



NATIONAL OCCUPATIONAL SKILLS STANDARDS

COMMUNITY DEVELOPMENT WORKER

Edition 4
January 2025

ACKNOWLEDGEMENTS

These Industry Competency Standards were originally developed in 2006 by the Industrial Technical Panel (ITC) for Community Development, as part of the PNG Occupational Skills Standard Project (POSSP) and with assistance from AusAID through the Community Development Scheme (CDS). Trialling and use of these Standards through to 2025 has led to this revised edition of the National Occupational Skills Standards for Community Development Workers. Assistance to the NATTB and the ITC for Community Development to revise these Industry Technical Standards has come from Santos Ltd. and the Australian Centre for International Agricultural Research (ACIAR).

The original ITC membership that developed the Industry Competency Standards:

Mr. Steven Pesto	Chairperson	Community Development Initiative
Mrs Merilyn Gairo	Deputy Chair	Adventist Development and Relief Agency
Mr. Simon Passingan	Member	Barefoot Community Service
Dr. Mark Solon	Member	Divine Word University
Mrs Elizabeth Tongne	Member	Widebay Conservation Association
Mr. Wesley Watt	Member	FORCERT
Mr. Justin Kehatsin	Member	University of Technology
Mrs. Naomi Yupae	Member	Family Voice
Mr. Robert Nugue	Member	Callan Services
Mr. Beno Kamewo	Member	Lutheran Development Services
Mr. Arthur Geno	Executive Officer & Secretary	National Apprenticeship and Trade Testing Board

Current members (2024) of the ITC are:

Mrs. Merilyn Gairo	Chairperson	Tetra Tech Coffey
Ms. Priscilla Pius	Deputy Chair	TotalEnergies PNG
Mr. Charles Iha	Member	Economic and Social Infrastructure Program (DT Global)
Mr. Joe Koima	Member	Fresh Produce Development Agency
Mr. Bennie Atigini	Member	The Nature Conservancy
Mr. Sewege Moa	Member	Freelance
Mr Leo Aroga	Member	Coffee Industry Corporation
Ms. Bala Tedumo	Member	Ok Tedi Development Foundation
Mrs. Lucinda Gulluman-Kusip	Member	PNG Incentive Fund (DT Global)
Mr. Lawrence Chika	Member	CARE Bougainville
Ms. Elsie Monguru	Member	Santos Ltd. PNG
Mr. Christopher Gard	Volunteer Advisor	Freelance
Mr. Brian Clowes	Executive Officer & Secretary	National Apprenticeship and Trade Testing Board

The NATTB expresses its thanks to the members of the ITC and their employers for their work and commitment to improving the skills of the workforce in PNG.

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If you are assessed as competent for any Unit you will receive a 'Statement of Attainment'

If you are assessed as competent in <i>any</i> one of the Core Units, you will receive a 'Community Development Worker (Level 1)' certificate.



If you receive your Community Development Worker (Level 1) certificate you are then eligible to be assessed for another Core Unit



If you are assessed as competent in three more Core Units, you will receive a 'Community Development Worker (Level 2)' certificate. One of the four Core Units from Level 1 or Level 2 must be Unit CDW C07 'Assist group to analyse their development situation'. CDW C07 is a compulsory unit. This means you must have been assessed as 'competent' for Unit CDW C07 before you can receive a Community Development Worker (Level 2) certificate



If you receive your Community Development Worker (Level 2) certificate you are then eligible to be assessed for a Level 3 unit
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If you are assessed as competent for both Level 3 Units you will receive a 'Community Development Worker (Level 3)' certificate
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EXPLANATION OF THE NATIONAL OCCUPATIONAL SKILLS STANDARDS (NOSS)

These NOSS have been developed by the ITC to be used by any person who is currently working as a Community Development Worker, or who wishes to be trained as a Community Development Worker. NOSS are developed by industry and are based around the functions of a job. That is, they are developed by people who do the job and they specify the skills, knowledge and attitude that a person requires to complete the job. NOSS measure a person's ability to perform tasks to a standard of performance required in the workplace. NOSS are endorsed by the NATTB. They are national standards and can be used by any industry employing Community Development Workers, or any training institution that wishes to provide Community Development Worker training.

NOSS can be used for things such as:

- Providing benchmarks for training courses and issuing of qualifications
- Providing benchmarks for assessment of skills and knowledge
- Work organisation and developing job descriptions
- Formally recognising existing skills and knowledge held by people in both formal and informal employment
- Identifying training needs

SOME DEFINITIONS

NOSS define the skills, knowledge and attitude required for effective performance in the workplace. Standards are expressed in outcome terms and have a standard format comprising Unit, Elements, Performance Criteria, Range Statement and Evidence Guide.

Each unit of competence identifies a discrete workplace requirement. It is generally regarded as the job function of a single person.

An Element of Competency is the basic building block of the Unit of Competency. Elements are expressed as an outcome, and an individual is assessed against the Element and must demonstrate they have the skills, knowledge and attitude to carry out that task or duty.

Performance Criteria are evaluative statements that specify what is to be assessed and the required level of performance. They specify the activities, skills, knowledge and attitude that provide evidence of competent performance for each element.

The Range Statement sets out a range of contexts in which performance can take place. The Range Statement helps the assessor to identify the specific industry or enterprise application of the unit of competency. A Range Statement is a part of the format of a competency standard and provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. The meanings of key terms used in the performance criteria will also be explained in the range statement

The Evidence Guide provides a guide to assessment of the unit of competency in the workplace. The evidence guide specifies the context of assessment, the critical aspects of evidence and the required or underpinning knowledge and skills. The evidence guide relates directly to the performance criteria and range statement defined in the unit of competency. The Evidence Guide should be used when designing training programmes.

LEVELS IN THE COMMUNITY DEVELOPMENT WORKER STANDARD

Community Development Worker Core Units (Level 1 and 2)				
Conduct community awareness	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
Conduct community training	Monitor community activity	Evaluate community activity outcomes	Provide mentoring	Facilitate a specialist's visit
Community Development Worker Level 3 Units				
Train trainers	CDW Workplace Assessor			

ASSESSMENT FOR THE COMMUNITY DEVELOPMENT WORKER STANDARD

To perform to the standard required in industry, an individual will need to demonstrate competency to the level specified in each unit of competency by showing they have the level of skills, knowledge and attitude required by industry. The Community Development Worker Standard has moved to a 'workplace assessor' approach. This means that each organisation wanting to target the National Standard should have their own CDW Workplace Assessor, or access to partner organisation's CDW Workplace Assessor.

NATTB provides no payments to CDW Workplace Assessors. Normally CDW Workplace Assessors will conduct assessments as part of their existing employment contract. CDW Workplace Assessors can conduct assessments for candidates in their own organisation, or in organisations that their organisation works with (such as a community-based organisation). However, the candidate must not be a member of their family or a *wantok*. If they know the candidate well and there is a reasonable chance that they may be accused of bias, then the CDW Workplace Assessor should disqualify themselves from the assessment to protect their own reputation and the reputation of their organisation. In this case, the organisation would need to engage a CDW Workplace Assessor who has no conflict of interest or contact NATTB for advice.

CDW Workplace Assessors can also assess people in outside organisations, or freelance CDWs, provided the candidate is not a member of their family or a *wantok*. In such a case, any payment or arrangement is something between the CDW (or their organisation) and the candidate (or their organisation). Don't forget, NATTB provides no payments to CDW Workplace Assessors.

As a CDW Workplace Assessor your duties are to prepare the assessment, do a pre-assessment briefing, conduct the assessment, and report the assessment. The duties and steps you need to perform are explained in the CDW Workplace Assessment Handbook (which you can download from pngcdwstandard.com). These duties and steps are the Elements and Performance Criteria from the CDW Level 3 Unit 'CDW Workplace Assessor'.

