the project cycle and why it is important that everyone in the group participates** then *yu wok long inapim tupela wok mak long sem taim*.



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

4

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



4



Discussion

With your colleagues, discuss why it is better if the agreements for a project are written down (not just verbal)?

4

Las tok gen. Some agreements are spoken in front of witnesses. These are called verbal agreements. Some agreements are written down and signed by all the sides involved in front of witnesses (who also sign). These are called written agreements.

Normally the agreements that a Community Development Worker helps to facilitate for a project are written agreements.

Written agreements are better at preventing disputes and holding people to account. If the agreement is written down (and facilitated properly) then later on no one can say they forgot or didn't know what was supposed to happen or what their responsibility was or who was supposed to do what.



5



Written answer

When you start the *kibung* to help the group *kamapim wanbel* (step 3 of the project cycle), you need to **explain the purpose of this step of the project cycle and why it is important that everyone in the group participates**. Discuss with your colleagues what you would do to put this *wok mak* into practice. Next, in your exercise book, write down two dot points to guide you when you go ahead and do it.



Revision discussion

Discuss with your colleagues what can go wrong with verbal agreements? If you have any examples to share, then do so.

4 hours

Materials Exercise book. Pen or pencil.

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

The four conditions for a valid agreement

1

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

1



Discussion

This topic is *wok mak* 3.7 from the National Standard for facilitating an agreement. The *wok mak* is 'work with the group to discuss the purpose and content of the agreement'. With your colleagues, compare this *wok mak* to the second condition for a valid agreement (above). What do you notice?

1







② The purpose and content of the agreement are clear to all sides






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

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

Often, when you work with the group to discuss the purpose and content of the agreement, the key people from all sides to the agreement have already worked out most of what goes into the agreement (with the help of the Community Development Worker). This doesn't mean that the meat of the agreement can't change. *Nogat.* It just means that there is already something to work with before you begin the agreement discussion with everyone.



1	 <p>Discussion Who are the 'parties' to an agreement? Discuss this with your colleagues.</p>
1	<p>Before we continue, let's learn some <i>tok loia</i>. <i>Sori tru</i>.</p> <p>The different sides in an agreement are called the 'parties' to the agreement. Each side is called a 'party' to the agreement. <i>Nogut taim yu wokim agrimen yu lukim 'pati' na yu tingting long danis. Ino olsem.</i></p> 
	
2	<p>The first part of the <i>wok mak</i> is work with the group to discuss the purpose of the agreement. The key people should already understand the purpose of the agreement. The purpose of the agreement should have been discussed when you made preparations (Element 1) and again during community entry (Element 2).</p> <p>Now that you have started the agreement discussion, it is very important to make sure everyone else in the group or community understands the purpose of the agreement. <i>Kliarim ol gut tru pastaim</i>. Explain the purpose of the agreement that you have come to help them make - the land-use agreement or resource-use agreement or asset-use agreement or service provider agreement or cooperation agreement or funding agreement. <i>Kliarim ol gut tru</i>.</p>  <p>And explain how it will help the project to have this agreement in place.</p>
2	 <p>Discussion What is the purpose of a funding agreement between a group or community and a funding organisation? Discuss this with your colleagues.</p>
2	<p>FUNDING AGREEMENT</p> <p>A common agreement that Community Development Workers help facilitate is between an outside organisation and a group or community that needs funding or support for their project. This sort of agreement is called a funding agreement - it can also be called a project agreement or an activity agreement.</p>  <p>An outside organisation that is providing funding and support is committing its money and resources to help the group or community. If it is a government organisation, then their money and resources belong to the taxpayers of PNG. If it is a non-government organisation (NGO) then their money and resources might come from PNG taxpayers or taxpayers from other countries, or from people who have donated their money to help.</p>

	<p>Wherever the money comes from, outside organisations have a duty to make sure their money and resources are used correctly and in a way that will have the biggest impact on the development of the group or community. They need to see a project plan and sign a funding agreement before funding a project, because it is their duty to make sure their money and resources will <i>karim kaikai</i>.</p>
4	 <p>Discussion How does a group or community that is receiving funding for their project also benefit from a funding agreement? Discuss this with your colleagues.</p>
2	<p>It is not only the outside organisation that benefits from a funding agreement.</p>  <p>The group or community that receives funding and support also needs to know what help they are getting from the outside organisation – and what they are required to do so that they get the help. <i>Ol tu mas skelim</i>.</p> <p>It helps all sides in an agreement (all parties) to <i>putim olgeta samting long ples klia bipo projek ikirap. Nogut oli ai pas na statim wok. Nogut oli as nating na mekim</i>.</p>
2	 <p>Activity With your colleagues, have a look at the ‘example funding agreement’ (at the end of the coursebook). How would South’s Foundation benefit from signing this agreement? How would Wari Community Group also benefit from signing this agreement?</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p><i>Luk olsem</i> South’s Foundation would benefit from signing this agreement because it gives them confidence that their money and resources will be used correctly and will <i>karim kaikai</i>. Wari Community Group will benefit from signing this agreement because it tells them exactly what help they will get and what it is that they are required to do (<i>wok mak o kain olsem</i>). <i>Ples klia</i>.</p> </div>
	
3	 <p>Discussion What is the purpose of a land-use agreement between a group or community and <i>papa graun</i>? What can go wrong if you don’t make an agreement <i>wantaim papa graun</i>? Discuss this with your colleagues.</p>
3	<p>LAND-USE or RESOURCE-USE or ASSET-USE AGREEMENT</p> <p>Another common sort of agreement that Community Development Workers are called on to facilitate is between land-owners (or resource-owners or asset-owners) and a group or community that wants to do a project.</p>

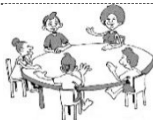
The purpose of making this sort of agreement is so that the land-owners (or resource-owners or asset-owners) can be certain of how their land (or resources or assets) will be used and what they will be getting in return.

A land-use agreement (or resource-use agreement or asset-use agreement) also helps the group or community (or an outside organisation that is helping with the project) to be confident that there will not be any unexpected costs or demands.

Tok save a 'resource-use agreement' is normally used for natural things (like timber or water or *wait san*) and an 'asset-use agreement' is normally used for man-made things (like a training centre or a car). However, 'resource' and 'asset' are really the same thing.



3



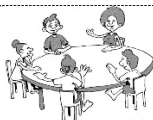
Activity

With your colleagues, have a look at the 'example land-use agreement' (at the end of the coursebook). It is an official Government land-use agreement for the use of clan land. According to the agreement, who should witness this land-use agreement? Do you think this is a good idea?

Luk olsem the land-use agreement should be witnessed by the leaders of the neighbouring clans. This is a good idea because it should mean that there is no dispute over which clan owns the land.



4



Discussion

What is the purpose of a cooperation agreement? Discuss this with your colleagues.

COOPERATION AGREEMENT

4

Another common agreement that Community Development Workers are called on to facilitate is between a group or community and an outside organisation that need to cooperate to achieve something (like a project). This is called a cooperation agreement.

	<p>Sometimes the cooperation agreement is between people or groups or villages or clans that need to work together to achieve something (like building a fence or fundraising or peace). A cooperation agreement can also be called a memorandum of understanding (MOU) or <i>wanbel</i> agreement or peace agreement or partnership agreement.</p> <p>A cooperation agreement is a general agreement where all sides commit to work together in a spirit of cooperation. A cooperation agreement can also include what all sides will cooperate to do - but often the details of what all sides will cooperate to do go into a separate agreement (a project agreement or activity agreement <i>o kain olsem</i>).</p>
4	<div data-bbox="256 663 405 779"> </div> <p>Activity</p> <p>With your colleagues, have a look at the two 'example cooperation agreements' at the end of the coursebook. The first example is a cooperation agreement for a short partnership to do something specific (drought relief). The second example is for a longer-term partnership that is more open-ended. The second example is much longer but take the time to read it properly. Do you think these <i>wanbel</i> agreements would be useful for both sides?</p> <div data-bbox="496 976 1161 1106" style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Yes. Definitely. Both agreements make it clear what the relationship will be and what is expected.</p> </div>
5	<div data-bbox="256 1189 405 1305"> </div> <p>Discussion</p> <p>What could happen if you don't sign an agreement with a builder before they build something for you? Discuss this with your colleagues.</p>
5	<p>SERVICE PROVIDER AGREEMENT</p> <p>Another common sort of agreement that Community Development Workers are called on to facilitate is between a service provider (e.g. a trainer or a carpenter) and a service needer (e.g. a group or community that wants to do a project).</p> <div data-bbox="927 1346 1401 1621"> </div> <p>The purpose of making this sort of agreement is so that the service provider knows exactly what service they need to provide and what they will get for it – and so that whoever needs the service knows what they need to provide to get it. This agreement helps the service provider and the service needer to plan and budget with confidence.</p>
5	<div data-bbox="256 1850 405 1966"> </div> <p>Activity</p> <p>There are two 'example service provider agreements' at the end of the coursebook. With your colleagues, have a look at the first example between the PNG Community Development Worker Association (PNG CDWA) and a trainer. Answer the questions below.</p>

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

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



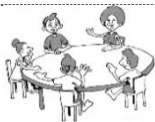
All agreements are really about trying to reduce the risk of things going wrong. *Luk olsem* all agreements are really about risk management.

Think about a game of rugby league. To play a game of rugby league both sides need to understand and agree on the rules (and *kastom*) of the competition. How long the game goes for? What happens if someone does a head-high tackle? What happens if there is a dispute? What the entry fee is? What happens if a supporter does the wrong thing? *Kain kain*. This is the agreement.



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

All agreements are about risk management



Activity





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


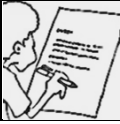
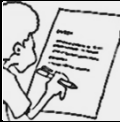


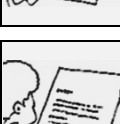



Luk olsem the agreement reduces the risk that the carpenter doesn't do the work that is expected because it states exactly what the carpenter needs to do AND it states that the carpenter won't be paid until both the Primary School and CARE are happy.



7

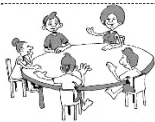
The second condition for a valid agreement is that the purpose and content of the agreement are clear to all sides. This is why **work with the group to discuss the**

	<p>purpose and content of the agreement is a <i>wok mak</i> that all Community Development Workers need to <i>inapim</i> if they want to meet the Standard when they help a group or community to facilitate an agreement. <i>Em nau yupela klia pinis.</i></p> <p>We have already looked at how to work with the group to discuss the purpose of the agreement. Now let's look at the rest of the <i>wok mak</i>. Let's look at how to work with the group discuss the content of the agreement.</p>
7	 <p>Discussion What are the 'terms' of an agreement? What are the 'conditions' of an agreement? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
7	<p>Some more <i>tok loia. Sori tru.</i></p> <p>The terms of an agreement are <i>ol hap tok</i> that explain what work will be done by each party to the agreement to achieve what the agreement is for.</p> <p>The conditions of an agreement are <i>ol hap tok</i> that explain how the parties to the agreement will work together (and what happens if the agreement is not followed).</p> 
7	 <p>Activity With your colleagues, have a look at the 'example funding agreement' (at the end of the coursebook). Notice how hard it is to tell which parts (which headings) are the 'terms' of the agreement and which parts are the 'conditions' of the agreement? This is because mostly the 'terms' and 'conditions' of an agreement are mixed up together. This is normal. In fact, now that you know the difference between the 'terms' of an agreement and the 'conditions' of an agreement - you probably don't need to know it. And you certainly don't need to confuse everyone in the group or community by explaining the difference. Instead of saying 'terms' and 'conditions' just say the 'content' or the 'meat' or the '<i>hap tok</i>' of the agreement <i>o kain olsem.</i></p>
8	 <p>Normally when you facilitate an agreement you will be provided with an agreement document which already lists the purpose and content of the agreement.</p> <p>If you work for an organisation, or if you are helping an organisation to make an agreement, then they will normally give you the agreement documents to use. But sometimes you won't be provided with an agreement document to use.</p> <p>If this is the case, then be your own Community Development Worker. Collect your own examples of good agreements that are easy to understand so that you have them to hand if you need to adapt them.</p>

8		<p>Discussion</p> <p>What makes a good written agreement? What things need to be included? Discuss this with your colleagues.</p>
8	     	<p>If you need to prepare a new agreement document (or improve an existing agreement) it helps to know what makes a good written agreement. If you do the following things, then the agreement you prepare should be a good agreement.</p> <p>Write who the agreement is between (the sides or 'parties' to the agreement) at the start of the agreement.</p> <p>Next, write what the sides to the agreement want to do together (what the agreement is for). The purpose of the agreement.</p> <p>Next, include the period the agreement covers (when the <u>agreement</u> starts and ends).</p> <p>Next, write down <i>ol hap tok</i> that explains what each side in the agreement will do (the 'terms'). And write down <i>ol hap tok</i> that explains how the sides in the agreement will work together and what happens if they don't follow the agreement (the 'conditions').</p> <p>Next, the sides to the agreement sign (and date) to show they agree. Include the statement "By signing, I agree to implement the agreement". If leaders sign on behalf of a group, then the statement should say "By signing, I agree to implement the agreement on behalf of [name of group]".</p> <p>Finally, the official witnesses to the agreement sign (and date) to show that the agreement is valid (<i>trutru</i>). Include the statement "By signing, I have witnessed that all the sides to this agreement understand it and the correct people have signed".</p>
8		<p>Written answer</p> <p>With your colleagues, have a go at making a good written agreement. Imagine you are a line manager, and your organisation wants to engage a trainer (a service-provider) to run training for a community organisation on something (you choose). Prepare a draft agreement that you could use when you facilitate the agreement. Keep it short and simple. When you have finished, write the draft agreement in your exercise book.</p>
9		<p>This <i>wok mak</i> is work with the group discuss the purpose and content of the agreement. When you do this, it is very important to communicate effectively. To communicate effectively, you should try to do the following:</p>

J

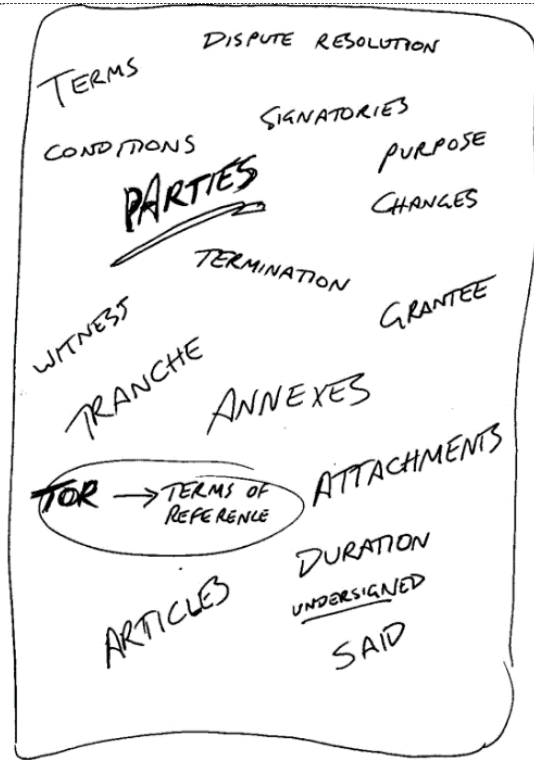
1. Speak clearly and loudly enough to be heard
2. Use *tok piksa* and *tok bokis* to help people understand
3. Use a language that everyone understands (use a translator if necessary)
4. Be careful to not talk down to adults – talk to adults as equals
5. Look confident and encouraging (body language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



Discussion

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

9







The big thing to be careful off when you explain the content of an agreement is jargon. Jargon is technical or expert language – language that you might know but you can't expect other people to know. Never forget that if people don't really understand an agreement, then the agreement is not a valid agreement.

