

11 wok mak you need to put into practice to conduct community training in a way that meets the Standard

# CONDUCT COMMUNITY TRAINING

## in a way that meets the Standard

*(The PNG National Standard for Community Development Workers)*

To learn more about how meet the Standard (much more) go to [pngcdwstandard.com](http://pngcdwstandard.com) and download CDW Coursebook 2 Conduct Community Awareness and Training



# 1. Support and encourage effective participation and inclusion during the activities

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No matter what the job is you have come to do, it is very important that as many people as possible are involved in community activities (not just the leaders and key people). This is the principle of participation. Participation by everyone in the group (1) makes the work more successful, (2) supports inclusive development (equality), and (3) grows goodwill and trust *namel long ol*.

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

And it is very important that people from groups that are normally left behind or excluded also participate – especially women, youth, and people living with a disability. This is the principle of inclusion.

But participation (and inclusion) only helps to *strongim sindaun* if everyone who comes to the training participates **effectively**. *Nogut ol ikam kona kona tasol. Nogut ol ikam sindaun nating*. During the activities, everyone needs to be supported and encouraged to get involved and share their ideas. Try the following:

- ✓ Make sure everyone understands how they will benefit from the activities
- ✓ Help everyone to feel comfortable and supported
- ✓ Think about how to get everyone involved when you prepare your work plan.
- ✓ Have rules that encourage women, youth, and people living with a disability to participate
- ✓ Select the least powerful and least confident to take on responsibility
- ✓ Have a woman or youth or person living with a disability as co-facilitators
- ✓ Use small group activities and role plays to help people feel comfortable
- ✓ Get key people to help everyone get involved and share their ideas
- ✓ Use inclusive language. *Noken tok "man" - tok "manmeri"*.
- ✓ Use local materials that are familiar to the participants
- ✓ Acknowledge the contribution of everyone at the end of the activities
- ✓ Make it clear that it is okay to make mistakes
- ✓ Move around the venue
- ✓ Make sure the timing suits everyone
- ✓ Welcome babies and children
- ✓ Get the most powerful and confident to step back
- ✓ Consider having a translator
- ✓ Select an appropriate venue
- ✓ Have good clean toilets and water (and food)



## 2. Encourage key people to take the lead during the activities

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PNG needs people *long ples* who know how to be Community Development Workers. We need people *long ples* who know how to conduct training in their community. *Yumi nidim stret.*

1	<b>Before you do something</b> , sit down with key people and explain what will happen and why it is necessary. Adults learn best when they know what is going to happen.
2	<b>When you do something</b> , encourage key people to observe you, and tell them what they need to learn. Adults learn best when they know what they are supposed to be learning.
3	<b>When you do something</b> , encourage key people to take the lead. Adults learn best when they have a chance to learn by doing. See if you can encourage them to take the lead and do it.
4	<b>After you have finished</b> , sit down with key people and go back over what you did together. Adults learn best when they have a chance to go back over what they learned. Revision.

There are many ways you can encourage key people to take the lead when you conduct training in a community. For example:

- ✓ Ask key people to discuss how the training topics are relevant to the needs of the community.
- ✓ Ask key people to explain why it is important to encourage everyone to participate during the training (especially people from groups that are normally left behind or excluded).
- ✓ Give key people sessions to teach (but make sure you have been through what they need to cover first so they have the confidence to do it).
- ✓ Ask key people to *go pas* to develop rules for everyone to follow during the training.
- ✓ Ask key people to move around everyone during the training to find out if anyone is unsure or unclear about something – or has a question.
- ✓ Ask key people to do smaller jobs, like leading the prayer or keeping track of time or leading small group activities or acting as a translator.
- ✓ Ask key people to be your assistant – this doesn't mean they take the lead, but they are up in front of everyone gaining confidence and experience. You may find that as they get confidence and experience, they will want to lead.
- ✓ Ask key people to lead a short revision discussion at the end of each session, or at the end of the training. This makes the key people the 'experts'.
- ✓ Ask key people to run a refresher for the participants a week or so after you have finished. This is a great idea because it helps the participants remember what they learned (revision), it means the key people become the 'experts', and the key people get practice running the training themselves.



### 3. Communicate effectively and respectfully during the activities

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For a Community Development Worker to do their job in a way that meets the Standard they need to be able to **communicate effectively and respectfully during the activities**. You are communicating **EFFECTIVELY** when everyone understands you and you understand them. You are communicating **RESPECTFULLY** if everyone feels like they are being treated as an adult. Some of the key things you need to try and do to communicate effectively and respectfully when you conduct training are:

- ✓ Speak clearly and loudly enough to be heard
- ✓ Use *tok piksa* and *tok bokis* to help people understand
- ✓ Use a language that everyone understands (use a translator if necessary)
- ✓ Be careful to not talk down to adults – talk to adults as equals
- ✓ Look confident and encouraging (body language and facial expressions)
- ✓ Use butcher paper and other materials if you think they will help you communicate
- ✓ Use two-way communication - take turns to talk and give people time to respond
- ✓ Don't use big words that are too complicated. Don't use expensive English. Make an effort to use words that everyone will understand. This might mean you have to find out what the jargon and expensive words mean yourself. If people have to use their *kru pumkin* to understand your words then they are not using their *kru pumkin* to understand what you are talking about. In PNG there is a big gap opening up between formally educated elites who know the jargon and expensive English (and like to show it) and the majority of people who don't. You can help to close this gap by not using jargon and expensive words. If you do this then you will win the respect of everyone you work with. Be humble.