DUTY 1: PLAN THE ASSESSMENT

- Step 1.1 Coordinate with the candidate and their line manager to plan the assessment
- Step 1.2 Contact NATTB and PNG CDW ITC to advise them of the assessment

DUTY 2: DO A PRE-ASSESSMENT BRIEFING

- Step 2.1 Explain the National Standard for CDWs and what will be assessed
- Step 2.2 Present your CDW Workplace Assessor credentials
- Step 2.3 Discuss roles and responsibilities
- Step 2.4 Discuss how evidence will be gathered
- Step 2.5 Discuss expectations and possible outcomes of the assessment
- Step 2.6 Explain the importance of doing the assessment properly
- Step 2.7 Sign the assessment instrument cover page 'declarations'

DUTY 3: CONDUCT THE ASSESSMENT

Step 3.1 Assess the performance criteria in an Element

Step 3.2 Assess the candidate without influencing their performance

Step 3.3 Complete and sign the CDW Workplace Assessor section on the assessment outcome page

Step 3.4 Follow the CDW Workplace Assessor code of conduct

DUTY 4: REPORT THE ASSESSMENT

Step 4.1 Discuss the assessment result with the candidate and their line manager

Step 4.2 Ask the candidate and their line manager to sign the assessment outcome page 'declarations'

Step 4.3 Ask the candidate to place the assessment instrument and attachments in their portfolio

Step 4.4 Send a copy of the assessment outcome page to PNG CDW ITC and put a copy in your portfolio

An organisation wanting to set-up CDW workplace assessment needs to:

The PNG National Standard for CDWs was set up by expert PNG CDWs. It is endorsed by the Government under the auspices of NATTB. The PNG National Standard for CDWs is a great tool for helping your organisation to set up workplace assessment and professional development for CDWs.

STEP 1 FIND OUT HOW IT ALL WORKS

Contact PNG CDW ITC (pngcdwstandard.com) or NATTB to find out how it all works.

STEP 2 HELP YOUR CDWS PUT THE STANDARD INTO PRACTICE

Ensure that the CDWs in your organisation understand and perform the performance criteria from the Units that apply to your organisation's workplace practice. A good idea is to include the performance criteria from these Units in CDW duty statements. Then deliver training and/or mentoring to help your CDWs understand and perform the performance criteria. If needed, training packages have been developed for the CDW Units (see pngcdwstandard.com). Your organisation can also include additional performance criteria that are specific to your workplace practice - and these can also be assessed by your CDW Workplace Assessor alongside (but separate from) the performance criteria from the National Standard.

STEP 3 IDENTIFY WHO YOUR CDW WORKPLACE ASSESSOR WILL BE

The CDW Workplace Assessor you use might work for a partner organisation, or you can have one of your own officers accredited as a CDW Workplace Assessor. To have one of your own officers accredited, do the following. Identify a leading CDW (with at least 5-years' experience) to become your CDW Workplace Assessor. Large organisations should have more than one CDW Workplace Assessor, to reduce the potential for conflict of interest. It makes sense for your organisation's CDW Workplace Assessor to also be the organisation's CDW Human Resource officer – the person who trains, mentors, and assesses CDWs. The candidate to become your CDW Workplace Assessor will need to complete NATTB assessor training and obtain a NATTB assessor certificate. The CDW Workplace Assessor also needs to download the CDW Workplace Assessor handbook (this handbook) from pngcdwstandard.com, and learn how to put it into practice. This handbook is also the training coursebook for the Level 3 Unit 'CDW Workplace Assessor'.

The first time they conduct a CDW workplace assessment (see STEP 4), the CDW Workplace Assessor will need to be accompanied by a current member of the PNG CDW ITC or a registered CDW Workplace Assessor. Before beginning the assessment, the candidate assessor will need to sign a CDW Workplace Assessor code of conduct. And at the end of the assessment, if they have conducted the assessment properly, they will be given a signed letter of endorsement by the PNG CDW ITC member or registered CDW Workplace Assessor. This letter of endorsement is valid for five years from the date of

If you are a member of the PNG CDW ITC or registered CDW Workplace Assessor, please contact PNG CDW ITC to obtain copies of the endorsement form and CDW Workplace Assessor code of conduct.

issue. Finally, to complete registration, the candidate assessor needs to send their (1) letter of endorsement and (2) signed code of conduct to PNG CDW ITC. PNG CDW ITC maintains a list of registered CDW Workplace Assessors at pngcdwstandard.com.

The process for becoming a CDW Workplace Assessor described above is an interim process. For the interim, NATTB has allowed organisations to nominate very experienced CDWs to become their CDW Workplace Assessors even if they have no CDW accreditation (otherwise there would be no one to assess CDWs). In the future, only a CDW who has completed their CDW Level 1 and Level 2 certificate will be eligible to become a CDW Workplace Assessor. In the future, when the CDW Workplace Assessor conducts their first assessment, they will be officially assessed by a registered CDW Workplace Assessor for the Level 3 Unit 'CDW Workplace Assessor' AND (provided they conduct the assessment properly) the CDW Workplace Assessor will provide them with a letter of endorsement.

STEP 4 FACILITATE THE ASSESSMENT

When a CDW candidate feels confident that they can perform the performance criteria for a Unit, your CDW Workplace Assessor can conduct an official assessment (on behalf of NATTB). NATTB requires that candidates have at least two-years of experience as a CDW before being assessed. Before beginning the assessment, the CDW Workplace Assessor *must* contact NATTB and the PNG CDW ITC (pngcdwstandard.com) to advise them an assessment will take place.

Official NATTB assessment instruments are used to assess each Element in a Unit (these can be downloaded at pngcdwstandard.com). There are no answers on the assessment instruments. This is why the assessment instrument itself is not confidential. Knowing the assessment questions and tasks beforehand should be seen as part of the learning process. A number of methods are used to collect evidence for each Element. The most important are 'observation' and 'skill demonstration'. A candidate cannot be found 'competent' unless they actually perform or demonstrate the critical performance criteria *in front of a CDW Workplace Assessor*.

The completed assessment instrument and attachments (the evidence) should be placed in the candidate's portfolio. If the candidate is found to be 'not yet competent' they can be re-assessed by your CDW Workplace Assessor. If the candidate is found to be 'competent' then your organisation can issue its own accreditation (but this is not NATTB accreditation).

On the 'assessment outcome' page at the end of each assessment instrument, the candidate and their line manager need to sign a declaration that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. The CDW Workplace Assessor needs to include a copy of this 'assessment outcome' page in their own portfolio, *and* they must also send a copy to PNG CDW ITC (pngcdwstandard.com). A CDW Workplace Assessor who does not follow the CDW Workplace Assessment code of conduct when conducting assessments will not be re-endorsed by PNG CDW ITC.

STEP 5 NATTB (GOVERNMENT) ACCREDITATION

When a candidate has been assessed and believes they have completed a whole CDW level (CDW Level 1, 2 or 3), they need to complete an NATTB application form, pay the assessment fee, then submit a copy of their portfolio to NATTB. NATTB will inspect the assessment instruments and attachments (the evidence) in the candidate's portfolio. If NATTB agrees that the evidence demonstrates that the candidate is competent, then the candidate will receive a statement of results, a statement of attainment, and NATTB accreditation (a CDW Level 1, 2, or 3 certificate). If NATTB 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 for the Element(s) that they were 'not yet competent' for.

UNIT TITLE:	Conduct community awareness
UNIT CODE:	CDW C01
This unit describes the job tasks required to conduct community awareness in a community.	
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 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 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. Conduct the awareness	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 Demonstrate understanding of how people learn (principles of adult learning) when conducting awareness 3.6 Discuss how the awareness information is relevant to the needs of the community 3.7 Share the awareness information using effective techniques 3.8 Respond to any misunderstanding or confusion when conducting awareness 3.9 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.10 Discuss how or if the visit has been useful, and ways it could be improved 3.11 Thank the group, without rushing, and explain again the purpose of the visit
4. Prepare a report	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

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RANGE STATEMENT:

Working with the group may include (but is not limited to) awareness activities for:

Formal education (e.g. elementary schools, primary schools, vocational training)
Water Supplies
Youth projects
Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
Special Needs - health and education
Leadership
Good governance
Basic financial management
Forestry
Fisheries (e.g. sea rights, marine resource rights)
Land (e.g. ownership, tenure, mobilization)
Income generation
Information Technology and communications
Tourism (e.g. eco-tourism)
Agriculture (e.g. crops, livestock)
Environmental protection
Rights and responsibilities (e.g. human rights, child rights, animal rights)
Law and justice
Government (electoral processes, representation, legislation)
Community education (formal and non-formal)
Community service delivery
Community planning, activities and projects
Consultative and planning committees
Sectoral development initiatives

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others: CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Opportunities for community members and groups to participate in awareness may include:

Informal and formal conversations, discussions and meetings
PRA activities
Focus groups on relevant issues
Participation on committees (e.g. ward development, water and sanitation, health, etc.)
Through publications (various media – radio, newspapers, etc.)
Group facilitation
Peer education