9

If people don't really understand an agreement then the agreement is not a valid agreement



A signed agreement is a legal document. Many agreements are made by lawyers who use *tok loa*. However, if you want the agreement you facilitate to be a *trutru* agreement then when you discuss the purpose and content of an agreement, you must *tainim ol tok loa igo long simpel inglis o tok pisin o tok ples*.

9	 <p>Discussion At the end of the coursebook there is a section called 'tok loa'. Read through this section with your colleagues. If you have come across lawyer jargon that is not included in this section, then see if your colleagues know what it means. If not, then take note and ask your course facilitator to find out what it means.</p>
9	 <p>Some agreements – especially funding agreements – can be too technical and full of jargon for <i>ol lain long ples</i> to understand. If the funding agreement is too technical, do a second version in <i>simpel inglis o tok pisin o tok ples</i>. The leaders will need to sign both versions but use the summary version to explain what the agreement means. Or include a simple summary under each <i>hap tok</i> in the one agreement.</p> <p>If you are given a funding agreement (or any agreement) that is too technical and full of jargon, be aware – any agreement that is made where one side doesn't fully understand it is <u>not valid</u>.</p> <p>If you are given an agreement to facilitate that is too technical and full of jargon, give it back to whoever gave it to you and ask them to make it simpler – or ask them to prepare a summary version <i>sais bilong ol lain long ples</i> that can be signed alongside the official agreement.</p> 
9	 <p>Activity Below is some meat from a funding agreement between the Department for Community Development (DCD) and a community group. In <i>tok loa</i> each <i>hap tok</i> (each term or condition) is sometimes called an 'article'. With your colleagues, have a go at turning 'article 4.01' into language that <i>ol lain long ples</i> could understand. Use the 'tok loa' section at the end of the coursebook if you need to.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>ARTICLE 4.01 – TRANCHE PAYMENTS</p> <p>The DCD shall transfer to the account of the GRANTEE the first tranche representing seventy per cent (70%) of the total grant amount immediately after signing of this Partnership Agreement. The DCD shall transfer the second tranche to the account of the GRANTEE once the GRANTEE has acquitted at least eighty per cent (80%) of the first tranche.</p> </div> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>For example, you could say something like: "DCD will pay 70% of the money to you after you sign the Partnership Agreement with them. When you have spent 80% of this money and explained clearly to DCD how you have spent it, then if they are happy, they will pay the rest of the money to you". <i>Luk olsem</i> you will also need to explain what percentage (%) means.</p> </div>





Discussion

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

10



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

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

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



10



Activity

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

10

ARTICLE 3.04 - ACCOUNTING

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

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

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

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



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

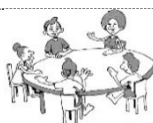
The four conditions for a valid agreement

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

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

11

11



Activity

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

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

1 Explain the purpose of the agreement so it is clear to everyone

2 Discuss the content of the agreement so it is clear to everyone



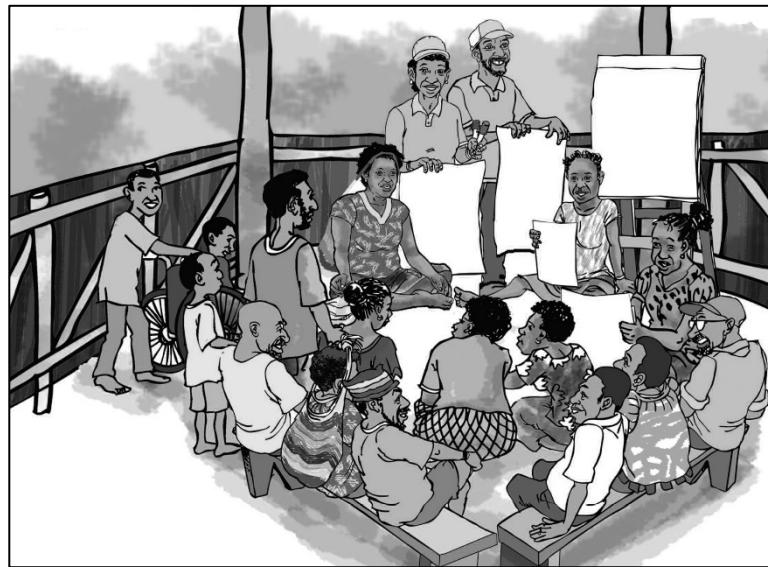
Don't forget that one role of a Community Development Worker is to encourage key people to take the lead whenever possible. If key people *go pas* to review and discuss the purpose and content of the agreement then *yu wok long inapim tupela wok mak long sem taim. Fit.*

The reason for discussing the purpose and content of the agreement is *long kliarim ol*.

You need to *kliarim ol gut tru* first so that everyone is clear about what needs to be in the agreement before going back to check if there are any concerns or suggestions.

In the next topic we will look at how to check if there are any concerns or suggestions.

11



Written answer

With your colleagues, discuss the two things you need to do to *inapim* this *wok mak*. Next, in your exercise book, write down the two things you need to do to *inapim* this *wok mak*. Finally, in your exercise book, write down the four conditions for a valid agreement again, and tick (✓) which condition for a valid agreement is achieved by this *wok mak* from the National Standard.

K

11



Revision discussion

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



2 hours

Materials Exercise book. Pen or pencil.

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

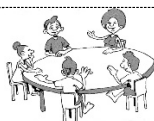
There are four conditions for a *trutru* agreement. *Tingim yet.*

The four conditions for a valid agreement

1

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

1



Discussion

This topic is *wok mak* 3.8 from the National Standard for facilitating an agreement. The *wok mak* is 'work with the group to identify and address any concerns to help reach agreement'. With your colleagues, compare this *wok mak* to the third condition for a valid agreement (above). What do you notice?

1

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

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

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



- ↗ There might be concerns about the purpose of the agreement
- ↗ There might be concerns about the content of the agreement

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



2



Activity

Most Community Development Workers discuss the purpose and content of the agreement with everyone from the group (and the community) in a community *kibung*. After doing this, the next thing they do in the *kibung* is help everyone identify and address any concerns. However, what can go wrong if you just ask everyone together in a *kibung* what their concerns are?



2

If you just ask everyone together in a *kibung* what their concerns are, many people (especially people normally left behind or excluded) feel shy to *autim* their concerns during a *kibung*.

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

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

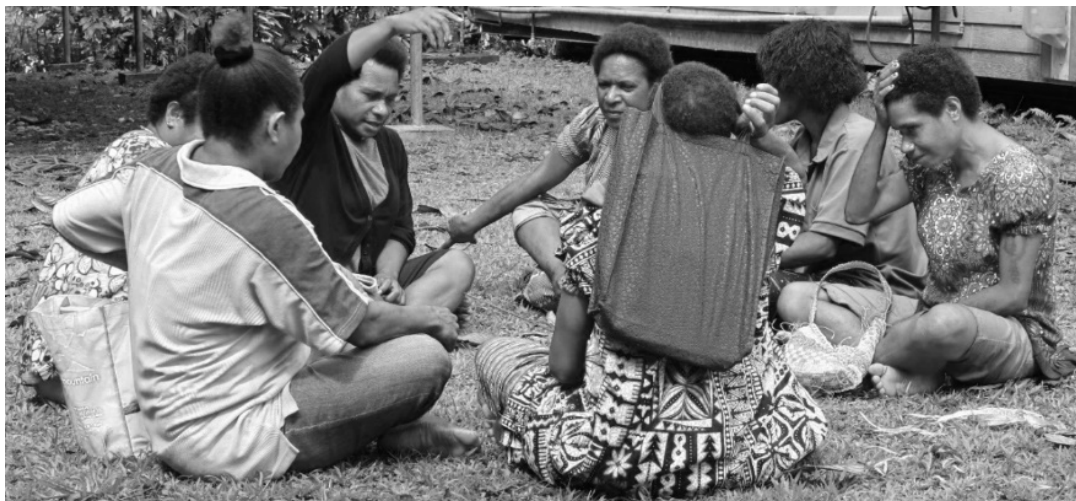


Never pretend that everyone is *wanbel*. Don't let leaders and key people pretend that everyone is *wanbel* either. *Mekim na putim olgeta samting long ples klia.*

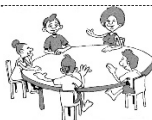


3

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



3



Discussion

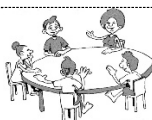
Have you used focus groups before or participated in a focus group before? Share your experiences with your colleagues.

3

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

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

3



Discussion

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

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

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

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



Written answer

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



At the end, after helping everyone to identify and address their concerns, the parties to the agreement might want to change the content (the terms and conditions).

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

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

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



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



Activity

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

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

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

4

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

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

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





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

4

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



However, if there are lots of changes, or if it starts to get confusing, then it might be better to rewrite the agreement document first before getting everyone to sign. If an outside organisation is involved, then check with them to see what they want you to do.

4	 <p>Activity</p> <p>Below is part of a Memorandum of Understanding (MOU) between Okapa District and Ward 23 for drought relief. During the agreement discussion, all parties agreed that 22kg of rice would be provided instead of 20kg rice. The Community Development Worker (Michelle Obama) made two changes to the agreement – she crossed out 20kg rice (one change) and she added in 22kg rice (the second change). With your colleagues, discuss whether the Community Development Worker made the changes correctly?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Okapa District agrees to the following:</p> <ol style="list-style-type: none"> The Government will supply food relief of an amount so that each household identified in the recent census (regardless of the number of people in the household) receives the following amount every 30 days: <ul style="list-style-type: none"> 20 kg rice (mo) 22 kg rice (mo) 60 small tins fish </div>
	
5	 <p>Discussion</p> <p>A Community Development Worker should always try to encourage key people to take the lead. It is a <i>wok mak</i> in the National Standard. Discuss with your colleagues how key people can take the lead when you work with the group to identify and address any concerns to help reach agreement.</p>
5	<p>Las tok. As you get more experienced as a Community Development Worker you will be able to give <i>stia</i> to help address concerns – but always remember that if you just facilitate the process and help them to do it you are doing enough.</p> <p>The key people should <i>go pas</i> to help address concerns. <i>Ino wok bilong yu.</i></p> <p>Not everyone on each side will agree with everything. Agreements are always about compromise. In the next topic, we will look at how to work with the group to see if a valid agreement can be reached.</p> 



Revision discussion

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



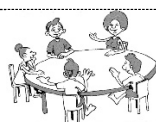
2 hours

Materials Exercise book. Pen or pencil.

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

The four conditions for a valid agreement

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



Discussion

1 This topic is *wok mak* 3.9 from the National Standard for facilitating an agreement. The *wok mak* is 'work with the group to see if a valid agreement can be reached'. With your colleagues, compare this *wok mak* to the fourth condition for a valid agreement (above). What do you notice?

- 1 4 If all sides are satisfied then the legitimate leaders sign *o soim olsem wanbel ikamap pinis namel long ol*

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

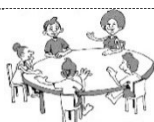
Trutru wanbel save gat pawa. Long kamapim trutru wanbel olgeta manmeri mas tok orait pastaim long agrimen. Oraitim pinis, orait trutru mausmanmeri bilong ol mas sainim o soim olsem wanbel ikamap pinis.



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

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

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



Activity

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

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

Merilyn sat down with the key people from both sides to work out the content of the agreement. When the key people were happy with ol hap tok, she asked ol lain Hasarai long kam bung.

Merilyn helped ol lain Hasarai to review the purpose and content of the agreement.

2

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

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

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



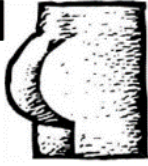



3



Discussion

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

<p>3</p>	<p>Whatever the group or community decide, make sure it is <i>trutru wanbel</i>.</p> <p>Sometimes <i>tubel</i> is obvious - there are people who don't agree with the final decision, and they say or show they don't agree. But sometimes <i>tubel</i> is not obvious. There are people who don't agree with a decision, but they are too shy, or they feel they can't speak up.</p>  <p><i>Sapos yu skelim olsem igat tubel istap</i>, then ask the key people what to do. Sometimes you can go back a step. Split everyone into focus groups again to try and find out what some people are <i>tubel</i> about – and then work together to address their concerns.</p> <p>In the end, if there is no agreement, then ask everyone what they want to do. Do they want the leaders and the key people from the parties to the agreement to sit down again and come up with a new agreement? Perhaps different key people need to be involved? <i>O maski, kamapim wanbel em hat na yumi lusim?</i> If you need to come up with a new agreement, then you will need to start step 3 of the project cycle again. <i>Yu save</i>.</p>
<p>3</p>	 <p>Discussion What would happen if a Community Development Worker took sides during a disagreement? Discuss this with your colleagues.</p>
<p>3</p>	<p>If there are disagreements between the sides involved in an agreement (or even within one of the sides) then you can make suggestions to help them solve the disagreement.</p> <p>BUT </p> <p>But never ever take sides. If a Community Development Worker takes sides, then they will lose the respect of the side they disagreed with. A Community Development Worker needs to keep their relationship strong with all the sides.</p> <p>Always remember that it is not your job to solve any disagreements. Your role as a Community Development Worker is to facilitate the process. If the process means an agreement is reached, then great. If not, then <i>ino asua bilong yu</i>.</p> <p>In fact, many Community Development Workers step right back when it is time for everyone to decide if they agree. They leave it up to the leaders and the key people. They only step in to give <i>stia</i> when it is needed.</p> <p>Never ever take sides</p>
<p>3</p>	 <p>Discussion What would happen if the leaders or the key people forced their group or community to agree? Discuss this with your colleagues.</p>

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

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

Forcing an agreement is worse than no agreement

3

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

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

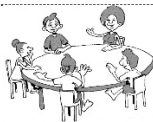


If all sides are satisfied with the agreement then the legitimate leaders from all sides to the agreement need to sign *o soim olsem wanbel ikamap pinis namel long ol*.