Key people may include (but are not limited to):

Individuals, groups or communities most likely to be affected by the topic or issues of the awareness
Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, resource development, etc.)
People who have visited the community before
Keepers of records of the community
Policy and decision makers in the community
School teachers and Boards of Management
Health Workers
Disadvantaged peoples
Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)

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	Business leaders People with formal and informal representative roles
<i>Information and resources may include (but are not limited to):</i>	Awareness materials (e.g. posters, pamphlets, flip charts, videos, computers, white boards, blackboards, etc) Locally improvised materials Theatre performers Local knowledge and people with local knowledge Staff skills and time Information on funding availability for potential activities coming out from awareness discussions Financial support for awareness activity Facilities (e.g. for sleeping, eating, etc) Administrative support Physical transport, venues, materials, equipment
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.
<i>Principles of adult learning may include</i>	The learner (target “audience”) clearly understands what they are supposed to learn (the message of the awareness) The learner can see that the knowledge is worth knowing (i.e. they see the usefulness of the information) The new learning or information builds on what the learner already knows (i.e. the information makes sense based on their previous understanding) The facilitator explains by show and tell The learner has a chance to learn by doing The learner feels comfortable and supported The learner gets to reflect on what they have learned
<i>Communicating effectively includes:</i>	Using appropriate materials correctly (in some cases no materials at all may be necessary) Using clear language that the people targeted will understand Delivering or explain the message in a way that will gain people’s interest and is appropriate Using appropriate body language and wearing appropriate clothing Listening and responding to the people the message is targeted at Encouraging questions and discussion Being respectful of what people say even if there is disagreement

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EVIDENCE GUIDE:

*Most important parts
of assessment:*

The candidate will need to demonstrate the ability to carry out awareness activities in ways that encourage participation, and involvement by groups and individuals, and that are most likely to result in greater awareness or understanding by the targeted groups or individuals

Required knowledge:

Effective community awareness approaches
Basic understanding of cultural, social and political differences between and within the groups involved or targeted by the awareness
How government policies or strategies relate to the awareness activity (e.g. one or more of the five National goals and directive principles)
If needed, what funding or support resources may be available (e.g. contributions from local people, and contributions from outside the group)
Purpose or reasons for reporting and keeping records of awareness work
Workplace strategies for HIV&AIDS prevention
Workplace strategies for ensuring workers living with HIV&AIDS are treated fairly in the workplace
Basic health and hygiene principles so that the candidate can reduce their risk of ill health during the awareness work

Essential skills:

Ability to effectively communicate awareness information so that the purpose of the awareness activity is achieved
Ability to report on the awareness in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of the awareness.

*Resources needed for
assessment:*

Demonstration of competency in this unit requires the candidate to work with key people or stakeholders in the community. For this reason, the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

*Context of
assessment:*

This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, and case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	Assist group to analyse their development situation and identify priorities
UNIT CODE:	CDW C07
This unit describes the job tasks required to help a group to analyse their development situation, identify their strengths and needs, and identify their development priorities. This is normally done as the first step of a participatory change cycle – for example to identify the objective for the project at the start of a participatory project cycle, or to identify priorities for action (strategic planning) at the start of a participatory organisation cycle.	
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 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 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. Assist group to analyse their development situation	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 change cycle and why it is important that everyone in the group participates 3.6 Work with the group to analyse their development situation and identify their strengths and needs 3.7 Work with the group to identify their development priorities 3.8 Discuss what the group or community can do to address their priorities 3.9 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.10 Discuss how or if the visit has been useful, and ways it could be improved. 3.11 Thank the group, without rushing, and explain again the purpose of the visit
4. Prepare a report	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

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RANGE STATEMENT:

Community mapping and needs analysis activities may include those done for:

Formal education (e.g. elementary schools, primary schools, vocational training)
Water Supplies
Youth projects
Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
Special Needs - health and education
Leadership
Good governance
Basic financial management
Forestry
Fisheries (e.g. sea rights, marine resource rights)
Land (e.g. ownership, tenure, mobilization)
Income generation
Information Technology and communications
Tourism (e.g. eco-tourism)
Agriculture (e.g. crops, livestock)
Environmental protection
Rights and responsibilities (e.g. human rights, child rights, animal rights)
Law and justice
Government (electoral processes, representation, legislation)
Community education (formal and non-formal)
Community service delivery
Community planning, activities and projects
Consultative and planning committees
Sectoral development initiatives

Opportunities for people to participate in community mapping and needs analysis activities may include:

Informal and formal conversations, discussions and meetings
PRA activities
Work-shopping ideas and skills
Using interest groups or focus groups for different issues
Conducting or being a part of surveys and questionnaires
Participation in committees e.g. ward development, water and sanitation, health, etc
Contributing to and learning from publications (various media – radio, newspapers, etc)
Group facilitation
Peer training
Presentations, workshops and meetings

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities which have a direct interest in the social, economic or environmental resources being mapped or in the needs being discussed and prioritized
Local project or activity leaders
Potential resource providers (suppliers, donors, sponsors)
Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
Keepers of records of the community
Policy and decision makers in the specific community

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School teachers and Boards of Management
 Health Workers
 Disadvantaged peoples
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)
 Business leaders
 People with formal and informal representative roles

Information and resources may include (but are not limited to):

Locally improvised materials
 Local knowledge and informants
 Staff skills and time
 Information on funding availability
 Financial support for community mapping
 Facilities (sleep, eat, etc)
 Skills/administrative support
 Physical transport, venues, material, equipment
 A budget plan (resources needed) for visit

“Respect” means

To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them

“Culture” means

What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.

“Gender roles” means

The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.

“Participation” means

The most disadvantaged people or people with low status are not left behind or left out, but instead are invited along with more advantaged or higher status people to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds direct and influence decisions.

Communicating effectively means:

Using appropriate materials correctly (in some cases no materials at all may be necessary)
 Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand
 Delivering or explaining things in ways that people will want to listen
 Looking confident and encouraging (body language and facial expressions)
 Listening and responding to the people involved
 Encouraging questions and discussion
 Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)
 Being respectful of what people say and believe

EVIDENCE GUIDE:

Most important parts of assessment

The candidate will need to demonstrate the ability to carry out activities in ways that encourage participation and involvement by groups and individuals, resulting in effective community analysis of their situation, needs, and priorities

Required knowledge

Community development principles and practice
 Cultural, social and political differences between and within groups

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How government policies or strategies relate to the community mapping activities (this may include one or more of the five National goals and directive principles)
 Funding or support sources available (including both contribution from local people, and contributions from outside)
 Purpose or reasons for reporting and keeping records
 Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace
 Basic health and hygiene principles

Essential skills:

Ability to assist people to map their situation (such as social, environmental, physical, or economic resources)
 Ability to assist people to use their community mapping to identify opportunities or needs, and then prioritise which needs or opportunities they will put their efforts towards
 Ability to report on the community mapping and needs analysis in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of community mapping and needs analysis.

Resource implications:

Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason, the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment:

This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	Assist group to develop a project plan for a community activity
UNIT CODE:	CDW C05
This unit describes the job tasks required to work with a group to develop a project plan for a community activity. It is normally the second step of a participatory project cycle because it targets a priority for change that was identified in the first step (CDW C07 Assist group to analyse their development situation and identify priorities).	
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 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. 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. Assist group to develop the project plan	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 identify the project objective, activities, and expected project outcomes 3.7. Work with the group to identify ways to sustain the impact of the project 3.8. Work with the group to identify what can be done to manage risks 3.9. Work with the group to develop an activity schedule and budget 3.10. Work with the group to review and confirm the project plan and discuss how the project will be managed 3.11. Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.12. Discuss how or if the visit has been useful, and ways it could be improved 3.13. Thank the group, without rushing, and explain again the purpose of the visit
4. Prepare a report	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

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RANGE STATEMENT:

Working with the group may include activities associated with developing and producing plans for:

Formal education (e.g. elementary schools, primary schools, vocational training)
Water Supplies
Youth projects
Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
Special Needs - health and education
Leadership
Good governance
Basic financial management
Forestry
Fisheries (e.g. sea rights, marine resource rights)
Land (e.g. ownership, tenure, mobilization)
Income generation
Information Technology and communications
Tourism (e.g. eco-tourism)
Agriculture (e.g. crops, livestock)
Environmental protection
Rights and responsibilities (e.g. human rights, child rights, animal rights)
Law and justice
Government (electoral processes, representation, legislation)
Community education (formal and non-formal)
Community service delivery
Consultative and planning committees
Sectoral development initiatives

Opportunities for community members and groups to participate in developing and producing plans may include:

Informal and formal conversations, discussions and meetings
PRA activities (following on from PRA tools used in community mapping and needs analysis)
Focus groups on relevant issues
Participation on committees (e.g. ward development, water and sanitation, health, etc.)
Group facilitation
Peer education

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities which have a direct interest in the planned activities
Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
People who have visited the community before
Keepers of records of the community
Policy and decision makers in the specific community
School teachers and Boards of Management
Health Workers
Disadvantaged peoples
Individuals, groups or communities most likely to be affected by strategies or action plans

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	<p>Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, P&GO officers, elders)</p> <p>Business leaders</p> <p>People with formal and informal representative roles</p>
<i>Information and resources may include (but are not limited to):</i>	<p>Planning materials (action plans, Gantt charts, network diagrams, electronic software, etc)</p> <p>Locally improvised materials and tools (e.g. PRA diagrams)</p> <p>Local knowledge and informants</p> <p>Staff skills and time</p> <p>Information on funding availability</p> <p>Financial support for planning activity</p> <p>Facilities (sleep, eat, etc)</p> <p>Skills/administrative support</p> <p>Physical transport, venues, material, equipment</p> <p>Developmental training</p>
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity to direct and influence decisions.
<i>Communicating effectively means:</i>	<p>Using appropriate materials correctly (in some cases no materials at all may be necessary)</p> <p>Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand</p> <p>Delivering or explaining things in ways that people will want to listen</p> <p>Looking confident and encouraging (body language and facial expressions)</p> <p>Listening and responding to the people involved</p> <p>Encouraging questions and discussion</p> <p>Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)</p> <p>Being respectful of what people say or believe</p>

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to carry out activities in ways that encourage and include appropriate participation by groups to produce realistic plans
<i>Required knowledge:</i>	<p>Community development principles and practices</p> <p>Planning principles and processes</p> <p>Cultural, social and political differences between and within groups</p>

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Funding or support sources available (including both contribution from local people, and contributions from outside)
 Purpose or reasons for developing plans
 Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace
 Basic health and hygiene principles
 Community or group background and situation
 Action plans, calendars or time-charts

Essential skills:

Ability to work with groups to pull together their key ideas and priorities (identified through Unit C07 'Assist group to analyse their development situation and identify priorities') and from this produce a plan that is understood and owned by the group. Ability to report on the plan development in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of the development of the plan.

Resource implications:

Demonstration of competency requires the ability to work with key people and focus groups in the community to develop plans. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment:

This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. This unit covers the tasks carried out following on from tasks covered by Unit C07 (Assist group to analyse their development situation and identify priorities). Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	Facilitate agreements for a community activity
UNIT CODE:	CDW C04
This unit describes the job tasks required to work with a group and other stakeholders to help them make and confirm 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 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. 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. 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

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RANGE STATEMENT:

Working with the group may include activities associated with reaching agreement in activities such as:

Formal education (e.g. elementary schools, primary schools, vocational training)
Water Supplies
Youth projects
Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
Special Needs - health and education
Leadership and good governance
Basic financial management
Forestry
Fisheries (e.g. sea rights, marine resource rights)
Land (e.g. ownership, tenure, mobilization)
Income generation
Information Technology and communications
Tourism (e.g. eco-tourism)
Agriculture (e.g. crops, livestock)
Environmental protection
Rights and responsibilities (e.g. human rights, child rights, animal rights)
Law and justice
Government (electoral processes, representation, legislation)
Community education (formal and non-formal)
Community service delivery
Community planning, activities and projects
Consultative and planning committees
Sectoral development initiatives

Opportunities for community members and groups to participate in reaching agreement may include:

Presentations, workshops and meetings
Informal and formal conversations, discussions and meetings
PRA activities
Focus groups on relevant issues
Participation on committees (e.g. ward development, water and sanitation, health)
Group facilitation

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities with direct interest in the agreement outcome
Advocacy groups (e.g. promoting or opposing particular issues)
People who have visited the community before
Keepers of records of the community
Policy and decision makers in the specific community
School teachers and Boards of Management
Health Workers
Special needs (Disadvantaged peoples)
Individuals, groups or communities most likely to be affected by agreement
Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)
Business leaders
People with formal and informal representative roles

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<i>Information and resources may include (but are not limited to):</i>	<p>Agreement materials (agreement procedures, contracts, plans, etc)</p> <p>Local knowledge and informants</p> <p>Staff skills and time</p> <p>Information on funding availability</p> <p>Financial support for facilitating agreement activity</p> <p>Facilities (sleep, eat, etc)</p> <p>Skills/administrative support</p> <p>Physical transport, venues, material, equipment</p>
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.
<i>Communicating effectively means:</i>	<p>Using appropriate materials correctly (in some cases no materials at all may be necessary)</p> <p>Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand</p> <p>Delivering or explaining things in ways that people will want to listen</p> <p>Looking confident and encouraging (body language and facial expressions)</p> <p>Listening and responding to the people involved</p> <p>Encouraging questions and discussion</p> <p>Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)</p> <p>Being respectful of what people say or believe</p>

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate must demonstrate the ability to facilitate agreement in ways that include and encourage appropriate participation by groups and individuals so that the group are more able to reach agreement
<i>Required knowledge:</i>	<p>Community development principles and practices</p> <p>Cultural, social and political differences between and within groups</p> <p>Problem solving techniques (cultural sensitivity brainstorming, small group, etc)</p> <p>Funding or support sources available (including both contribution from local people, and contributions from outside)</p> <p>Purpose or reasons for reporting and keeping records</p> <p>Workplace strategies for HIV & AIDS prevention</p> <p>Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly</p> <p>Basic health and hygiene principles</p>

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<i>Essential skills:</i>	<p>Ability to facilitate agreement discussions and meetings so that people are more likely to reach agreement with each other</p> <p>Ability to report on the agreement facilitation work in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of facilitating agreement</p>
<i>Essential skills:</i>	<p>Collect information on the people and place</p> <p>Ability to use and adapt a range of presentation methods in different situations</p> <p>Promotion and sharing of ideas and information</p> <p>Ability to communicate clearly and sensitively to a wide range of people (includes verbal and non-verbal skills – body language skills). People may include different ethnic groups, men or women, different clans...)</p> <p>Report writing and analytical skills (reports may be verbal, written or electronic)</p> <p>Negotiation, liaison, networking</p> <p>Listening skills</p> <p>Public Relations skills</p> <p>Facilitation skills</p> <p>Use appropriate language in a variety of situations</p>
<i>Resource implication:</i>	Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment
<i>Context of assessment:</i>	This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	Facilitate the start-up of a community activity
UNIT CODE:	CDW C03
This unit describes the job tasks required to work with a group to begin (start-up) a community activity. It describes how to assist people to organise and arrange themselves to implement their group's planned activity (their project plan).	
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 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. 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 the start-up of the activity	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 the group, without rushing, and explain again the purpose of the visit
4. Prepare a report	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

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RANGE STATEMENT:

Working with the group to start-up activities may include activities for:

Formal education (e.g. elementary schools, primary schools, vocational training)
Water Supplies
Youth projects
Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
Special Needs - health and education
Leadership
Good governance
Basic financial management
Forestry
Fisheries (e.g. sea rights, marine resource rights)
Land (e.g. ownership, tenure, mobilization)
Income generation
Information Technology and communications
Tourism (e.g. eco-tourism)
Agriculture (e.g. crops, livestock)
Environmental protection
Rights and responsibilities (e.g. human rights, child rights, animal rights)
Law and justice
Government (electoral processes, representation, legislation)
Community education (formal and non-formal)
Community service delivery
Community planning, activities and projects
Consultative and planning committees
Sectoral development initiatives

Opportunities for community members and groups to participate in start-up may include:

Informal and formal conversations, discussions and meetings
PRA activities
Focus groups on relevant issues
Inviting participation on committees (e.g. ward development, water and sanitation, health, etc.)
Through publications (various media – radio, newspapers, etc.)
Group facilitation
Peer education

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities involved in implementing the activities (directing, managing, providing resources, providing labour, providing advice, providing funds)
Local project or activity leaders
Resource providers (suppliers, donors, sponsors)
Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
Keepers of records of the community
Policy and decision makers in the specific community

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School teachers and Boards of Management
 Health Workers
 Disadvantaged peoples
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)
 Business leaders
 People with formal and informal representative roles

Information and resources may include (but are not limited to):

Activity Plan
 Locally improvised materials
 Local knowledge and informants
 Staff skills and time
 Information on funding availability
 Financial support for implementation
 Facilities (sleep, eat, etc)
 Skills/administrative support
 Physical transport, venues, material, equipment
 A budget plan (resources needed) for visit

“Respect” means

To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them

“Culture” means

What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.