4








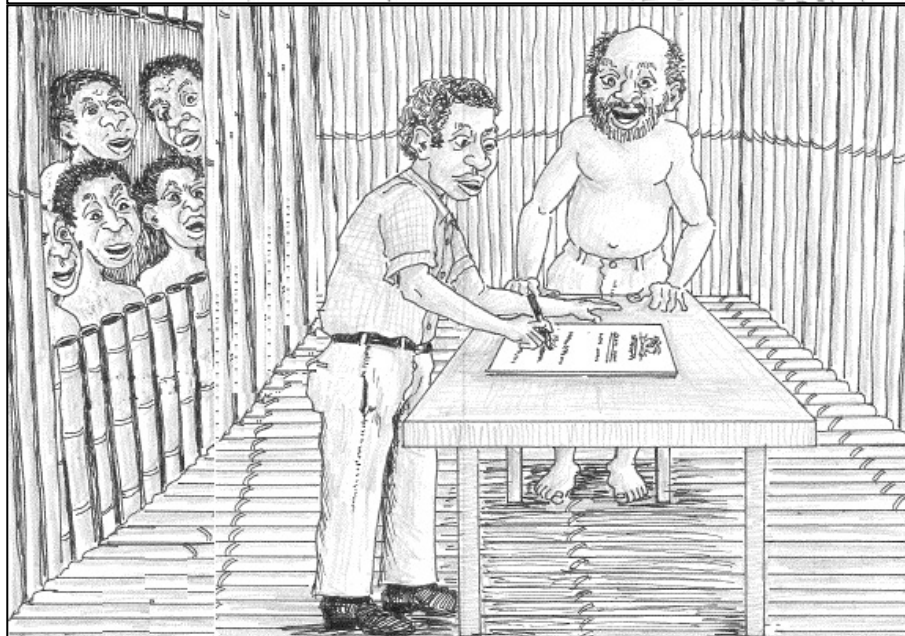
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Discussion

Making an agreement *ino liklik samting*. *Igat kain kain kastom long ples long makim olsem wanbel ikamap pinis*. Share with your colleagues what happens *long ples bilong yu long makim olsem wanbel ikamap pinis*.

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



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

5

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

A written agreement should never be signed behind closed doors



Written answer

M

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

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

5

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

Discussion questions:

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

5



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



Revision discussion

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

How to discuss what the next steps following the visit will be and who will be responsible for making them happen
How to discuss how or if the visit has been useful, and ways it could be improved
How to thank the group, without rushing, and explain again the purpose of the visit

2 hours

Materials Exercise book. Pen or pencil.

Kamapim wanbel is now almost finished. But before you finish, there are three final *wok mak* that you need to put into practice. These three *wok mak* are in every Core Unit in the PNG National Standard for Community Development Workers.



1

- | | |
|--|--|
| | The <i>wok mak</i> from the National Standard says you need to confirm what the next steps following the visit will be and who will be responsible for making them happen . It is always important to agree on what the next steps are, and who will be responsible for making them happen, before you finish whatever job you are doing. Before you finish facilitating the agreement, make sure you put the next steps <i>long ples klia</i> . |
| | The <i>wok mak</i> from the National Standard says you need to discuss how or if the visit has been useful, and ways it could be improved . It is always important to find out if the work you did to help the group was useful. Learning from experience is the best teacher, but only if you make the effort to learn lessons. Before you finish helping a group to facilitate an agreement, always discuss how or if the visit has been useful for everyone. You can ask everyone in the <i>kibung</i> . Nice. However, most Community Development Workers like to sit down just with the key people and ask them for feedback. <i>Em tu orait</i> . |
| | The <i>wok mak</i> from the National Standard says you need to thank the group, without rushing, and explain again the purpose of the visit . It is always important to leave the community in the right way. Some Community Development Workers call this 'community exit'. Take your time. Do it properly. Show respect. Remind everyone of what the visit was all about. Before you finish, always thank everyone, without rushing, and explain again the purpose of the visit. |

1














Written answer

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



N









How to discuss what the next steps following the visit will be and who will be responsible for making them happen
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2	 <p>Discussion Normally a next step for a CDW after working with a group or community is to prepare a report. To write a report in a way that meets the Standard, you need to maintain a diary or journal (<i>tingim</i> coursebook 1). What information should be in a CDW's diary after helping a group to facilitate an agreement?</p>	
2	<p>After helping a group or community to facilitate an agreement, a CDW should have lots of information in their diary or journal. For example:</p> <ul style="list-style-type: none">  What happened during community entry and who they talked with?  What happened during the agreement discussion: Who came (from each side)? How they helped everyone understand the agreement? What concerns people had from each side and how they were resolved? Interesting comments. Photos.  Whether an agreement was reached? If not, why not?  A copy of the signed agreement (if they need to give it to an outside organisation)  What the next steps will be following the visit and who will be responsible?  Any comments about whether people found the visit useful. 	
		
3	 <p>Discussion What is the principle of participation? Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>	
3	<p>Step 3 of the participatory project cycle is finished. Well done. But there is one more thing to look at before we begin step 4 of the project cycle. <i>Las tok o kain olsem.</i></p> <div style="display: flex; align-items: center;">  <p>Earlier in the coursebook, we learned why it is important for everyone in the group to participate in each step of a project cycle (or any community activity). <i>Tingim.</i></p> </div> <p>This is the principle of participation. <i>Pasin bilong wokim disisen wantaim na wokbung wantaim.</i> Participation <i>igat kain kain gutpela kaikai long en:</i></p> <div style="background-color: black; color: white; padding: 10px; margin-top: 10px;"> <ol style="list-style-type: none"> 1 Participation makes the work more successful 2 Participation supports inclusive development (equality) 3 Participation grows goodwill and trust <i>namel long ol</i> </div>	






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3		<p>Discussion If you help the group to put into practice the principle of participation during the agreement <i>kibung</i>, how will it make the agreement better?</p>
3	<p>A good agreement needs the principle of participation.</p> <p>Everyone in the group or community needs to be involved for the agreement to be a <i>trutru</i> agreement. If only the leaders and key people are involved the agreement won't have power. If everyone in the group or community feels that they have been a part of making the agreement, then they will support the agreement and make sure it is successful. Participation makes the work more successful.</p> <p>And if people who are normally left behind or excluded are included whenever the agreement is discussed, then what goes into the agreement will be the full story. Women know things that men don't know. Youth know things that adults don't know. Remember the elephant! Participation makes the work more successful.</p> <p>And participation helps to make sure that people who are normally left behind or excluded will also benefit from the project. This is the principle of inclusion – <i>pasin bilong halivim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela</i>. Inclusive development (equality) matters. It matters if some groups of people miss out on development <i>ino asua bilong ol. Luksave</i>:</p>	
<p>1 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. Equality. Em wan.</i></p>		
<p>2 <i>Na tu</i>, it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem.</i> People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim.</i> They can become dependent on other people and the Government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap.</i></p>		
<p>3 <i>Na tri</i>, it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.</p>		
<p>And if the agreement is made in front of everyone then it builds goodwill and trust <i>namel long ol</i>. We need to build trust within and between groups. <i>Yumi nidim stret.</i></p>		



4		<p>Discussion What is the principle of transparency? Discuss this with your colleagues.</p>
4		<p>A good agreement also needs the principle of transparency. Transparency means <i>klia glas</i>. Let the sunshine in. No secrets.</p> <p>Pasin bilong mekim na putim olgeta samting long ples klia</p> <p>Transparency is like pruning and weeding your cocoa or coffee to let the sunshine in. If you prune and weed your cocoa or coffee <i>san save klinim. Binatang nogut save dai</i>. It takes more work to let the sunshine in. It takes courage to cut back branches because you are not sure if it will help or not. But if the sunshine gets in it will kill pests and diseases - and your cocoa or coffee <i>bai karim gut na karim long taim</i>.</p> <p>An agreement is only a good agreement if it puts everything out in the open - who does what, what happens if one party to the agreement does the wrong thing, how long the agreement is for, how often reports should be submitted, who is responsible for safety, how resources will be looked after during and after the project. <i>Ples klia</i>.</p>  <p>Let the sunshine in. No secrets. Transparency. <i>Klia glas</i>.</p>
		
5		<p>Discussion What is the principle of accountability? Discuss this with your colleagues.</p>
5		<p>A good agreement also needs the principle of accountability. Accountability is <i>pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>.</p> <p>You can't <i>mekim wok bihainim mak</i> unless you know what the <i>wok mak</i> are that you need to <i>wokim</i>. This is what written agreements are for. And you can't <i>skelim</i> whether you or someone else is following their <i>wok mak</i> unless you know what their (and your) <i>wok mak</i> are. This is what written agreements are for.</p> <p>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</p>

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5		<p>Discussion Can you have accountability without transparency? Discuss this with your colleagues.</p>
5		<p>Being measured (and measuring other people) means that everything needs to be out in the open. Transparency. <i>Klia glas</i>. Sunshine. If there is shade and shadow, you can't see if people are doing what they are supposed to be doing. <i>Dak glas maski</i>.</p>  <p>This means the principle of accountability and the principle of transparency are two sides of the same coin. You can't have one without the other. You need both.</p>
		
6		<p>Discussion What is the principle of legitimacy? Discuss this with your colleagues.</p> 
6		<p>An agreement made by a group only works if the leaders (and managers) of the group are legitimate. <i>Trutru mausmanmeri</i>. This is the principle of legitimacy. <i>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lid na menesa bihainim lo</i>.</p> <p>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</p> <p>If our leaders and managers have legitimacy, it means they have authority. Authority means we allow them to speak for us (<i>makim maus</i>) and to us (<i>bihainim tok</i>).</p> <p>The best way for a leader to have authority is if the members of the group give it to them freely (not by force or corruption) through a free and fair election. But an elected leader also needs to maintain their legitimacy. If they break the laws and <i>kastom</i> of the group, they lose their legitimacy even if they were elected in a free and fair way.</p> <p>The best way for a manager to have authority is if they are employed or engaged fairly (not by force or corruption) through a free and fair selection process. Everything is out in the open. <i>Klia glas</i>. Everyone has a chance to apply. <i>Wan sait maski</i>. But a manager also needs to maintain their legitimacy. If they break the laws and <i>kastom</i> of the group, they lose their legitimacy even if they were selected in a free and fair way.</p> <p>Unless the leaders and managers who sign an agreement on behalf of their group are legitimate - <i>trutru mausmanmeri</i> - then the agreement is not valid. <i>Tingim</i>.</p>

How to discuss what the next steps following the visit will be and who will be responsible for making them happen
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7		<p>Discussion What is the principle of equality? Discuss this with your colleagues.</p>
		<p>A good agreement needs the principle of equality. Equality is <i>pasin bilong lukim yu wankain olsem narapela</i>.</p> <p>An organisation has the principle of equality in its <i>kastom</i> if it is trying to treat people fairly no matter their age, skin colour, <i>ples</i>, sexual orientation, clan, income, gender, education, language, religion, beliefs, opinions, health, disability, <i>na ol samting olsem</i>.</p> <p>If the agreement that is unfair (discriminates) to some people or groups, then <i>ino long taim agrimen bai bruk bagarap</i>. People or groups who are treated unfairly will either give up on the agreement or find a way to <i>bekim bek</i>. <i>Bel nogut save aut</i>.</p>
7		<p>Discussion What is the difference between the principle of equality and the principle of inclusion? Discuss this with your colleagues.</p>
		<p>Equality and inclusion go together.</p> <p>If you dig deep, some people or groups are treated unfairly for <i>kastom</i> reasons <i>ino asua bilong ol</i>. Some groups of people are able to step forward – but other groups of people can't. They are not benefitting from development. This is deep inequality. Deep inequality is sometimes called 'structural inequality'. <i>Tok inglis igat kain kain</i>.</p> <p>The way to fix deep inequality is to make sure that people from groups that are left behind or excluded are included and benefit from whatever we do. This is the principle of inclusion. <i>Pasin bilong halivim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela</i>. The principle of inclusion helps fix deep inequality.</p>
8		<p>How we <i>wokim na mekim disisen</i> in a group is called "governance". If we do it well it is called "good governance".</p> <p>Our traditional ways to <i>wokim na mekim gutpela disisen</i> are not working inside organisations where people are not used to working together, and between different organisations that have to trust each other. <i>Nogut yumi haitim</i>. There is no trust.</p>

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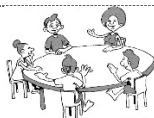
But there is good news. There are tried and tested principles that help organisations to have good governance in modern PNG (so they build trust where people are not used to working together, and between different organisations that have to trust each other).

We have just learned about some of these **principles of good governance**. The PNG Government wants every organisation to make these principles a part of their *kastom* – *Gavman ikam daun long ol komiuniti na grup long ples na femili tu*.

PARTICIPATION	<i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>
TRANSPARENCY	<i>Pasin bilong mekim na putim olgeta samting long ples klia</i>
ACCOUNTABILITY	<i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>
LEGITIMACY	<i>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</i>
EQUALITY and INCLUSION	<i>Pasin bilong lukim yu wankain olsem narapela. Pasin bilong halivim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela</i>



8



Discussion

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



Revision discussion

Think about the five principles of good governance (above). Are these principles in the *kastom* of an organisation that you belong to? *Tok tok gut tru*.