“Gender roles” means

The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.

“Participation” means

The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.

Communicating effectively means:

Using appropriate materials correctly (in some cases no materials at all may be necessary)
 Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand
 Delivering or explaining things in ways that people will want to listen
 Looking confident and encouraging (body language and facial expressions)
 Listening and responding to the people involved
 Encouraging questions and discussion
 Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)
 Being respectful of what people say or believe

EVIDENCE GUIDE:

Most important part of assessment:

The candidate will need to demonstrate the ability to facilitate the starting or commencement of the activity in a way that includes and encourages appropriate participation

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<i>Essential knowledge:</i>	<p>Community development methods and their principles and practices</p> <p>Strategies for encouraging community input and participation</p> <p>Budget and funding allocations for the plan</p> <p>Workplace strategies for HIV & AIDS prevention</p> <p>Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace.</p>
<i>Essential skills:</i>	<p>Ability to work with groups to assist them to review their planned activity/ies and organise activities necessary to begin planned activities</p> <p>Ability to report on the visit in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of facilitating the starting of activities.</p>
<i>Resources needed for assessment:</i>	Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment
<i>Context of assessment:</i>	This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, and case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	Conduct community training
UNIT CODE:	CDW C06
This unit describes the job tasks required to pass on skills and knowledge to members of a group (or community). Transferring skills may be formal or informal.	
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 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. 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. Conduct the training	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. Demonstrate understanding of how people learn (principles of adult learning) when conducting training 3.6. Discuss how the training topics are relevant to the needs of the community 3.7. Share the training information using effective techniques 3.8. Respond to any misunderstanding or confusion when conducting training 3.9. Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.10. Discuss how of if the visit has been useful, and ways it could be improved 3.11. Thank the group, without rushing, and explain again the purpose of the visit
4. Prepare a report	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

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RANGE STATEMENT:

Working with the group may include activities to transfer of skills and knowledge in:

Formal education (e.g. elementary schools, primary schools, vocational training)
Water Supplies
Youth projects
Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
Special Needs - health and education
Leadership
Good governance
Basic financial management
Forestry
Fisheries (e.g. sea rights, marine resource rights)
Land (e.g. ownership, tenure, mobilization)
Income generation
Information Technology and communications
Tourism (e.g. eco-tourism)
Agriculture (e.g. crops, livestock)
Environmental protection
Rights and responsibilities (e.g. human rights, child rights, animal rights)
Law and justice
Government (electoral processes, representation, legislation)
Community education (formal and non-formal)
Community service delivery
Community planning, activities and projects
Consultative and planning committees
Sectoral development initiatives

Opportunities for people to participate in activities to transfer of skills and knowledge may include:

Formal and informal training
Informal and formal conversations, discussions and meetings
PRA activities
Work-shopping ideas and skills
Using interest groups or focus groups for different issues
Participation in committees e.g. ward development, water and sanitation, health, etc
Contributing to and learning from publications (various media – radio, newspapers, etc)
Group facilitation
Peer training
Presentations, workshops and meetings

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities targeted as trainees or learners
Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
Keepers of records of the community
Policy and decision makers in the specific community
School teachers and Boards of Management
Health Workers
Disadvantaged peoples

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	<p>Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)</p> <p>Business leaders</p> <p>People with formal and informal representative roles</p>
<i>Information and resources may include (but are not limited to):</i>	<p>Training materials (posters, pamphlets, flip charts, video, computers, white boards, blackboards)</p> <p>Locally improvised materials</p> <p>Local knowledge and informants</p> <p>Staff skills and time</p> <p>Information on funding availability</p> <p>Financial support for training activity</p> <p>Facilities (sleep, eat, etc)</p> <p>Skills/administrative support</p> <p>Physical transport, venues, material, equipment</p> <p>A budget plan (resources needed) for visit</p> <p>Further training opportunities</p>
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.
<i>Principles of adult learning include:</i>	<p>The learner clearly understands what they are supposed to learn</p> <p>The learner believes that the knowledge or skills are worth learning (i.e. they see the usefulness of the information and skills)</p> <p>The learner gets to choose what they will learn or how they will learn it</p> <p>The new learning builds on what the learner already knows (i.e. the information or skills make sense based on their previous understanding)</p> <p>The trainer explains by show and tell</p> <p>The learner has a chance to learn by doing</p> <p>The learner feels comfortable and supported</p> <p>The learner gets to reflect on what they have learned</p>
<i>Communicating effectively means:</i>	<p>Using appropriate materials correctly (in some cases no materials at all may be necessary)</p> <p>Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand</p> <p>Delivering or explaining things in ways that people will want to listen</p> <p>Looking confident and encouraging (body language and facial expressions)</p> <p>Listening and responding to the people involved</p> <p>Encouraging questions and discussion</p>

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Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)
 Being respectful of what people say and believe

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to transfer skills and knowledge in ways that encourage and include appropriate participation and result in greater skills and knowledge amongst participants
<i>Essential Knowledge:</i>	<p>Thorough understanding of the topic of the skills and knowledge being transferred</p> <p>Community development principles and practices</p> <p>Cultural, social and political differences between and within groups</p> <p>How government policies or strategies relate to the training activity (this may include one or more of the five National goals and directive principles)</p> <p>Funding or support sources available (including both contribution from local people, and contributions from outside)</p> <p>Purpose or reasons for reporting and keeping records</p> <p>Workplace strategies for HIV & AIDS prevention</p> <p>Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace</p> <p>Basic health and hygiene principles</p> <p>Community/group profile</p>
<i>Essential Skills:</i>	<p>Ability to transfer chosen skills and knowledge to other people</p> <p>Ability to report on the transfer of skills in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of transferring the skills and knowledge.</p>
<i>Resource Implications</i>	Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment
<i>Context of assessment:</i>	This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	Monitor Community Activity
UNIT CODE:	CDW C02
This unit describes the job tasks to work with a group to check on the progress of a community activity while it is being implemented, and to decide on actions or changes to improve implementation.	
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 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. 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. Conduct monitoring	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 review the project plan including the project objective, activities, and expected project outcomes 3.7. Work with the group to check progress against the activity schedule 3.8. Assist the group to investigate any problems or issues 3.9. Assist the group to decide on solutions and actions to improve implementation and how to put them into practice 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. 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

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RANGE STATEMENT:

Monitoring includes but is not limited to activities in:

Formal education (e.g. elementary schools, primary schools, vocational training)
Water Supplies
Youth projects
Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
Special Needs - health and education
Leadership
Good governance
Basic financial management
Forestry
Fisheries (e.g. sea rights, marine resource rights)
Land (e.g. ownership, tenure, mobilization)
Income generation
Information Technology and communications
Tourism (e.g. eco-tourism)
Agriculture (e.g. crops, livestock)
Environmental protection
Rights and responsibilities (e.g. human rights, child rights, animal rights)
Law and justice
Government (electoral processes, representation, legislation)
Community education (formal and non-formal)
Community service delivery
Community planning, activities and projects
Consultative and planning committees
Sectoral development initiatives

Opportunities for community members and groups to participate in monitoring may include:

Informal and formal conversations, discussions and meetings
PRA activities
Focus groups on relevant issues
Inviting participation on committees (e.g. ward development, water and sanitation, health, etc.)
Through publications (various media – radio, newspapers, etc.)
Group facilitation
Peer education

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities affected by the activities being monitored
Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, resource development etc)
People who have visited the community before
Keepers of records of the community
Policy and decision makers in the community
School teachers and Boards of Management
Health Workers
Disadvantaged peoples
Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)

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	Business leaders People with formal and informal representative roles
<i>Information and resources may include (but are not limited to):</i>	Monitoring materials (e.g. a copy of the plan or outline of the activity to be monitored, and a plan or list of resources needed for the visit) Locally improvised materials Local knowledge and people with local knowledge – particularly those most involved in managing the activities and those most effected by the activities being monitored Staff skills and time Information on funding availability for the activities being monitored (if appropriate) Financial support for the monitoring visit Facilities (e.g. for sleeping, eating, etc) Administrative support Physical transport, venues, materials, equipment
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (<i>kastom</i>) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.
<i>Communicating effectively means:</i>	Using appropriate materials correctly (in some cases no materials at all may be necessary) Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand Delivering or explaining things in ways that people will want to listen Looking confident and encouraging (body language and facial expressions) Listening and responding to the people involved Encouraging questions and discussion Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing) Being respectful of what people

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to carry out monitoring in ways that encourage appropriate participation and involvement by groups and individuals, and that result in updated information on the progress of an activity, and any changes needed to improve implementation
<i>Required knowledge:</i>	Community Development principles and practices Monitoring methods and their principles and practices

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Basic understanding of cultural, social and political differences between and within the groups involved in the activities being monitored
 How government policies or strategies relate to the activities being monitored
 What funding or support sources are being used for the activities being monitored (e.g. contributions from local people, and contributions from outside the group)
 Purpose or reasons for reporting and keeping records of monitoring work
 Basic health and hygiene principles so that the candidate can reduce their risk of ill health during the monitoring work
 Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace.

Essential skills: Ability to work with groups to conduct monitoring of the progress of activities and make appropriate changes to improve implementation
 Ability to report on the monitoring in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of the monitoring.

Resource implications: Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment: This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, and case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	Evaluate community activity outcomes
UNIT CODE:	CDW C08
This Unit describes the job tasks required to work with stakeholders after a community activity has been implemented (completed) to identify the impact of the activity and to learn lessons.	
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 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. 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. Conduct field evaluation of activity outcomes	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 stakeholders to review the project plan including the project objective and expected project outcomes 3.7. Work with stakeholders to identify what the actual project outcomes were 3.8. Work with stakeholders to evaluate the impact of the actual project outcomes, including how well the project objective was achieved 3.9. Work with stakeholders to investigate the impact of the project 3.10. Work with stakeholders to identify lessons learned and what will be done to sustain the impact of the project 3.11. Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.12. Discuss how or if the visit has been useful, and ways it could be improved 3.13. Thank the group, without rushing, and explain again the purpose of the visit
4. Prepare a report	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

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RANGE STATEMENT:

Evaluation of activity outcomes is carried out to allow support organisations and community groups (community, village, clan, association, etc) to learn lessons from what they have done so that they may use that knowledge in their future activities. Evaluation is done when activities have been implemented and completed (or ended). Evaluation is done by or for organisations and groups that have implemented or attempted to implement a community development initiative.

Working with the group may include evaluation of activities in:

Formal education (e.g. elementary schools, primary schools, vocational training)
Water Supplies
Youth projects
Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
Special Needs - health and education
Leadership and good governance
Basic financial management
Forestry
Fisheries (e.g. sea rights, marine resource rights)
Land (e.g. ownership, tenure, mobilization)
Income generation
Information Technology and communications
Tourism (e.g. eco-tourism)
Agriculture (e.g. crops, livestock)
Environmental protection
Rights and responsibilities (e.g. human rights, child rights, animal rights)
Law and justice
Government (electoral processes, representation, legislation)
Community education (formal and non-formal)
Community service delivery
Community planning, activities and projects
Consultative and planning committees
Sectoral development initiatives

Opportunities for community members and groups to participate in evaluation may include:

Formal and informal systems
Focus groups on relevant issues
Inviting committee participation e.g. ward development, water and sanitation, health)
Through publications (various media – radio, newspapers, etc)
Group facilitation
Peer education
Presentations, workshops and meetings

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities which are directly affected by the evaluation
Individuals, groups or communities indirectly affected by the evaluation
Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
People who have visited the community before
Keepers of records of the community
Policy and decision makers in the specific community
School teachers and Boards of Management
Health Workers
Disadvantaged peoples

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	<p>Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)</p> <p>Business leaders</p> <p>People with formal and informal representative roles</p>
<i>Information and resources may include (but are not limited to):</i>	<p>Plans and reports (needs assessment, planning, monitoring and implementation)</p> <p>Awareness materials (posters, pamphlets, flipcharts, video, computers, blackboards)</p> <p>Locally improvised materials</p> <p>Local knowledge and informants</p> <p>Staff skills and time</p> <p>Information on funding availability</p> <p>Financial support for awareness activity</p> <p>Facilities (sleep, eat, etc)</p> <p>Skills/administrative support</p> <p>Physical transport, venues, material, equipment</p>
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (<i>kastom</i>) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.
<i>Communicating effectively means:</i>	<p>Using appropriate materials correctly (in some cases no materials at all may be necessary)</p> <p>Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand</p> <p>Delivering or explaining things in ways that people will want to listen</p> <p>Looking confident and encouraging (body language and facial expressions)</p> <p>Listening and responding to the people involved</p> <p>Encouraging questions and discussion</p> <p>Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)</p> <p>Being respectful of what people say and believe</p>

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to carry out evaluation activities in ways that encourage participation and involvement of appropriate groups and individuals so that the impact and lessons learned can be identified
<i>Required knowledge:</i>	<p>Community development activity evaluation principles and practices</p> <p>Cultural, social and political differences between and within groups</p>

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Evaluation techniques (questionnaires, buzz or focus groups, brainstorming, small group processes, etc.)
 How government policies or strategies relate to the activity being evaluated (this may include one or more of the five National goals and directive principles)
 Funding or support sources available (including both contribution from local people, and contributions from outside)
 Purpose or reasons for reporting and keeping records
 Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly
 Basic health and hygiene principles

Essential skills: Ability to facilitate a process so that appropriate people/stakeholders are free to discuss their successes and failures, challenges and achievements in the activities that have been done or attempted.
 Ability to facilitate a participatory process so that stakeholders can draw lessons from the activity outcomes, and so that these lessons can be drawn on to improve the development and implementation of future activities.
 Ability to report the evaluation in a way that can be clearly understood, and that demonstrates a clear understanding of the process and purpose of the evaluation.

Resource implication: Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason, the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment: This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	Provide mentoring
UNIT CODE:	CDW C09
This Unit describes the job tasks required to work with one or two or sometimes a few people to learn skills and knowledge on the job. For example, this might be peer-to-peer mentoring in a community, mentoring by an extension officer, or follow-up mentoring by a trainer or human resource officer.	
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 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. 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. Provide mentoring	3.1. Discuss the purpose of the visit, roles, expectations, and review any mentoring agreement 3.2. Assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice 3.3. Demonstrate understanding of how people learn (principles of adult learning) while mentoring the mentees 3.4. Use effective methods or techniques to mentor the mentees 3.5. Adapt the mentoring information to the mentees' situation 3.6. Support and encourage effective participation and inclusion during the activities 3.7. Work in a way that is appropriate to local culture during the activities 3.8. Communicate effectively and respectfully during the activities 3.9. Respond to any misunderstanding or confusion while mentoring the mentees 3.10. Discuss what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for further support and advice 3.11. Discuss with the mentees whether the visit achieved its purpose, and ways it could be improved 3.12. Thank the mentees, without rushing, and explain again the purpose of the visit
4. Prepare a report	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

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RANGE STATEMENT:

Working with the group may include (but is not limited to) mentoring activities for:

Agriculture (e.g. extension workers and volunteers, community members)
 Health and hygiene (e.g. health workers and volunteers, community members, people living with health issues, hygiene, mother-child health, maternal health, family planning, mental health)
 Governance (e.g. managers and leaders)
 Management (e.g. managers)
 Businesses and income generation (e.g. family businesses owners, micro, small and medium enterprise owners, developing a business plan, loan management)
 Special needs (e.g. people living with a disability, families and carers supporting people living with a disability)
 Skills training (e.g. carpenters, mechanics, farmers, drivers, hospitality, etc.)
 Government (e.g. Ward Members, Ward Development Committee members, LLG and District officers)
 Livelihoods skills training (e.g. cooking, floriculture, sewing, fishing, aquaculture)
 Law and justice (e.g. law and justice officials, Village Peace and Good Order committee members, community liaison officers)
 Information and Technology and communications (e.g. using a computer, phone banking, using smartphones)
 Financial literacy (e.g. preparing and following a budget, family money management)
 Formal education (e.g. teachers, assistant teachers, school management, students)
 Forestry (e.g. forest managers, foresters)
 Community planning and development (e.g. Community Development Workers)
 Peace-building

Groups are:

In all units of the Standard, the candidate may be assessed while working with groups or communities. For the Standard the words “group” and “community” can have the same meaning and include amongst others: CBOs, NGOs, CSOs, associations, *haus lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc. In this Unit, the candidate is assessed while mentoring mentees from a group or community.