Facilitate the start-up of a community activity

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





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


**Wok mak from the PNG National Standard for
Community Development Workers for UNIT C03
Facilitate the start-up of a community activity**


Elements	Performance criteria
<p>1 Make preparations</p>	<p>1.1 Find out information about the place and people to be visited 1.2 Communicate effectively and respectfully with key people from the place to be visited 1.3 Prepare a suitable work plan 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit</p>
<p>2 Conduct community entry</p>	<p>2.1 Confirm who the key people are, and work with them to make arrangements for the visit 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities 2.4 Communicate effectively and respectfully with key people 2.5 Show respect for local culture and be sensitive to gender roles 2.6 Assess whether the work plan and materials for the activities are going to be suitable and make necessary changes 2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities</p>
<p>3 Facilitate the start-up of the activity</p>	<p>3.1 Support and encourage effective participation and inclusion during the activities 3.2 Encourage key people to take the lead during the activities 3.3 Communicate effectively and respectfully during the activities 3.4 Work in a way that is appropriate to local culture during the activities 3.5 Explain the purpose of this step in a project cycle and why it is important that everyone in the group participates 3.6 Work with the group to confirm the project plan including the project objective, activities, and expected project outcomes 3.7 Work with the group to update and confirm any agreements that have been made 3.8 Work with the group to update and confirm the activity schedule and budget 3.9 Work with the group to identify ways to encourage community participation and support for the project 3.10 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.11 Discuss how or if the visit has been useful, and ways it could be improved 3.12 Thank participants, without rushing, and explain again the purpose of the visit</p>
<p>4 Prepare a report</p>	<p>4.1 Maintain a record of activities and movements according to workplace practices 4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations 4.3 Report outcomes clearly 4.4 Provide an analysis of outcomes 4.5 Provide recommendations for future action based on analysis</p>


1 hour

Materials Exercise book. Pen or pencil.

1	 <p>Discussion With your colleagues, look at the <i>wok mak</i> at the top of this page. The first topic is 3.5 (not 3.1). <i>Luk olsem</i> there are four <i>wok mak</i> that we have missed out. On the previous page, it shows all the <i>wok mak</i> for Element 3 from Unit C03. What are the four <i>wok mak</i> that we have missed out? Why did we miss them out?</p>	
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1	<p>This topic is topic 3.5 (not topic 3.1). This is because the first four <i>wok mak</i> in Element 3 for this Unit are the same in every Core Unit from the PNG National Standard for Community Development Workers. We covered them already earlier in this coursebook (when we looked at how to facilitate an agreement). <i>Tingim. Maski long riptim gen.</i></p> <p> Don't forget, whenever you help a group to start-up their project, you need to make sure you put the following four <i>wok mak</i> into practice:</p> <p style="text-align: center;">Support and encourage effective participation and inclusion during the activities</p> <p style="text-align: center;">Encourage key people to take the lead during the activities</p> <p style="text-align: center;">Communicate effectively and respectfully during the activities</p> <p style="text-align: center;">Work in a way that is appropriate to local culture during the activities</p>
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1	 <p>Written answer With your colleagues, look again at topics 3.1, 3.2, 3.3, and 3.4 from Unit C04 Element 3 (at the start of this coursebook). Go through each topic again to refresh yourselves. <i>Kirapim bek tinging.</i> Next, in your exercise book, write the heading 'Unit C03 Facilitate the start-up of a community activity', and then underneath write the first four <i>wok mak</i> that you need to <i>inapim</i> (below).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>3.1 Support and encourage effective participation and inclusion during the activities</p> <p>3.2 Encourage key people to take the lead during the activities</p> <p>3.3 Communicate effectively and respectfully during the activities</p> <p>3.4 Work in a way that is appropriate to local culture during the activities</p> </div>	<div style="background-color: black; color: white; width: 20px; height: 20px; border-radius: 50%; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> O </div>
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2	 <p>This <i>wok mak</i> from the National Standard is explain the purpose of this step of the project cycle and why it is important that everyone in the group participates.</p>
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When you explain the purpose of step 4 of the project cycle to everyone, it is a good idea to first give a clear explanation of the participatory project cycle so that everyone can see how it all fits together *pisin lukluk kam daun*. Many Community Development Workers explain the 6 steps of a participatory project cycle using the example of a family project cycle. This helps everyone connect it to their everyday lives. For example:

1. **GLASIM NA SKELIM SINDAUN** Everyone in the family comes together to analyse their development situation and identify priorities for change. For example, you might decide together that you need more room in the house. *Luk olsem* you need to build a new bedroom for *bubu* to sleep in.
2. **KAMAPIM PLEN** Everyone in the family comes together to develop a project plan to tackle the priority for change identified in step 1. *Luk olsem* the project objective (purpose) is to have more room for everyone. The main activity is to build a new bedroom for *bubu* to sleep in. Develop a plan to make it happen.
3. **KAMAPIM WANBEL** Everyone in the family comes together to make agreements before beginning the project. For example, if you need a carpenter to build the bedroom then make an agreement with her. Or maybe you need an agreement *wantaim papa graun? Kamapim wanbel pastaim*.
4. **SET GUT NA STATIM WOK** Everyone in the family comes together to start up the project. But first make sure everyone understands the plan (and any agreements). *Kirapim bek tingting*. And make sure everyone knows what their roles will be. *Set gut pastaim. Set gut pinis orait statim wok*.
5. **SEKIM WOK** Everyone in the family comes together during implementation to check (monitor) how things are going and to solve any problems. Is there enough timber? Do we have enough nails? Is everyone happy? Any problems? If you don't *sekim wok* with everyone in the family things can go off track.
6. **LUKLUK BEK NA SKELIM** Everyone in the family comes together after the project is finished to discuss whether the plan *karim kaikai* and to learn lessons. Is there now more room for everyone (did we achieve the objective)? How do we look after what we achieved? What lessons can we learn? What next?



This unit in the National Standard for Community Development Workers is 'Facilitate the start-up of a community activity'. Step 4 of the participatory project cycle. Another way to say "facilitate the start-up of a community activity" is "project start-up". It can also be called "project implementation". *Wankain samting. Set gut na statim wok*.

Before you begin to implement the project everyone needs to come together again to make sure the plan is up-to-date and to *skelim wok. Set gut redi long statim wok*.

2



Written answer

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

P

	<p>When you help a group or community to do project start-up, you need to get everyone from the group or community together in a <i>kibung</i>. Everyone from the group or community should have already been involved in step 1, step 2, and step 3 of the participatory project cycle. They will want to continue to be involved. It is their project.</p> <p>Even if you are working with a <i>grup long ples</i>, it is very important that other people from the community attend the project start-up <i>kibung</i> - as many people as possible. They can share ideas and give <i>stia</i> so you get the whole story. <i>Em wan. Na tu</i> if other people from the community attend it is far more likely that the community will continue to support the project (and the <i>grup long ples</i>).</p> <div data-bbox="256 696 405 831" style="border: 1px solid black; padding: 5px; display: inline-block;"> </div> <p>Don't forget, representatives from the parties to any agreements should also attend the project start-up <i>kibung</i>. Project start-up is the time to make sure everyone and everything is <i>set gut redi long statim wok</i>.</p>
2	<div data-bbox="256 875 405 987" style="display: inline-block;"> </div> <p>Discussion</p> <p>It is the job of a Community Development Worker to make sure that the right people attend the project start-up <i>kibung</i>. When would be a good time to try and make sure that the right people attend the project start-up <i>kibung</i>?</p>
2	<p>A good time to make sure that the right people attend the project start-up <i>kibung</i> is when you make preparations (Element 1). When you make preparations, communicate with key people from the place you will visit to make sure the right people attend. And make sure representatives from the parties to any agreements are also invited to attend. Then during community entry (Element 2), when you work with the key people to identify and organise participants for the activities, make sure the right people attend.</p> <p>You learned how to make preparations (Element 1) and conduct community entry (Element 2) in a way that meets the Standard in CDW Coursebook 1. <i>Tingim</i>.</p>
2	<div data-bbox="256 1469 405 1581" style="display: inline-block;"> </div> <p>Discussion</p> <p>Can facilitating agreements (step 3 of the project cycle) and project start-up (step 4 of the project cycle) be done in the same visit? Discuss this with your colleagues.</p>
2	<p>There are normally many agreements that need to be made before a project can begin. When the final agreement is in place, it is common for a Community Development Worker to then continue and help the group or community to start-up their project. This means that step 3 and step 4 of the project cycle are often done in the same visit.</p> <p>For example, if an outside organisation is supporting the project, one of the agreements you will need to facilitate in step 3 of the project cycle is the funding agreement. Once the funding agreement is in place it is common for the CDW to continue and help the group or community to start-up their project (step 4 of the project cycle).</p>

But sometimes step 3 and step 4 are done in separate visits. *Em tu orait. Nogat samting.*

Normally one day is enough time to start-up a project in a way that meets the Standard (but don't forget you also need to do community entry before beginning the activities).



This *wok mak* also says you need to explain why it is important that everyone in the group participates, not just the leaders and key people. The principle of participation. *Pasin bilong wokim disisen wantaim na wokbung wantaim.*

We looked at why participation (and inclusion) was important at the start of this coursebook (topic 3.1). *Tingim.*

- 1 Participation makes the work more successful
- 2 Participation supports inclusive development (equality)
- 3 Participation grows goodwill and trust *namel long ol*

To *inapim* this *wok mak*, everyone needs to understand how participation by everyone in the group (not just the leaders and key people) makes the work more successful, supports inclusive development, and grows goodwill and trust *namel long ol*.

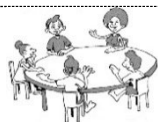
3



Don't forget, another *wok mak* you need to *inapim* is **encourage key people to take the lead during the activities**. If you can help key people to *go pas* to **explain the purpose of this step of the project cycle and why it is important that everyone in the group participates** then *yu wok long inapim tupela wok mak long sem taim*.



3



Activity

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

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



Revision discussion

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

2 hours

Materials Exercise book. Pen or pencil.



After you have explained the purpose of project start-up and why it is important that everyone in the group participates, the next thing to do is **work with the group to confirm the project plan including the project objective, activities, and expected project outcomes.**

What this *wok mak* is really saying is, you need to make sure everyone is very clear why and how the project should *strongim sindaun* (if completed successfully). Confirm the project objective, what needs to be done, and what the benefits should be. *Wanem as tingting bilong projek, wanem wok long mekim, na wanem ol gutpela kaikai long en.*

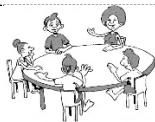
If you needed an outside organisation to support your plan, or if you needed to wait for the right season to start, or if your group or community needed to do fundraising first, it may have taken months or years to go from step 2 of the project cycle (develop a project plan) to step 4 of the project cycle (project start-up).

There might be new people from the group or community that haven't been involved in the project.

Even if there was not much time between step 2 of the project cycle (develop a project plan) and step 4 of the project cycle, it is still good to remind everyone what the project is for, what everyone agreed needs to be done, and what everyone thinks will be the benefits. The project objective, activities, and expected project outcomes.



2



Discussion

With your colleagues, discuss what Merilyn doing to help *Mama Kirap? Kirapim bek tinging.*

2



In this coursebook (and the last coursebook) we have been looking at the example of Merilyn. *Tingim.* The project objective is 'fewer teenagers damaged by drug abuse'.

Luk olsem Merilyn has helped everyone to sign the funding agreement (grant agreement) with Buin District (step 3 of the project cycle). Now Merilyn is helping *ol lain Hasarai* to do project start-up (step 4 of the project cycle). Nice.



Discussion

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

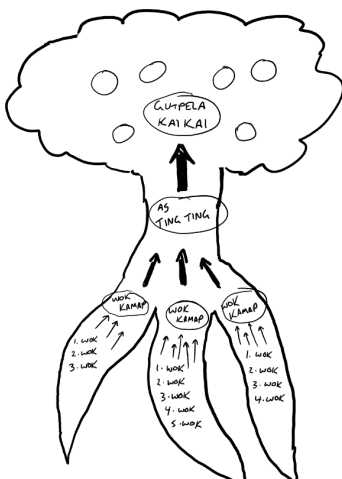
2

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

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



2



Marilyn did this to help *ol lain Hasarai* understand a picture of what their project is for, what everyone agreed needs to be done, and what everyone thinks will be the benefits.

A project tree shows the bones of a project plan.

The bones of a project plan are activities (*wok*), output outcomes (*wok kamap*), project objective (*as tingting*), and project outcomes (*gutpela kaikai*).

The project tree shows why and how the project should *strongim sindaun* (if it is completed successfully).



ACTIVITIES (WOK) to achieve the output outcome	OUTPUT OUTCOMES (WOK KAMAP)	PROJECT OBJECTIVE (AS TINGTING)	PROJECT OUTCOMES (GUTPELA KAIKAI)
1. The group will hold 11 peer-to-peer and 10 group of 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200, 1300, 1400, 1500, 1600, 1700, 1800, 1900, 2000, 2100, 2200, 2300, 2400, 2500, 2600, 2700, 2800, 2900, 3000, 3100, 3200, 3300, 3400, 3500, 3600, 3700, 3800, 3900, 4000, 4100, 4200, 4300, 4400, 4500, 4600, 4700, 4800, 4900, 5000, 5100, 5200, 5300, 5400, 5500, 5600, 5700, 5800, 5900, 6000, 6100, 6200, 6300, 6400, 6500, 6600, 6700, 6800, 6900, 7000, 7100, 7200, 7300, 7400, 7500, 7600, 7700, 7800, 7900, 8000, 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, 9500, 9600, 9700, 9800, 9900, 10000.	Output outcome 1 The group will hold 11 peer-to-peer and 10 group of 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200, 1300, 1400, 1500, 1600, 1700, 1800, 1900, 2000, 2100, 2200, 2300, 2400, 2500, 2600, 2700, 2800, 2900, 3000, 3100, 3200, 3300, 3400, 3500, 3600, 3700, 3800, 3900, 4000, 4100, 4200, 4300, 4400, 4500, 4600, 4700, 4800, 4900, 5000, 5100, 5200, 5300, 5400, 5500, 5600, 5700, 5800, 5900, 6000, 6100, 6200, 6300, 6400, 6500, 6600, 6700, 6800, 6900, 7000, 7100, 7200, 7300, 7400, 7500, 7600, 7700, 7800, 7900, 8000, 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, 9500, 9600, 9700, 9800, 9900, 10000.	Project objective The group will hold 11 peer-to-peer and 10 group of 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200, 1300, 1400, 1500, 1600, 1700, 1800, 1900, 2000, 2100, 2200, 2300, 2400, 2500, 2600, 2700, 2800, 2900, 3000, 3100, 3200, 3300, 3400, 3500, 3600, 3700, 3800, 3900, 4000, 4100, 4200, 4300, 4400, 4500, 4600, 4700, 4800, 4900, 5000, 5100, 5200, 5300, 5400, 5500, 5600, 5700, 5800, 5900, 6000, 6100, 6200, 6300, 6400, 6500, 6600, 6700, 6800, 6900, 7000, 7100, 7200, 7300, 7400, 7500, 7600, 7700, 7800, 7900, 8000, 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, 9500, 9600, 9700, 9800, 9900, 10000.	Project outcomes The group will hold 11 peer-to-peer and 10 group of 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200, 1300, 1400, 1500, 1600, 1700, 1800, 1900, 2000, 2100, 2200, 2300, 2400, 2500, 2600, 2700, 2800, 2900, 3000, 3100, 3200, 3300, 3400, 3500, 3600, 3700, 3800, 3900, 4000, 4100, 4200, 4300, 4400, 4500, 4600, 4700, 4800, 4900, 5000, 5100, 5200, 5300, 5400, 5500, 5600, 5700, 5800, 5900, 6000, 6100, 6200, 6300, 6400, 6500, 6600, 6700, 6800, 6900, 7000, 7100, 7200, 7300, 7400, 7500, 7600, 7700, 7800, 7900, 8000, 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, 9500, 9600, 9700, 9800, 9900, 10000.

The BONES of a project plan



ACTIVITIES (WOK)

OUTPUT OUTCOMES (WOK KAMAP)

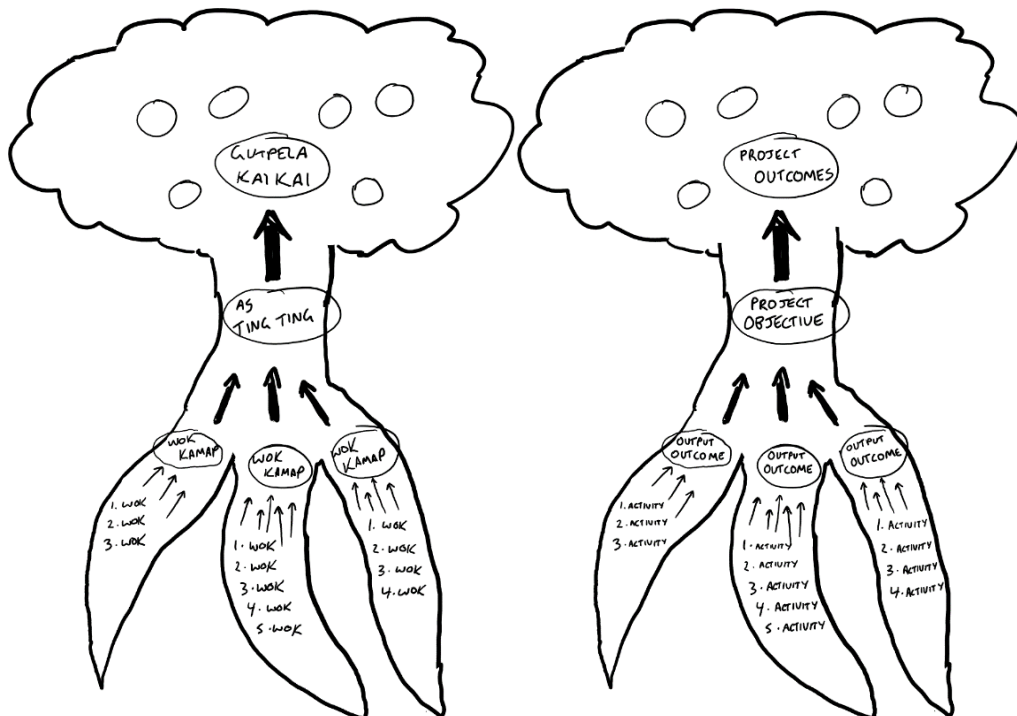
PROJECT OBJECTIVE (AS TINGTING)

PROJECT OUTCOMES (GUTPELA KAIKAI)

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

In tok projek yumi save tok olsem:

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



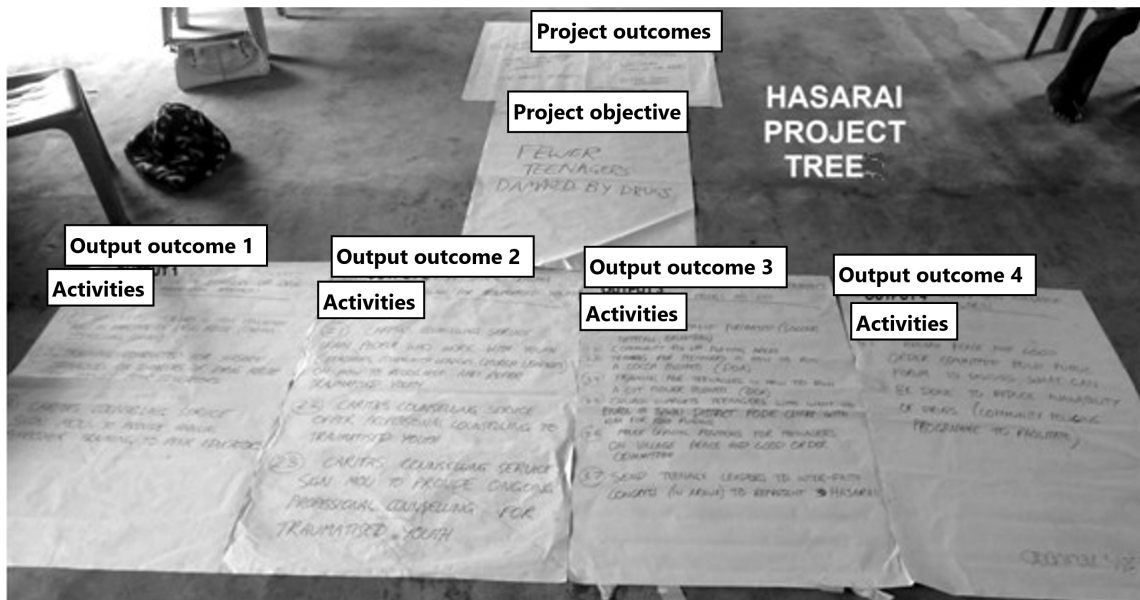


Yumi raunim liklik tasol kam bek gen. If you also helped the group you are working with to develop a project tree in step 2 of the project cycle (when you helped them develop a project plan), then the best way to *inapim* this *wok mak* is to go through the project tree again with everyone. The project tree contains the bones of a project plan - it shows why and how the project should *strongim sindaun* (if completed successfully).

Hopefully, you didn't throw away the project tree after you helped everyone develop it in step 2 of the project cycle. The project tree can be used again and again during the rest of the project cycle to remind everyone in the group or community of why and how the project should *strongim sindaun* (if completed successfully).

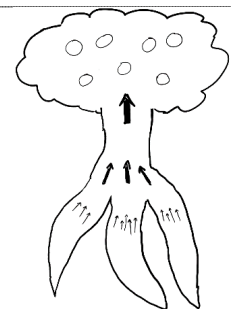
The project tree helps you now (during project start-up) *na tok igo pas* it will also help you during monitoring (step 5 of the project cycle) and again during evaluation (step 6 of the project cycle). *Olsem na putim gut noken boilim na kaikai. Noken tainim brus.*

3



Activity

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



3

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

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

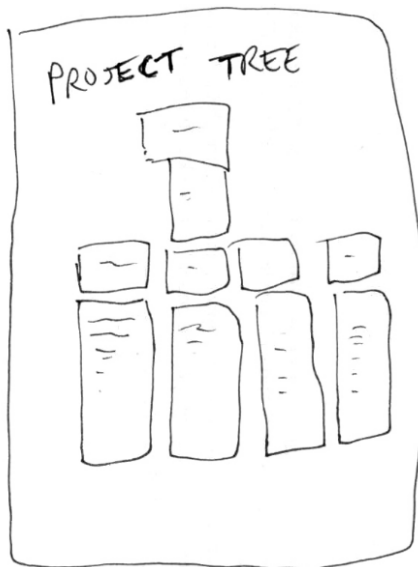
Tok save when you put the Hasarai project tree on butcher paper, don't forget to turn it on its side and set it out like a tree again (like in the picture below). *Mekim klia long ol.*



At the end, after you go through the project tree with everyone in the project start-up *kibung*, it is a good idea to put the project tree *long ples klia* (on a notice board or wall). During the project, when everyone comes together to do monitoring (step 5 of the project cycle) and evaluation (step 6 of the project cycle), you can use the project tree to remind of *why* they are doing the project.



3



4



Written answer

With your colleagues, discuss why it is important to remind everyone why and how the project should *strongim sindaun* (if completed successfully). Next, in your exercise book, explain what Merylyn did to remind everyone why and how the project should *strongim sindaun* (if completed successfully).

Q




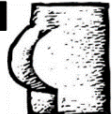





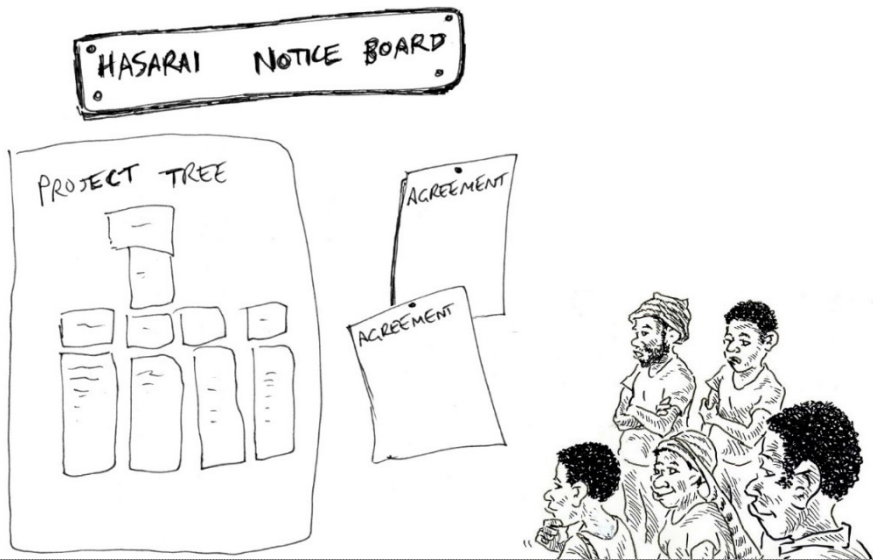

Revision discussion

Do you think explaining the project as a fruit tree (a solution tree or project tree) will help *ol lain long ples* to understand their project?

1 hour

Materials Exercise book. Pen or pencil.

1	<p>When the group made agreements for the project - land use agreements or asset use agreements or resource use agreements or cooperation agreements or service provider agreements – the whole group should have been involved. Step 3 of the project cycle.</p> <p>However, the agreements might have been made a long time ago. People forget. Everyone is busy. And there might be new people involved. Now is a good time to remind everyone of what was agreed to and to make sure everything is up to date.</p> <p>For example, if an outside organisation is supporting the project then go through the funding agreement with everyone again. Funding agreements often include information about how and when the project managers need to acquit funds and submit financial reports. If this is the case, then it is very important to explain this information clearly to everyone when you start-up a project.</p>	
1	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <p>Activity</p> </div> <div> <p>At the end of the coursebook there is an 'example asset-use agreement' between <i>Mama Kirap</i> and <i>Hasarai</i> for use of the resource centre. We looked at this agreement in step 3 of the project cycle. <i>Tingim</i>. With your colleagues, imagine you are helping <i>ol lain Hasarai</i> to start-up their project. Practice going through this agreement so that everyone knows what has been agreed to. <i>Kliarim ol gut tru</i>.</p> </div> </div> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px; text-align: center;"> <p>If this course is being run as a training, the trainer will ask you to do this as a role play.</p> </div>	
2	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <p>Discussion</p> </div> <div> <p>What should you do if an agreement that was made for the project is now out-of-date? Discuss this with your colleagues.</p> </div> </div>	
2	<p>Agreements have already been made (step 3 of the project cycle) but there might be <i>hap tok</i> (terms and conditions) that need to be updated.</p> <p><i>Tok save</i> now is <u>not the time</u> to renegotiate the whole agreement - if you need to do this then go back and facilitate the agreement properly (step 3 of the project cycle) before starting-up the project.</p> <p>BUT  But if only small changes need to be made to update any agreements, then now is a good time to do it. This is why we said that it is important to make sure all parties to any agreements are involved at the project start-up <i>kibung</i>.</p>	

2	 <p>Discussion If all parties to an agreement agree to make a change to an agreement, what should you do? We learned about this earlier in the coursebook <i>olsem na kirapim bek tingting.</i></p>
2	<p>If all parties to the agreement say they agree to the changes, then you can change the agreement document.</p> <p>If you make handwritten changes, then whoever makes the changes needs to write their initials next to <u>each change</u>, so everyone knows who made the change. 'Initials' are the first letter of each of your names. For example, Michelle Obama's initials are MO.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Okapa District agrees to the following:</p> <ol style="list-style-type: none"> The Government will supply food relief of an amount so that each household identified in the recent census (regardless of the number of people in the household) receives the following amount every 30 days: <ul style="list-style-type: none"> 20 kg rice (MO) 22 kg rice (MO) 60 small tins fish </div> 
	
3	<p>Las tok. It is always a good idea to put a copy of any agreements made <i>long ples klia</i> (on a notice board or wall) so that during the project anyone can see what was agreed to. Transparency. <i>Klia glas. Yu save.</i></p> 
3	 <p>Written answer With your colleagues, discuss what you need to do to <i>inapim</i> this <i>wok mak</i>. Next, in your exercise book write down why it is important to make sure all parties to any agreements are involved at the project start-up <i>kibung</i>.</p> <div style="float: right; background-color: black; color: white; padding: 5px; border-radius: 5px;">R</div>



4



Las tok gen. Earlier in this coursebook we looked at the principle of transparency. *Pasin bilong mekim na putim olgeta samting long ples klia. Tingim.* And we also looked at the principle of accountability. *Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak. Tingim.*



4



Discussion

If you help a group to start-up their project in a way that meets the Standard, you will be helping the group (and everyone involved in the project start-up *kibung*) to put into practice the principle of transparency and the principle of accountability. How? If you need a refresher, turn back to page 69 to remind yourselves of the principle of transparency and the principle of accountability.



4

Luk olsem project start-up is all about transparency and accountability.

If the group or community that you are working with *luksave* that the principle of transparency and the principle of accountability helped the project to *karim kaikai*, then *yu strongim ol pinis. Yu fit CDW. Fit nogut tru.*

In PNG we need our organisations to make transparency and accountability a part of the *kastom* of their organisation. *Yumi nidim stret.*

Transparency and accountability help build trust within groups and between groups. *Pasin bilong mekim na putim olgeta samting long ples klia. Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak.*



Revision discussion

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

2 hours

Materials Exercise book. Pen or pencil.

If you needed an outside organisation to support your plan, or if you needed to wait for the right season to start, or if your group or community needed to do fundraising first, it may have taken months or years to go from step 2 of the project cycle (develop a project plan) to step 4 of the project cycle (project start-up). Things may have changed.