Opportunities for group and community members to be mentored may include:

CBO capacity building
 Livelihoods support projects
 Health extension
 Community Development Worker training
 Education programs
 Law and Justice Programs
 District and Ward level capacity development
 Post-conflict situations

Key people may include (but are not limited to):

Individuals, groups or communities most likely to be affected by the topic or issues of the mentoring
 Policy and decision-makers in the community
 Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, resource development, etc.)
 People who have visited the community before
 Keepers of records of the community
 School teachers and Boards of Management
 Health Workers
 Disadvantaged peoples
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)
 Business leaders

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	People with formal and informal representative roles
<i>Information and resources may include (but are not limited to):</i>	<p>Mentoring materials (e.g. posters, pamphlets, flip charts, equipment, tools, videos, computers, whiteboards, blackboards, etc)</p> <p>Locally improvised materials</p> <p>Local knowledge and people with local knowledge</p> <p>Mentor skills and time</p> <p>Contact information for other people and organisations who can help</p> <p>Facilities (e.g. for sleeping, eating, etc)</p> <p>Administrative support</p> <p>Physical transport, venues, materials, equipment</p>
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. Treating people as equals. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (<i>kastom</i>) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Effective participation” means</i>	The mentees are actively involved and take the lead.
<i>“Effective inclusion” means</i>	Mentees who are from groups that are normally left behind or excluded are given extra support and encouragement during mentoring (to help them catch up).
<i>Principles of adult learning may include</i>	<p>Problem-solving learning</p> <p>Learner-led learning</p> <p>Learning as equals</p> <p>Situated learning</p> <p>Connected learning</p> <p>Multi-sensory learning</p> <p>Learning by doing</p>
<i>Effective methods or techniques may include</i>	<p>Listening</p> <p>Asking open questions</p> <p>Observation</p> <p>Building trust</p> <p>Building confidence</p> <p>Honest feedback</p> <p>Goal setting</p> <p>Strengths and weaknesses audit</p> <p>Presenting a lesson</p> <p>Problem analysis</p> <p>Planning</p>
<i>Communicating effectively includes:</i>	<p>Take turns to talk. Two-way communication.</p> <p>Listen carefully</p> <p>Make the message clear and easy to understand. Don’t use jargon or ‘expensive’ English. Use examples, stories, <i>tok piksa na tok bokis</i>. Use a translator if necessary.</p> <p>Use suitable materials if they will help you communicate your message</p> <p>Ask and encourage questions</p>

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Use good non-verbal communication and observe the mentees' non-verbal communication. Non-verbal communication is communication without words.

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to provide mentoring in ways that encourage participation and inclusion and is appropriate to the mentees' situation.
<i>Required knowledge:</i>	<ul style="list-style-type: none"> Principles of adult learning that relate to mentoring Effective methods or techniques for mentoring Why participation and inclusion are important How a learning from experience cycle works Knowledge of the topic that the mentees are being mentored to learn Basic health and hygiene principles so that the candidate can reduce their risk of ill health during the mentoring Purpose or reasons for reporting and keeping records of the mentoring What other people or organisations can also provide support
<i>Essential skills:</i>	<ul style="list-style-type: none"> Ability to effectively communicate mentoring information so that the purpose of the mentoring is achieved Ability to report on the mentoring in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of the mentoring.
<i>Resources needed for assessment:</i>	Demonstration of competency in this unit requires the candidate to work with key people or stakeholders in the community. For this reason, the assessor and the candidate need access to appropriate structures, people or organisations during the assessment
<i>Context of assessment:</i>	This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolios.

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UNIT TITLE:	Facilitate a specialist's visit
UNIT CODE:	CDW C10
This Unit describes the job tasks required to facilitate (support) the work of a specialist (expert) in the field. For example, a water-supply expert or evaluation expert or line manager or school inspector.	
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 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. 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 the specialist's visit	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. Discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit 3.6. Discuss with the group the plan for collecting the information and what methods and equipment will be used 3.7. Confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next 3.8. Discuss roles and expectations with the group 3.9. Help the specialist and the group to address any problems or issues while the information is being collected 3.10. Assist the specialist, after the information is collected, to explain to the group what was found out and respond to questions 3.11. Confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information 3.12. Discuss how or if the visit was useful, and ways it could be improved 3.13. Thank the group, without rushing, and explain again the purpose of the visit
4. Prepare a report	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

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RANGE STATEMENT:

Working with the group may include (but is not limited to) facilitating visits by the following specialists:

Sector experts (for example, agriculture, health, water and sanitation, livelihoods, economy, community development, law and justice, infrastructure, technology, education, business, environment)
Disaster prevention/relief support workers
Resource industry officers
Planning experts
Cross-cutting issue experts (for example, disability, gender)
Social researchers (for example, anthropologists and genealogists)
Project and sector evaluation experts
Health and hygiene (e.g. health experts, researchers, evaluators)
Governance and management experts
Project cycle experts
Bank and finance officials
Government officials
Educators and mentors (for example, formal trainers or FODE experts)

Groups are:

In all units of the Standard, the candidate may be assessed while working with groups or communities. For the Standard the words “group” and “community” can have the same meaning and include amongst others: CBOs, NGOs, CSOs, associations, *haus lain*, villages, clans, social groupings, families, alliances, clubs, committees, boards, etc. In this Unit, the candidate is assessed while facilitating an expert who is working with a group or community.

The need for specialist involvement might include:

Community projects
District projects
Post-conflict situations
Education and awareness programs
Livelihoods support projects
Health extension
Law and Justice Programs
Tertiary research to inform district and national planning
Surveys and data gathering

Key people may include (but are not limited to):

Individuals from the group or community who are stakeholders and knowledge-holders.
Community Development Worker
Specialist

Information and resources may include (but are not limited to):

Awareness materials (e.g. posters, pamphlets, flip charts, equipment, tools, videos, computers, whiteboards, blackboards, etc)
Specialist data and information gathering materials
Locally improvised materials
Local knowledge and people with local knowledge
Support workers
Facilities (e.g. for sleeping, eating, etc)
Administrative support
Physical transport, venues, materials, equipment

“Respect” means

To be polite, considerate and to avoid offending people. Treating people as equals. You can be respectful of cultural practices and beliefs without agreeing with them

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<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (<i>kastom</i>) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Effective participation” means</i>	The group or community are actively involved and take the lead.
<i>“Effective inclusion” means</i>	People from groups that are normally left behind or excluded are given extra support and encouragement during the specialist’s visit (to help them catch up).
<i>Communicating effectively includes:</i>	<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. Give people time to respond. Listen 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.

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to facilitate the specialist’s visit in ways that encourage the group or community to be involved and retain control of what the specialist does (and the information they gather).
<i>Required knowledge:</i>	<p>Why participation and inclusion are important</p> <p>Why it is important to encourage key people to take the lead</p> <p>Basic knowledge of what the specialist is doing, how they will do it, and why</p> <p>Basic health and hygiene principles so that the candidate can reduce their risk (and the risk to the specialist) during the visit</p> <p>Purpose or reasons for reporting and keeping records of the visit</p>
<i>Essential skills:</i>	<p>Ability to communicate effectively and respectfully</p> <p>Ability to work in a way that is appropriate to local culture</p> <p>Ability to encourage key people to take the lead</p> <p>Ability to report on the visit based on evidence</p>
<i>Resources needed for assessment:</i>	Demonstration of competency in this unit requires the candidate to work with key people or stakeholders in the community. For this reason, the assessor and the candidate need access to appropriate structures, people or organisations during the assessment
<i>Context of assessment:</i>	This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolios.