Before you start-up the project, the group needs to go back over their activity schedule and budget and make sure everything is up to date.

Sometimes you can update the activity schedule and budget just with the key people. Then when you go ahead and do the project start-up *kibung* you can go through the activity schedule and budget with everyone to confirm it.






Sometimes you can update and confirm the activity schedule with everyone during the project start-up *kibung*. *Em tu orait. Yu yet.*




Or ask the key people what to do.






1




2	 <p>Activity With your colleagues, have a look at the Hasarai community project plan (at the end of the coursebook). Look at the activity schedule and budget <i>long kirapim bek tingting. Lukluk tasol</i>. What things might have changed in the activity schedule and budget since the project plan was first developed?</p>
2	<p>To update your activity schedule, help the group to do the following:</p> <ol style="list-style-type: none"> 1. Look at the ACTIVITIES – do you need to adjust anything? 2. WHO will do what to <i>mekim wanwan wok</i>? Is this all still correct? 3. WHEN will <i>wanwan wok</i> happen? Does any of the timing need to change? 4. WHAT resources are needed? If there are any changes to the resources needed, then make sure you also adjust the budget. The activity schedule and the budget are two sides of the same coin. Change to one is change to the other.
2	<p>If the project is receiving funding from an outside organisation, then normally the activity schedule and budget will need to be updated <i>before</i> the funding agreement can be signed. <i>Tok save tasol</i>.</p> <p>Then once the funding agreement is signed it is normal for the CDW to continue straight on and begin project start-up.</p> 
	
3	<p>This <i>wok mak</i> also says you need to confirm the activity schedule and budget with the group. This just means that everyone in the group (not just the leaders and key people) need to understand and approve the activity schedule and budget before starting the project. <i>Yumi wanbel o igat sampela moa tingting?</i></p> <p>This is an opportunity to iron out small problems and make small improvements so that everything goes smoothly. If everyone understands <i>gut tru wanwan wok na husat bai go pas long mekim na wanem taim long mekim na wanem samting ol bai nidim</i> then there is more chance the project will run smoothly – and there is more chance that if (when) things do go wrong everyone will work together to find solutions.</p>
3	 <p>Discussion Does the activity schedule help the group put into practice the principle of accountability? <i>Yupela gat wanem tingting?</i></p>
3	<p>Merilyn is helping <i>ol lain Hasarai</i> to start their project.</p> <p>The Hasarai activity schedule lists the activities for each root (each output outcome) and for each activity it says WHO (will do what), WHEN (it will be done) and WHAT (is needed).</p> 

	<p>Merilyn prepared a poster of each output outcome from the activity schedule. Then she helped everyone to go through each output outcome one-by-one to update and confirm it. <i>Fit CDW. Fit stret.</i></p>
<p>3</p>	 <p>Discussion With your colleagues, discuss how key people can take the lead when you go through the activity schedule?</p>
<p>3</p>	<p>When you go through the activity schedule with everyone, try the following:</p> <ol style="list-style-type: none"> 1. Start with the first output outcome. Read through all the ACTIVITIES in the root so everyone has a picture of all the <i>wok</i> that needs to be done to achieve the output outcome. Remind everyone of how the root fits into the project tree (the why). 2. Then go back to the first activity in the output outcome. Read it again. Then discuss WHO is responsible for the activity. <i>Husat stret bai go pas long mek sua samting em kamap. Kolim nem.</i> And don't forget to ask if there are any questions. 3. Then discuss WHEN the activity is supposed to take place. <i>Wanem taim stret bai yumi mekim dispela wok.</i> And don't forget to ask if there are any questions. 4. Then discuss WHAT resources are needed. <i>Yumi nidim ol wanem wanem samting long mekim dispela wok.</i> And don't forget to ask if there are any questions. 5. After you have finished going through the first activity in the output outcome then look at the second activity in the output outcome and do the same thing 6. After completing the whole output outcome then read through all the ACTIVITIES in the root again so that everyone has a picture of all the <i>wok</i> that needs to be done <i>long kamapim</i> the output outcome. 7. Then look at the second output outcome (if there is one) and do the same thing you did for output outcome 1. Do the same thing for each root in the project plan. <p>Going through the activity schedule is a good opportunity to involve key people. Don't forget that encouraging key people to take the lead is a <i>wok mak</i> in the National Standard.</p> <p>A good idea is to have a different key person explain the activities in each root. If a different key person explains each output outcome (each root) then it will be easier for everyone to remember what activities go with which root. <i>Tingim</i></p> 
<p>3</p>	 <p>Activity The Hasarai community project plan (at the end of the coursebook) includes an activity schedule. The Hasarai project plan has four output outcomes (four roots). With your colleagues, choose ONE output outcome and prepare a poster of the activity schedule for</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If this course is being run as a training, the trainer will ask you to do this as a role play.</p> </div>

	that output outcome. Next, imagine you are helping <i>ol lain Hasarai</i> to start-up their project. Practice going through the activity schedule for the output outcome that you have chosen with <i>ol lain Hasarai</i> . <i>Kliarim ol gut tru</i> .
3	 <p>Discussion With your colleagues, discuss what you should do if someone suggests a change to the activity schedule when you are going through it with them?</p>
3	<p>People might suggest changes when you go through the activity schedule with them. This is good. It shows there is ownership.</p> <p>If the project does not require outside help and everyone agrees to change something, then <i>em orait</i>. <i>Nais. Tasol yupela bin brukim tingting long kamapim plen na noken senisim nating. Toktok gut na skelim gut pastaim</i>.</p> <p>However, if an outside organisation is supporting the project, then be careful to not change anything important (especially the budget) without first talking with them.</p> <p>The outside organisation has agreed to support the project based on the project plan. They should have a representative at the project start-up <i>kibung</i>. If not, make sure you have the mobile number of a senior officer so you can call them to check-up. <i>Maski long dilei gen</i>.</p> 
4	 <p>Discussion What is an implementation schedule? Discuss this with your colleagues.</p>
4	<p>When you do project start-up it helps to prepare an implementation schedule on butcher paper. An implementation schedule shows WHEN each activity needs to be started and how long (how many months) it should take to complete.</p> <p>Sometimes an implementation schedule is prepared as part of developing the project plan (step 2 of the project cycle) and then updated during project-start up. <i>Em tu orait</i>.</p> <p>To prepare an implementation schedule (for each output outcome) do the following:</p> <ol style="list-style-type: none"> 1. Write down the activities (for each output outcome) on the right side of the table. 2. Along the top write the months of the year starting with the first month of the project and ending with the last month of the project. 3. For each activity, colour in when the activity is planned for (which months). It is a good idea to use a different colour for each output outcome <i>long soim klia</i>.


	Jan	Feb	Mar	Apr	May	Jun
Output 1 – Awareness delivered to teenagers on dangers of drug abuse (a harm minimisation approach)						
1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <i>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</i>						
1.1.2 Ten teenagers (5 men and 5 women) trained as peer educators and in dangers of drug abuse (a harm minimisation approach) (5 days) (Caritas Counselling Service). <i>Training report by Caritas Counselling Service.</i>						
1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) (2 x 3 days) by teenage peer educators. At least 40 participants in each training. <i>Training report by peer educators.</i>						


Save moa yet. In CDW Coursebook 3 (step 1 and step 2 of the project cycle) we looked at PRA tools. Many Community Development Workers like to use the seasonal calendar PRA tool to help confirm the timing for the activities. The seasonal calendar helps everyone to think about what other commitments there might be that could influence how much time (and resources) people have for the activities. For more information about the seasonal calendar PRA tool have a look at the 'PRA tools' section at the end of the 'participatory planning' coursebook (CDW Coursebook 3).

4  **Discussion**
Do you think an implementation schedule will help the group or community to implement their project? Discuss this with your colleagues.



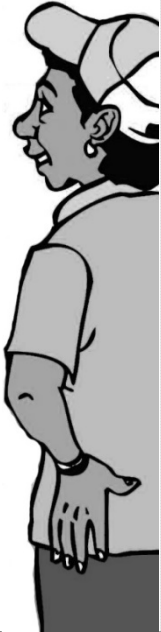

After you go through the activity schedule with everyone, go through the implementation schedule.

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



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

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

<p>4</p>	 <p>It is a good idea to include when to acquit funds and submit financial reports in the implementation schedule.</p> <p>And it is also a good idea to include in the implementation schedule when everyone needs to come together for a monitoring <i>kibung</i>, and when everyone needs to come together to evaluate their project. Monitoring and evaluation are step 5 and 6 of the participatory project cycle. We will learn about how to help a group to monitor and evaluate their project in the next CDW Coursebook <i>olsem na stap isi pastaim</i>.</p>
	
<p>5</p>	<p>After going through the activity schedule (and the implementation schedule), the next thing to do is go through the budget so everyone knows how the money will be spent.</p> <p>It is hard to put a budget on butcher paper - but if it is a small project then go ahead and do it. Nice. However, most Community Development Workers just carefully read out loud the budget in the project plan. Not many people will remember the nitty-gritty of the budget – but it is still important to <i>tokaut long ples klia</i>. <i>Nogut ol manmeri stat long tok beksait</i>. <i>Em bai olsem yu save</i>.</p> <p>This is what Marilyn did with <i>ol lain Hasarai</i>:</p> <ol style="list-style-type: none"> 1. Start with output outcome 1 (the first root of the solution). Read each resource that is required and say what it costs. And if an outside organisation (or someone else) is helping, say whether the cost is being met by the outside organisation (cost to donor), the group (cost to group) or someone else (cost to others). 2. When you have finished output outcome 1, give the total cost of the output outcome (the sub-total). And say what the total contribution for output outcome 1 will be for the outside organisation (cost to donor), for the group (cost to group), and for someone else (cost to others). 3. When you have finished the first output outcome do the same thing for the remaining roots, and also for the 'project management' costs. 4. Finally, give the total project cost. And say what the total contribution for the project will be for the outside organisation (cost to donor), for the group (cost to group), and for someone else (cost to others). 
<p>5</p>	 <p>Activity</p> <p>The Hasarai community project plan (at the end of the coursebook) includes a budget. With your colleagues, imagine you are helping <i>ol lain Hasarai</i> to start-up their project. Practice going through the budget so that everyone knows who is contributing what and how the money will be spent. <i>Kliarim ol gut tru</i>.</p>

Well done. You have worked with the group to update and confirm the activity schedule and budget. The group is nearly ready to start-up their project.

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



And it is a good idea to put the activity schedule (and implementation schedule) and budget *long ples klia* (on a notice board or wall) so anyone from the group or community can come and check. And you can also use the activity schedule (and implementation schedule) and budget when everyone comes together to do monitoring (step 5 of the project cycle).

5



3



Written answer

With your colleagues, discuss why you need to update the activity schedule and budget before beginning project start-up. Next, in your exercise book write down two dot points to guide you when you put this *wok mak* into practice.

S






Revision discussion

Look at the picture above showing the Hasarai notice board. Do you think the project would be more successful if everyone from Hasarai could see the information shown on the notice board? Why?

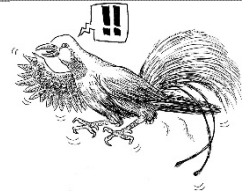
2 hours

Materials Exercise book. Pen or pencil.

1	 <p>The group is nearly ready to start-up their project. By now everyone should understand the project plan and any agreements <i>gut tru</i>.</p> <p>If you want to help a group to start-up their project in a way that meets the Standard, you also need to help everyone identify ways to encourage community participation and support for the project.</p>
1	 <p>Discussion</p> <p>At the start of this coursebook we looked at why it is important to support and encourage effective participation and inclusion during the activities. <i>Tingim</i>. With your colleagues, go through topic 3.1 (page 15) <i>long kirapim bek</i>.</p> <div style="background-color: black; color: white; padding: 5px;"> <p>1 Participation makes the work more successful</p> <p>2 Participation supports inclusive development (equality)</p> <p>3 Participation grows goodwill and trust <i>namel long ol</i></p> </div> 
1	<p>It is important to encourage everyone to participate in community activities – not just leaders or key people. It makes the work more successful, it supports inclusive development (equality), and it grows goodwill and trust <i>namel long ol</i>. <i>Yupela klia pinis</i>.</p> <p>Hopefully, as many people as possible from the group (and the community) have been involved so far in each step of the project cycle. Hopefully the project plan already has lots of activities in it that will involve the community. <i>Nais</i>.</p> <p>But before the project begins, you need to help everyone in the group (and the community) think again about how the community can continue to participate in and support the project <i>taim projek wok long ron</i>.</p> <p>In particular, try and get everyone to think about how people from groups that are normally left behind or excluded can be included. <i>Pasin bilong halivim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela</i>. And when you do this, there are three groups of people that our PNG Government wants everyone to help step forward: Women, people living with disabilities, and youth.</p> <p style="text-align: center;">The kumul needs two wings to fly People with disabilities need the chance to fly The next generation needs to learn how to fly</p>



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



But a better way to *inapim* this *wok mak* is to help the group to develop a community participation and support plan. This is what Meryllyn did with *ol lain Hasarai*.

How to develop a community participation and support plan

2

1. Ask everyone to look at the activities in output outcome 1 (the first root of the solution) and brainstorm how to encourage community participation and support *taim projek wok long ron*. And remind everyone to think about people who are normally left behind or excluded (especially women and youth and people living with a disability). Everyone might identify activities that are already included in the project plan. Great. Or they might identify new ideas. *Nais*.
2. On butcher paper write down what everyone agrees to do to encourage community participation and support during output outcome 1. Don't include new ideas if they are going to affect the project plan (especially the budget). The project plan is already *set pinis*. *Yu wok long adim sampela tingting antap* that won't be necessary to achieve the project objective. *Autsait long projek*.
3. Then do the same thing for the remaining output outcomes



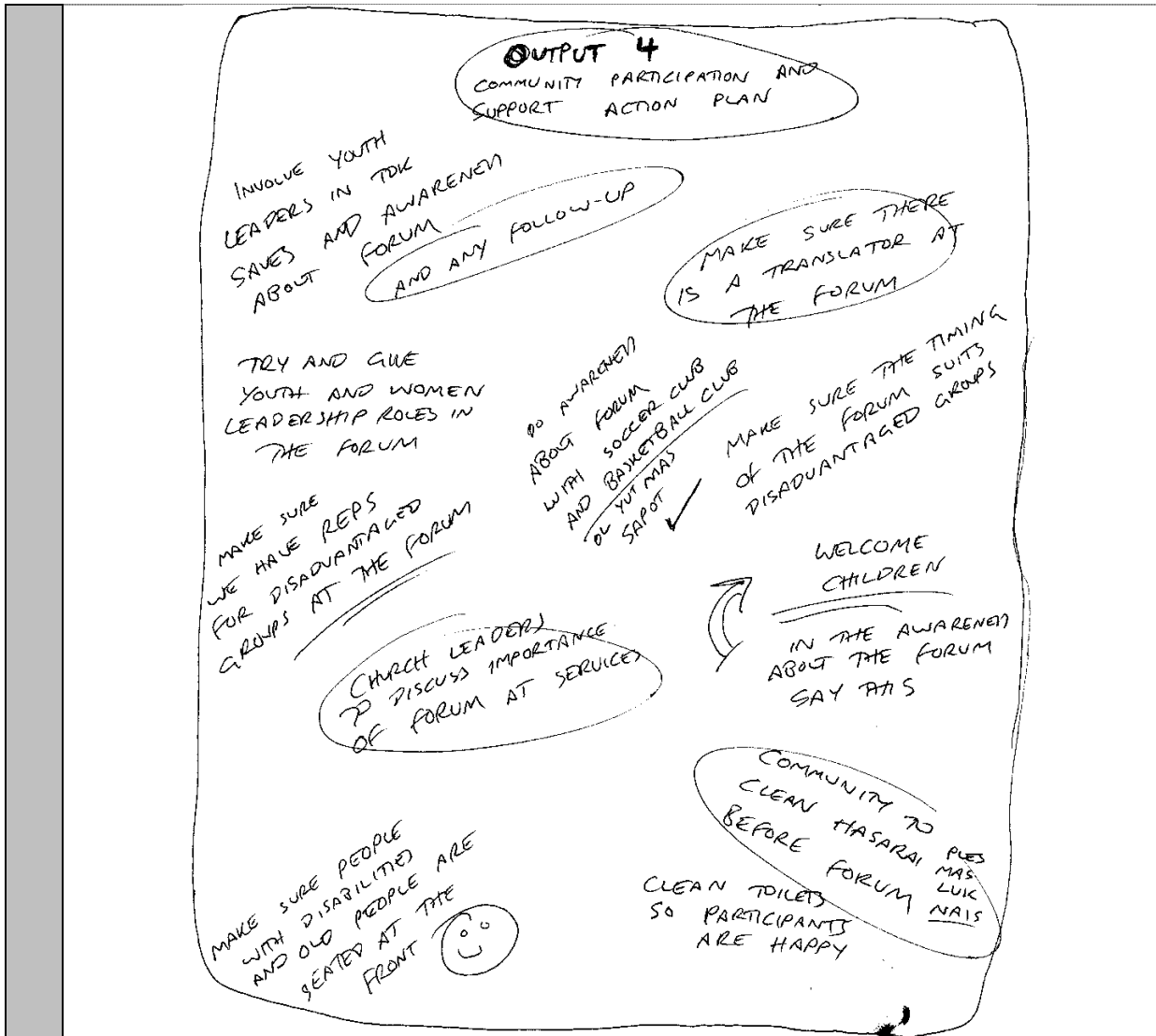
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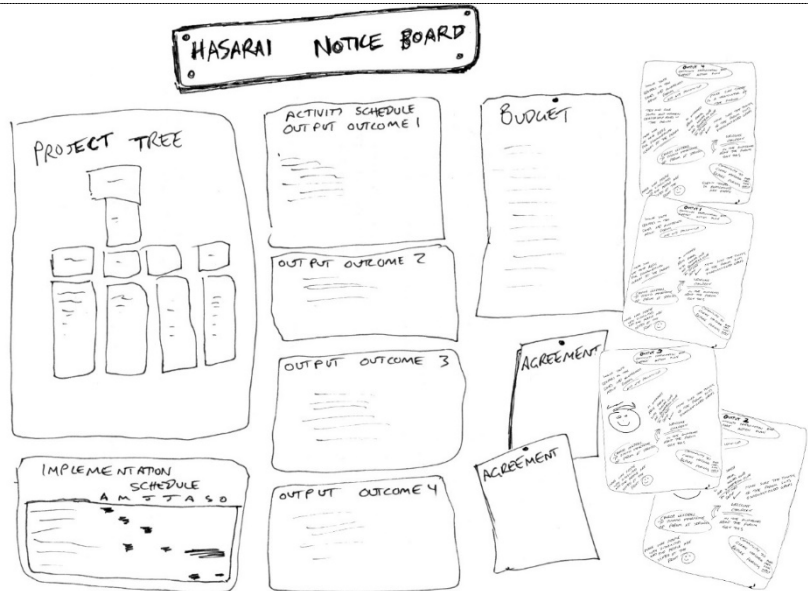
Activity






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





2 At the end, the project managers from *Mama Kirap* put the butcher papers for each root of the solution *long ples klia* (on a notice board or wall) so that during the project it reminded *ol lain Hasarai* of what everyone said they wanted to do *outsait long projek* to encourage community participation and support for the project.

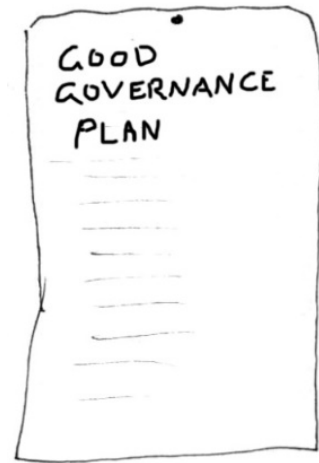


2	 <p>Written answer</p> <p>Helping a group to develop a community participation and support plan is one way to <i>inapim</i> this <i>wok mak</i>. With your colleagues, discuss how to help a group to develop a community participation and support plan. Next, in your exercise book, write down the three steps to help a group to do it.</p>	T
	<p>How we <i>wokim na mekim disisen</i> in a group is called "governance". If we do it well it is called "good governance".</p> <p>Our traditional ways to <i>wokim na mekim gutpela disisen</i> are not working inside organisations where people are not used to working together, and between different organisations that have to trust each other. <i>Nogut yumi haitim</i>. There is no trust.</p> <p>But there is good news. There are tried and tested principles that help organisations to have good governance in modern PNG (so they build trust where people are not used to working together, and between different organisations that have to trust each other).</p> <p>We have already learned about some of these principles of good governance. <i>Tingim</i>. Participation, transparency, accountability, legitimacy, equality.</p> <p>The final principle of good governance that the PNG Government wants every organisation in PNG to make a part of their <i>kastom</i> is responsiveness.</p>	
3	 <p>Discussion</p> <p>What is the principle of responsiveness? Discuss this with your colleagues.</p>	
3	<p>The world is always changing. A group or community needs to respond to change. A group or community has responsiveness in its <i>kastom</i> if it can respond to change in a timely way by making decisions and taking action.</p>  <p><i>Stap nating maski. Bekim tingting na askim na senis wantaim aksen.</i></p> <p>Pasin bilong bekim tingting na askim na senis wantaim aksen</p> <p>In a project, sometimes the project managers need to <i>bekim tingting na askim na senis wantaim aksen</i> on behalf of the group. They need to use their judgement. They need to make decisions. If they are the legitimate leaders, then fine.</p>  <p>But a responsive group also needs to have regular meetings so the project managers can find out what the members think should be done to <i>bekim tingting na askim na senis wantaim aksen</i>.</p>	



Activity

Some Community Development Workers like to help the group to do a plan for how they can put the PNG Government's six principles of good governance into practice *taim projek wok long ron*. A **good governance plan**. With your colleagues, pretend you are Merilyn helping *Mama Kirap na ol lain Hasarai* to identify what they could do to put each of the six principles of good governance into practice *taim projek wok long ron*. Come up with a few ideas (*wok mak*) for each principle. At the end of the coursebook, there is an example of a good governance plan for a project, but do your own first and compare.



3

PARTICIPATION	<i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>
TRANSPARENCY	<i>Pasin bilong mekim na putim olgeta samting long ples kliia</i>
ACCOUNTABILITY	<i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>
LEGITIMACY	<i>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</i>
EQUALITY and INCLUSION	<i>Pasin bilong lukim yu wankain olsem narapela. Pasin bilong halivim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankaim olsem narapela.</i>
RESPONSIVENESS	<i>Pasin bilong bekim tingting na askim na senis wantaim aksen</i>

If you help the group or community to come up with a good governance plan, then at the end put the butcher papers *long ples kliia* (on a notice board or wall) so that during implementation it reminds everyone of what they agreed to do.



If you help a group to develop a good governance plan, then during the project you can give extra support to help the group achieve their *wok mak*. And at the end of the project, when you help the group to do evaluation, also evaluate if the good governance *wok mak* were achieved. If the group or community tried their best to achieve their *wok mak*, then see if you can give them a certificate of good governance which shows the *wok mak* that they put into practice. This will help the group to market themselves again to outside organisations to get more support. *Nais*.

3

Save moa yet. If you want to help a group to come up with *wok mak* for a good governance plan (for a project or for a good governance policy or constitution), then you will need to explain each principle *gut tru* first, so everyone in the group understands the six principles of good governance. Go to pngcdwstandard.com and navigate to the pull-down menu 'Other resources – for working with wards, communities, CBOs, SMEs & families', then scroll down to the organisational strengthening training where you will find a training called '*setim gutpela kastom bilong ronim grup*'. This training will help you.



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

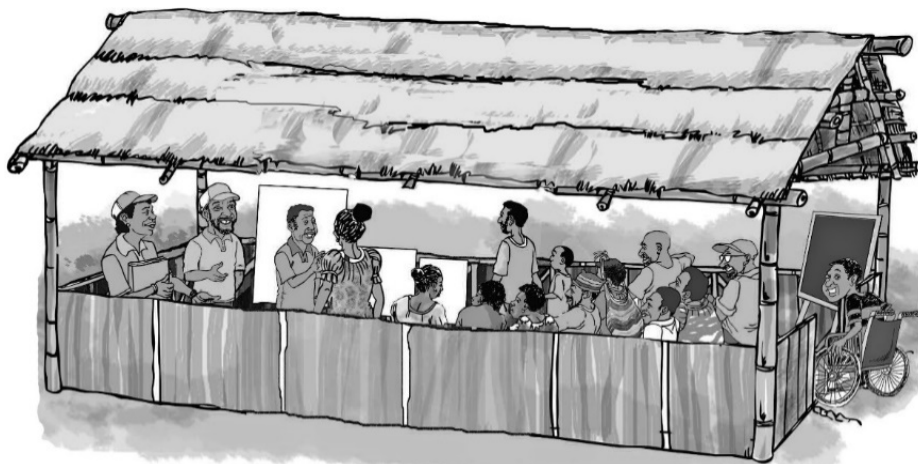
Some support organisations (like NGOs) like to include a good governance plan in their cooperation agreement with a group or community. When the CDW facilitates the cooperation agreement, they help the group or community (and the support organisation) to come up with *wok mak* for what they plan to do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

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

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

4

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



Revision discussion

Do you think that helping the group to develop a community participation and support plan will help the project to be more successful? Why?

How to discuss what the next steps following the visit will be and who will be responsible for making them happen
How to discuss how or if the visit has been useful, and ways it could be improved
How to thank the group, without rushing, and explain again the purpose of the visit

1 hour

Materials Exercise book. Pen or pencil.



Step 4 of the project cycle is almost finished. Everyone understands what the project should achieve (if implemented successfully), and the activity schedule and the budget, and any agreements that have been made. Everything is up-to-date ready to rock and roll. And everyone has discussed ways to encourage community participation and support. *Set pinis.*

Merilyn also helped *ol lain Hasarai* to do an implementation schedule and a good governance plan. *Fit CDW. Fit stret.*

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

1

- | | |
|--|---|
| | Discuss what the next steps following the visit will be and who will be responsible for making them happen |
| | Discuss how or if the visit has been useful, and ways it could be improved |
| | Thank the group, without rushing, and explain again the purpose of the visit |



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





2

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













Luk olsem the next step following a project start-up visit will be to start the project. Make sure everyone is *klia gut tru* what activities need to be done first.

1. Get everyone to look at the activity schedule for each output outcome and identify which activities need to be done first.







How to discuss what the next steps following the visit will be and who will be responsible for making them happen
How to discuss how or if the visit has been useful, and ways it could be improved
How to thank the group, without rushing, and explain again the purpose of the visit

	<p>2. For the activities that need to be done first look at WHO, WHEN and WHAT.</p> <p>3. Make sure everyone is clear what the next steps will be and who will be responsible for making them happen. Confirm. When you identify WHO make sure <i>yu makim stret husat bai go pas. Kolim nem</i>. Point fingers.</p>
2	 <p>Discussion Who normally manages a community project? Discuss this with your colleagues.</p>
2	<p>Normally managing the project is done by the management committee of the group <i>we iwok long go pas long kirapim projek</i>. However, sometimes a group or community will select a separate project management committee. Whichever is fine. Now is a good time to confirm who will do what to manage the project. For example:</p>  <ul style="list-style-type: none"> ↗ Who the project managers are and how to contact them? ↗ Who will be the signatories to the account? ↗ Who will maintain financial records and give financial reports? ↗ <i>Husat bai salim pas igo ikam na wokim ol tok save?</i> ↗ <i>Husat bai go pas long wok wantaim</i> Community Development Worker? ↗ Who will be responsible for keeping the implementation schedule on track? ↗ Who will be responsible for the community participation and support plan? ↗ Who will be responsible for the good governance plan? ↗ Who will do the purchasing? ↗ Who can the community talk to if they have a question?
2	 <p>Discussion What is step 5 of the participatory project cycle? Discuss this with your colleagues.</p>
2	<p>Monitoring is step 5 of the participatory project cycle. When you discuss what the next steps following the visit will be, confirm when the monitoring <i>kibung</i> will take place. The first monitoring <i>kibung</i> is the next time that everyone in the group will come together again after project start-up. Confirming when the <i>kibung</i> will take place reminds everyone that it is their project.</p>
2	 <p>Discussion What is a community participation and support plan? What is a good governance plan? We looked at this in the last topic. <i>Kirapim bek tingting</i>.</p>

How to discuss what the next steps following the visit will be and who will be responsible for making them happen
How to discuss how or if the visit has been useful, and ways it could be improved
How to thank the group, without rushing, and explain again the purpose of the visit

2	<p>In the last topic, Merilyn helped <i>Mama Kirap na ol lain Hasarai</i> to do a community participation and support plan and a good governance plan. <i>Tingim</i>. If you help the group you are working with to do a community participation and support plan or a good governance plan, then when you discuss what the next steps will be, ask them to look at the plan and discuss WHO, WHEN, and WHAT.</p>  <p>And don't forget to encourage key people to take the lead when you discuss what the next steps following the visit will be and who will be responsible for making them happen. <i>Yu mekim olsem yu wok long inapim tupela wok mak long sem taim. Fit. Fit stret.</i></p>
	
3	 <p>Discussion Normally a next step for a CDW after working with a group or community is to prepare a report. To prepare a report in a way that meets the Standard (Element 4) you need to "maintain a record of activities and movements according to workplace practices". <i>Tingim</i> CDW Coursebook 1. What information should now be in Merilyn's diary after helping <i>Mama Kirap</i> to do project start-up?</p>
3	<p>After helping <i>Mama Kirap na ol lain Hasarai</i> to start-up their project, Merilyn had lots of great information recorded in her diary. For example:</p> <ul style="list-style-type: none">  What happened during community entry and who she talked with?  What happened during the project start-up <i>kibung</i>: Who came? How well everyone understood the project plan. Any changes made. Interesting comments. Observations. Reactions. Photos or drawings.  A copy (photo) of the implementation schedule  A copy (photo) of the community participation and support plan  A copy (photo) of the good governance plan  What the next steps will be following the visit and who will be responsible?  Any comments made about how or if the visit was useful, and lessons learned.
	