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UNIT TITLE:	Train trainers		
UNIT CODE:	CDW 301		
This Unit describes the job tasks required to train people to be competency-based trainers of Community Development Workers			
ELEMENTS	PERFORMANCE CRITERIA		
1. Explain how to prepare a competency-based training program	1.1	Explain what ‘competency’ means	
	1.2	Explain the purpose of competency-based duty statements, training, and assessment	
	1.3	Explain the National Standard for Community Development Workers	
	1.4	Explain the purpose of the National Standard for Community Development Workers	
	1.5	Explain how to do a training needs assessment	
	1.6	Explain how to work out the objectives for a competency-based training program	
	1.7	Explain how to work out the topics for each session	
	1.8	Explain how to prepare activity plans	
	1.9	Explain how to develop a timetable	
	1.10	Explain how to evaluate a competency-based training program	
2. Explain how adults learn	2.1	Explain the principles of adult learning	
	2.2	Explain how to apply the principles of adult learning	
	2.3	Explain how to facilitate adult learning	
	2.4	Explain how to learn from experience	
3. Explain various training techniques	3.1	Explain presentation techniques	
	3.2	Explain brainstorming techniques	
	3.3	Explain small group activities	
	3.4	Explain plays and role plays	
	3.5	Explain case studies	
	3.6	Explain field visits	
	3.7	Explain energisers and icebreakers	
	3.8	Explain seating arrangements	
	3.9	Explain visual aids	
	3.10	Explain action plans	
4. Demonstrate how to be a competency-based trainer	4.1	Follow workplace health and safety practices	
	4.2	Demonstrate understanding of how to prepare a competency-based training program	
	4.3	Demonstrate understanding of how adults learn	
	4.4	Demonstrate understanding of various training techniques	

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RANGE STATEMENT:

Working with the trainees may include the following activities:

Self directed learning
Participative learning
Reflective learning
Experiential learning
Providing feedback to students
Listening, seeing and doing activities
Analysis of lessons learned
Developing action plans
Setting training objectives
Structuring the learning activities to meet the objectives
Timekeeping and bringing people back to attention
Giving instructions
Making sure everyone is participating
Giving information and opinions
Clarifying and summarizing main points
Making decisions
Facilitating small group work
Setting clearly the direction of the course
Planning the content of the course to meet the training needs of the participants
Select the best training techniques to use
Keep the training program on track
Evaluate the success of the training program

Opportunities for key individuals, groups to participate in training of trainers may include:

Formal training programs
Workshops

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people include (but are not limited to):

Trainers
Mentors
Colleagues
Supervisors
Other organizations

Information and resources may include (but are not limited to):

Training materials (posters, pamphlets, flip charts, white boards, blackboards, butcher's paper, competency standards, training notes, session plans)
Audio visual aids (computer, videos, OHP, PowerPoint presentation)
Staff skills and time
Information on funding availability
Financial support for training activity
Facilities (sleep, eat, etc)
Skills/administrative support
Physical transport, venues, material, equipment

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EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to carry out a range of training activities with trainees, so that they gain the skills necessary to conduct Training of Trainers themselves.
<i>Required knowledge</i>	Principles of how adults learn Multi-Sense Learning (hearing, seeing, doing) How to continually improve courses and delivery through experience, reflection, analysis, and making changes accordingly (i.e. Experiential Learning Cycle) Competency standards (if available) How to work with small groups Competency based assessment Occupational health and safety and safe working practices
<i>Essential skills</i>	Ability to pass on the skills necessary for trainees to be able to train other trainers (i.e. to pass on train trainer skills)
<i>Resource implications:</i>	Demonstration of competency includes the ability to work with key people and focus groups to train them as trainers. For this reason, the assessor and the candidate need access to appropriate structures, people or organisations during the assessment. Assessors should also have access to the normal equipment used by trainers, such as blackboards, butchers paper, writing materials, audio visual aids, etc.
<i>Context of assessment:</i>	This unit can be assessed while the candidate conducts a real ToT or simulated in a classroom. Assessment of the candidate may include methods such as observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE:	CDW Workplace Assessor		
UNIT CODE:	CDW 302		
This Unit describes the job tasks required of a CDW Workplace Assessor to assess a Community Development Worker against the National Standard for Community Development Workers			
ELEMENTS	PERFORMANCE CRITERIA		
1. Plan the assessment	1.1	Coordinate with the candidate and their line manager to plan the assessment	
	1.2	Contact NATTB and PNG CDW ITC to advise them of the assessment	
2. Do a pre-assessment briefing	2.1	Explain the National Standard for CDWs and what will be assessed	
	2.2	Present your CDW Workplace Assessor credentials	
	2.3	Discuss roles and responsibilities	
	2.4	Discuss how evidence will be gathered	
	2.5	Discuss expectations and possible outcomes of the assessment	
	2.6	Explain the importance of doing the assessment properly	
	2.7	Sign the assessment instrument cover page 'declarations'	
3. Conduct the assessment	3.1	Assess the performance criteria in an Element	
	3.2	Assess the candidate without influencing their performance	
	3.3	Complete and sign the CDW Workplace Assessor section on the assessment outcome page	
	3.4	Follow the CDW Workplace Assessor code of conduct	
4. Report the assessment	4.1	Discuss the assessment result with the candidate and their line manager	
	4.2	Ask the candidate and their line manager to sign the assessment outcome page 'declarations'	
	4.3	Ask the candidate to place the assessment instrument and attachments in their portfolio	
	4.4	Send a copy of the assessment outcome page to PNG CDW ITC and put a copy in your portfolio	

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RANGE STATEMENT:

This Unit is for CDW Workplace Assessors who assess candidates against the National Standard for Community Development Workers. Candidate Assessors receive training as Assessors from NATTB. This Unit is especially important because assessments for the National Standard for Community Development Workers are conducted in the field (on-the-job) without high levels of supervision and support for the CDW Workplace Assessor. Please read the CDW Workplace Assessment Handbook for more information on what the CDW Workplace Assessor needs to do (download a copy at pngcdwstandard.com or contact the NATTB Trade Test Coordinator).

Assessing the candidate against the National Standard for Community Development Workers includes the following activities:

Coordinating with NATTB and the candidate's line manager
Plan the assessment
Do a pre-assessment briefing
Conduct the assessment
Report the assessment
Submitting assessment documents (the candidate's portfolio) to NATTB (should the candidate want to receive NATTB accreditation)

Opportunities for Assessors to conduct assessments:

The candidate CDW Workplace Assessor can assesses the CDW candidate for any Element or Unit from the National Standard for Community Development.

Groups are:

In all Units of the Standard the CDW candidate is assessed while working with groups or communities. The candidate CDW Workplace Assessor will not be directly involved with the community or group, but in most cases will assess the candidate CDW while they work with the community or group. For the purposes of the Standard the words "group" and "community" can have the same meaning and include amongst others: CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people include (but are not limited to):

The candidate CDW Workplace Assessor
The CDW candidate who the candidate CDW Workplace Assessor will assess
The CDW Candidate's Line Manager
The candidate CDW Workplace Assessor's employer
The fully qualified CDW Workplace Assessor who will assess the candidate

Information and resources may include (but are not limited to):

A CDW Workplace Assessor needs to prepare the following items before the assessment:

- A copy of the CDW Workplace Assessment handbook (this handbook)
- Two signed copies of the CDW Workplace Assessor code of conduct (to give to the candidate and to their line manager)
- The NATTB assessment instrument for the Element(s) to be assessed
- Your letter of endorsement from an official and current member of the PNG CDW ITC/current CDW Workplace Assessor (to show to the candidate and their line manager)
- Your own portfolio of CDW experience and CDW Workplace Assessor experience to present to the candidate and their line manager, including any accreditation.
- Note paper and pen to write down your observations of the candidate, and note paper for the candidate (or for you on behalf of the candidate) to write down answers to assessment tasks.

EVIDENCE GUIDE:

Most important parts of assessment:

The candidate CDW Workplace Assessor will need to demonstrate the ability to conduct assessment in accordance with the Assessor principles of reliability, flexibility,

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validity, and fairness. The candidate Assessor will also need to abide by the CDW Workplace Assessor Code of Conduct.

Required knowledge The contents of the CDW Workplace Assessment Handbook
The Assessor principles of reliability, flexibility, validity, and fairness
The contents of the CDW Workplace Assessor Code of Conduct
Occupational health and safety and safe working practices

Essential skills Ability to assess the candidate without influencing their performance

Resource implications: The candidate CDW Workplace Assessor will most likely need to be assessed by another organisation's CDW Workplace Assessor. There may be costs for this.

Context of assessment: This Unit is assessed on-the-job while the candidate CDW Workplace Assessor conducts a real assessment for a CDW against the National Standard for Community Development Workers. A second fully qualified CDW Assessor will assess the candidate Assessor while they do this. It makes sense if this assessment is only for one Element (to save time and costs).

Assessment of the candidate Assessor may include methods such as observation, oral questioning, case studies, assignments, and skills demonstration.

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