4	 <p>Discuss how or if the visit has been useful, and ways it could be improved</p> <p>It is always important to find out if the work you did to help the group or community was useful. Learning from experience is the best teacher, but only if you learn from it.</p>

How to discuss what the next steps following the visit will be and who will be responsible for making them happen
How to discuss how or if the visit has been useful, and ways it could be improved
How to thank the group, without rushing, and explain again the purpose of the visit

	Before you finish project start-up, always discuss how or if the visit has been useful for everyone. You can ask everyone at the end of the <i>kibung</i> . <i>Em orait</i> . However, many CDWs like to sit down just with the key people and ask them for feedback. <i>Em tu orait</i> .
4	 Discussion What are some lessons that a Community Development Worker might learn by asking the key people if the project start-up visit was useful?
4	 Thank the group, without rushing, and explain again the purpose of the visit It is always important to leave the community in the right way. Some Community Development Workers call this 'community exit'. Take your time. Do it properly. Show respect. Remind everyone of what the visit was all about. Before you finish, always thank everyone, without rushing, and explain again what the visit has been for. Always. <i>Pasin</i> .
4	 Discussion Think about <i>ples bilong yu</i> . Share with your colleagues what a visitor to your <i>ples</i> should do to show respect for local <i>kastom</i> when they leave?
5	 It normally takes one day to do project start-up properly – although if you want to help the group to do a community participation and support plan or a good governance plan you will need a second day <i>luk olsem</i> .  Don't rush. Many projects fail because they don't do project start-up properly. At the end of project start-up, if everyone in the group or community feels that they know what is going and that it is their project, then you have done a great job. <i>Luk olsem</i> you have done it in a way that meets the Standard.
5	 Written answer With your colleagues, discuss the final three <i>wok mak</i> that you need to put into practice when you help a group to start-up their project. Next, in your exercise book, write down the final three <i>wok mak</i> that you need to <i>inapim</i> .



Revision discussion

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

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

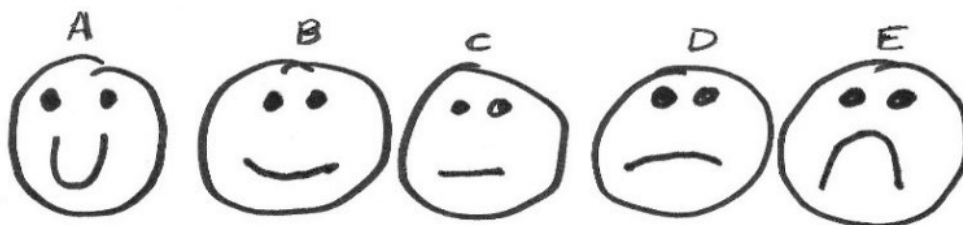


Written answer

V

Congratulations. You have finished CDW Coursebook 4. Time to evaluate this coursebook. This is not a test. The purpose of these questions is for you (and your organisation and the course facilitator) to evaluate the learning experience that you have been through. With your colleagues, answer the questions below. Don't forget to write your answers in your exercise book.

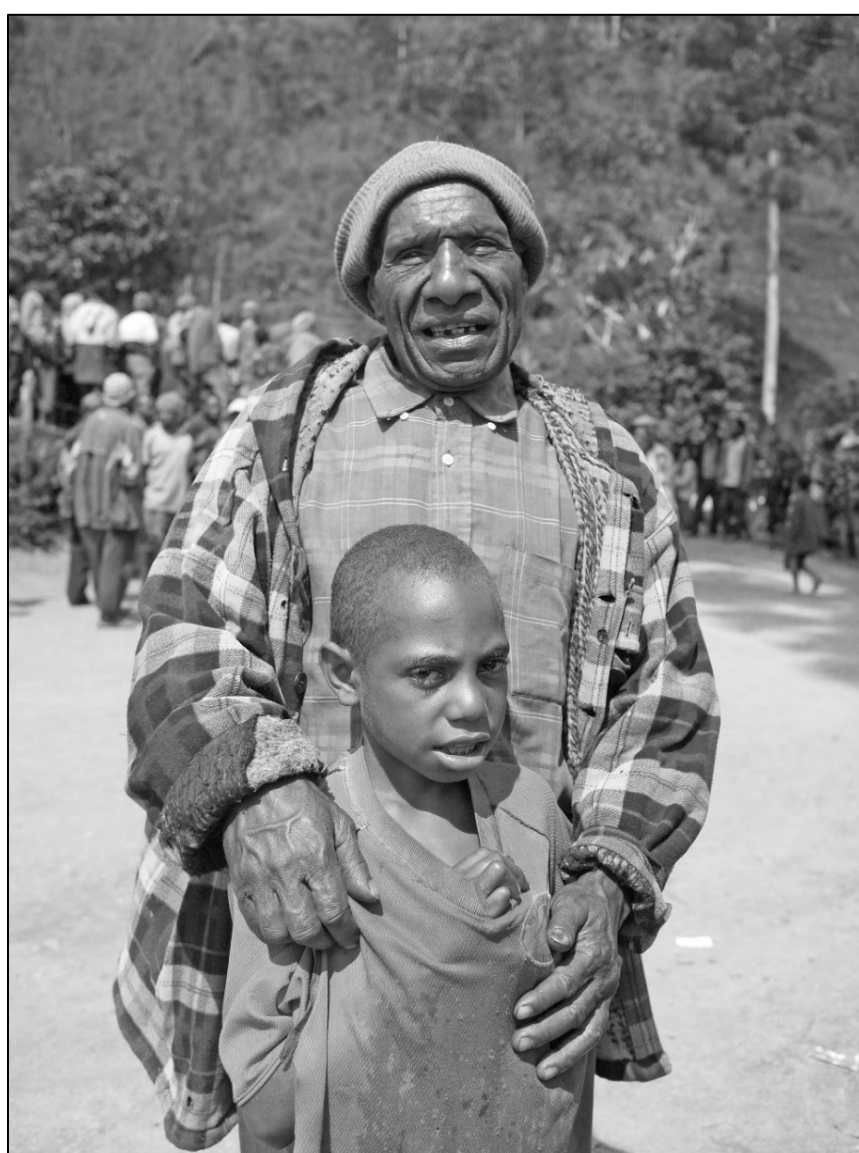
1. Which *wok mak* from CDW Unit C04 Element 3 (Facilitate agreement) or CDW Unit C03 Element 3 (Project start-up) are you most confused about? What are you confused about?
2. What topic in the coursebook did you find the most useful? Why?
3. What change do you recommend to improve the course or the coursebook?
4. What advice can you give to the course facilitator to help them learn lessons?
5. What more support do you need from your organisation (or the course facilitator) to help you put what you have learned into practice?
6. Any other comments?
7. Use the rating scale below to rate overall how well you understand how to facilitate an agreement in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.
8. Use the rating scale below to rate overall how well you understand how to start-up a project in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.



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

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

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



Funding Agreement between South's Foundation and Wari Literacy Project

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

Purpose of Grant from South's Foundation

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

Changes to the activities under this agreement

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

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

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

- Equipment
- Building materials
- Specialist services

Left over funds

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

Terminating projects

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

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

Use of Assets (equipment)

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

Implementation and Monitoring

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

Potential negative impact

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

Signed on behalf of the <u>South's Foundation</u> by its duly authorized officer:		
..... Name Signature Date

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

Signed on behalf of <u>Wari Community Group</u> by its duly authorized officer:		
..... Name Signature Date

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



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

DATE.....

1)

We, the undersigned being the representatives ofclan of village, DISTRICT Autonomous Region of Bougainville hereby declares that;

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

SIGNATORIES

NAME	CLAN	SIGNATURE	DATE
1.
2.
3.

WITNESSES

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

NAME	CLAN	SIGNATURE	DATE
1.
2.
3.

Made under our hands these agreements.

Thisday of2015 at Village, COE, Autonomous Region of Bougainville in Papua New Guinea.

ASSET-USE AGREEMENT

**Between
Mama Kirap
and**

Hasarai Peace and Good Order Committee

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

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

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

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

Mama Kirap agrees to the following:

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

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

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

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

EXAMPLE 1



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

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

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

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

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

4. Associated costs:

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

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

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

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

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

EXAMPLE 2

TOK PROMIS

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

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

Wok Mak (Scope of works)

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

Nem bilong kapenta:.....

Adres:.....

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

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

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

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

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



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

Example service provider agreements

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

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

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

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

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

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

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

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

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

Witnesses (*ol witnes*):

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

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

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

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

EXAMPLE 1

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

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

Ward 23 agrees to the following:

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

Okapa District agrees to the following:

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

Signed by

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

EXAMPLE 2



WANBEL LONG WOK BUNG WANTAIM

NAMEL LONG

(famili bisnis/grup/komiunti)

na

FPDA

Date:

Ward:

LLG:

District:

Province:

Wanbel agreement page 1

TOK IGO PAS

What is the purpose of the *wanbel* agreement?

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

How do I use the *wanbel* agreement?

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

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

The PNG National Standard for Community Development Workers

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

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

Wanbel agreement TOK IGO PAS

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

Dispela wanbel agrimen bai stat long _____ (dei/mun/yia).

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

Wok mak bilong ol FPDA opisa

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

Wanbel agreement page 2

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

Wok mak bilong ol manmeri memba bilong _____

(famili bisnis/grup/komiuniti)

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

Wanbel agreement page 3

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

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

Wok mak bilong ol go pas lain bilong _____

(famili bisnis/grup/komiuniti)

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

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

Wanbel agreement page 4

Example cooperation agreements

Tok Promis

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

Mak bilong FPDA opisa. Signed by FPDA officer on behalf of FPDA.		
Name and position	Mak	Dei

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

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

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

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

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

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

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

Example good governance plan

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

BOGA COMMUNITY GOOD GOVERNANCE PLAN

PARTICIPATION - *Pasin bilong wokim disisen wantaim na wokbung wantaim.*

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

EQUALITY and INCLUSION - *Pasin bilong lukim yu wankain olsem narapela. Pasin bilong halivim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankaim olsem narapela.*

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

TRANSPARENCY - *Pasin bilong mekim na putim olgeta samting long ples klia.*

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

ACCOUNTABILITY - *Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak.*

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

LEGITIMACY - *Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo.*

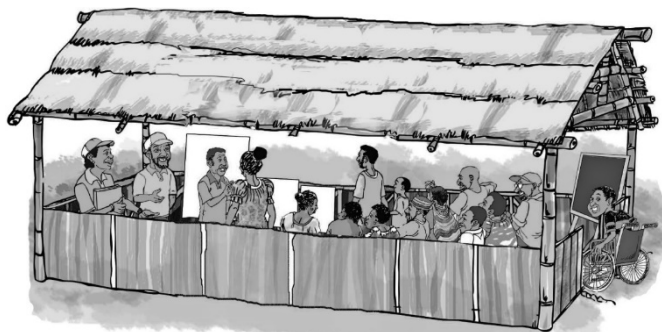
- We will elect people to be on the project management committee in a way that is free and fair
- The project management committee will put into practice this good governance plan
- The project management committee will develop a code of conduct, put it on the notice board, and always follow it.
- In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

RESPONSIVENESS - *Pasin bilong bekim tingting na askim na senis wantaim eksen.*

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

NATIONAL OCCUPATIONAL SKILLS STANDARDS

Community Development Worker



What is the National Standard for Community Development Workers?

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

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

The National Standard for CDWs is currently made up of ten Units. Each Unit is a job that is commonly done by CDWs. The National Standard sets benchmarks for performance for each of the ten Units. These are the essential ingredients for how to do each of the jobs that CDWs normally do. You can't make the cake unless these ingredients are in the mix – although you can add extra ingredients *laik bilong yu*. The following table shows the 12 Units that currently make up the National Standard:

Conduct community awareness	Conduct community training	Assist group to analyse their development situation and identify priorities	Assist group to develop a project plan for a community activity	Facilitate agreements for a community activity
Facilitate the start-up of a community activity	Monitor community activity	Evaluate community activity outcomes	Provide mentoring	Facilitate a specialist's visit
Train trainers	CDW Workplace Assessor			

The format for the National Standard

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

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

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

- 1.1. Find out information about the place and people to be visited
- 1.2. Communicate effectively and respectfully with key people from the place to be visited
- 1.3. Prepare a suitable work plan
- 1.4. Put together suitable materials for the activities
- 1.5. Follow workplace health and safety practices and other workplace policies while preparing for a visit.

Element 1, Element 2 and Element 4 are exactly the same for each of the CDW Core Units. This means the Performance Criteria are also exactly the same. However, Element 3 is different in each of the Core Units. Element 3 is the job (the Core Unit) you have come to do. Element 3 is called 'the critical Element'.

How can the National Standard be used?

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

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

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



Steps for organisations that use CDWs

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



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



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



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



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



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



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

NATTB accreditation

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

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

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

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



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

Hasarai community project plan to reduce teenage drug abuse

PAGE 1

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

SUMMARY

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

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

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

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

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

PROJECT MANAGEMENT

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

PROJECT BENEFICIARIES

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

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PROJECT TREE

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

Hasarai community project plan to reduce teenage drug abuse

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

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

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

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

Hasarai community project plan to reduce teenage drug abuse

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

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

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

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

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

BUDGET

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

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

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