#### 4. Work in a way that is appropriate to local culture during the activities

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When you go ahead and deliver training, you need to try and fit in with local *kastom*. The *kastom* that you need to fit in with during the training might be different depending on who you are. Put yourself in their shoes, and think about how they will see you. *Yu husat?* Male or female? Younger or older? Married or single? Dressed-up or casual? *Nambis o hailans?*

PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for *kastom*. But because we are so good at respecting different cultures, we find it so hard to help people think about changing parts of their culture that may no longer be helping them. You will definitely face a situation where the training you need to deliver will challenge or test local culture.

If the training you deliver will challenge or test local culture, then hopefully it was their idea for you to come and deliver the training. It is always best to start your relationship with any group or community by helping them to analyse their development situation and identify priorities (*glasim na skelim sindaun*).

If the training you conduct will challenge or test local culture, then you should definitely discuss this with key people when you make preparations for the visit and during community entry. If you make preparations and conduct community entry in a way that meets the Standard you will be showing respect *luk olsem*.

And when you go ahead and deliver the training, do everything to work in a way that is appropriate to local culture during the activities. Be mindful of what you say, how you communicate, who is seated next to whom *Kain kain*. We are the best people in the world at showing respect for *kastom* so do what you know best.





## 5. Demonstrate understanding of how people learn (principles of adult learning) when conducting training

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Luk olsem adults don't learn in the same way that children learn. When you conduct training, *tingim ol pasin bilong lainim bilong ol bikpela manmeri*. In tok inglis ol pasin bilong lainim bilong ol bikpela manmeri are called 'principles of adult learning'. Below are seven principles that are good to understand (but there are more).

- ✓ Learning occurs best when the learner knows what they are supposed to be learning
- ✓ Learning occurs best when the learner thinks that what you want them to learn will be useful
- ✓ Learning occurs best when you start with what the learner already knows
- ✓ Learning occurs best when the Community Development Worker explains by SHOW and TELL
- ✓ Learning occurs best when the learner has a chance to LEARN BY DOING
- ✓ Learning occurs best when the learner goes back over what they have learned at the end
- ✓ Learning occurs best when a learner feels comfortable and supported

# 7



## 6. Discuss how the training topics are relevant to the needs of the community

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"Relevant" means useful. A principle of adult learning is that adults learn best when they think that what you want them to learn will be useful. Unless the information is useful, and unless the participants UNDERSTAND why it is useful, they will be unlikely to learn what you want them to learn. This is so important that it is a *wok mak* in the National Standard.

Hopefully it was their idea for you to come and deliver the training. If this is the case, then you can be confident that the training is relevant to the community. This is why it is always best to start your relationship with any group or community by helping them to analyse their development situation and identify priorities (*glasim na skelim sindaun*).

But even if it was their idea for you to come and deliver the training, you still need to discuss how the training topics are relevant to the needs of the community. When you do this, don't just explain to everyone how the information will be useful - ask participants themselves to share how they think the training will be useful. Even better, support and encourage key people to lead a discussion about how the training topics are relevant to the needs of the community. If everyone *together* agrees that the new information is useful, it is a powerful motivation for everyone to learn it (and put it into practice).



## 7. Share the training information using effective techniques

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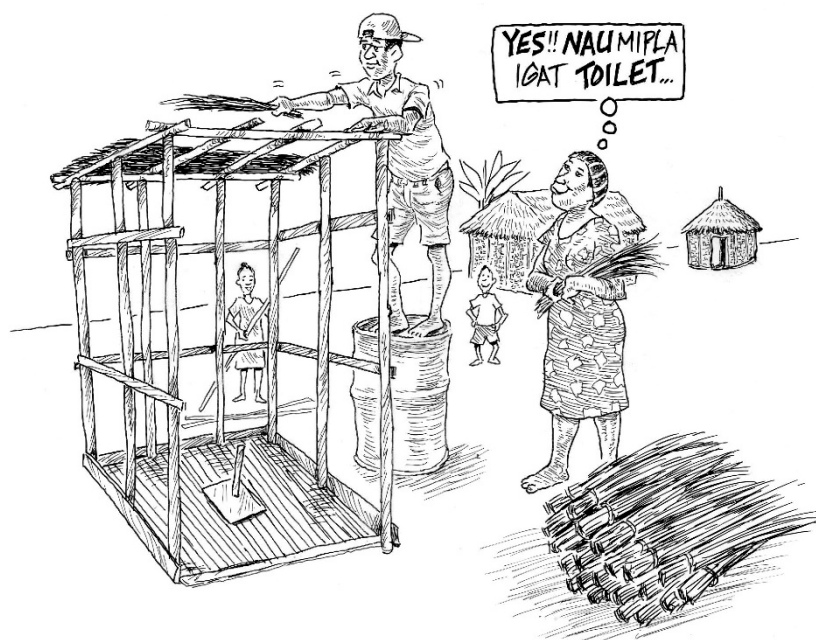
The following techniques are examples good to use when you conduct training:

**Brainstorm** is a great technique to use if you want participants to share what they already know about a topic or idea. Brainstorm is often used at the start of a topic. However, you can use brainstorm any time you like.

For a brainstorm to be successful, there are **FIVE SIMPLE RULES**:

1. Clearly state the topic or question for the brainstorm
2. Ask the group members to offer brief ideas or answers
3. All ideas are accepted without comment or evaluation
4. Brainstorm should be quick and full of energy
5. Write down each idea (if you have butcher paper or a whiteboard). Link up ideas with lines and arrows or underline common points. Messy is fine. People can see and hear (SHOW and TELL). This is a 'map' of the responses to the topic or question.

An **icebreaker** is a technique you can use at the start to help participants get to know each other and relax. *Rausim pret. Rausim wari. Rausim guria. Brukim ais.*



An **energiser** is a technique you can use any time when the participant's energy level is low, or their minds are beginning to wander or there is tension. Energisers are good to do after lunch because it helps to *pulim blut ikam antap gen*. Energisers should be energetic and active. A song sung together is a great energiser.

The **presentation** technique is normally used to explain new information by SHOW and TELL. A principle of adult learning is that learning occurs best when the trainer explains by SHOW and TELL. To make your presentation work (1) keep it short, (2) use SHOW and TELL, (3) Focus on key points, and (4) keep it interesting.

**Small groups** are made up of three to six people (more than six makes it hard for everyone to participate). Small groups are a good way to get people to DO something. Small groups make it easier for people to learn from each other and test out their ideas. Small groups help you encourage effective participation and inclusion. Small groups allow you to find out what different people think (e.g. women or men or youth).

When two participants work together to do something it is called **pairs**.

### The advantages of working in pairs

- ↗ Pairs can be formed very easily and quickly by just asking everyone to work with the person next to them
- ↗ You can do planned and unplanned pairs. And if you want to plan who works with whom then it is easy to select people to work together.
- ↗ Pairs is a good technique to use when you want people to DO something
- ↗ Everyone participates in pairs – either as a speaker or a listener.
- ↗ When you want pairs to discuss a question or issue, you can ask them to go for a walk to discuss it. This turns the pairs activity into an energiser.



## 8. Respond to any misunderstanding or confusion when conducting training

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During the training, try and find out if people are confused or misunderstand:

- ✓ Ask everyone if they are confused. Ask open questions.
- ✓ Direct questions at participants you think are struggling – but be careful not to single people out and make them feel embarrassed. Quietly check how they are going.
- ✓ Ask everyone questions about the topic. If lots of people are trying to answer then good. But if only one or two people answer, then dig a bit deeper to check everyone is on track.
- ✓ Check their non-verbal communication. Check body language and facial expressions – experienced trainers can see (and hear) quickly if people are getting it by their non-verbal communication
- ✓ Put people into small groups. Often people find it easier to open up and say what they are confused about in a small group. Test the water by asking each small group to list what they are confused about.
- ✓ Use a comments box or exercise book or poster so people can make anonymous comments
- ✓ Select two key people (a man and a woman) that the participants feel comfortable with, and tell everyone that if they are unclear about something to let the key people know. Go-betweens
- ✓ Have a male and female Community Development Worker – women in particular will feel more comfortable to share their problems or concerns with another woman.
- ✓ Tell everyone that they can approach you or contact you any time.
- ✓ But best of all, help everyone to feel comfortable, confident, and respected. Adults who feel comfortable, confident, and respected will be more likely to share if they misunderstand or are confused

If people are confused or misunderstand, never make them feel ashamed or embarrassed. *Kliarim ol*. If one participant has misunderstood or is confused, it is a fair bet that other participants have misunderstood or are confused by the same thing. When you explain the point again *long kliarim ol*, try the following:

- ✓ See if another participant can explain it first – ask them to use *tok ples* if necessary
- ✓ Change your explanation or use different examples, stories, *tok piksa* or *tok bokis*
- ✓ Use a different language to explain it (you may need to get a translator to help you)
- ✓ Focus on what is important – *noken sait sait*
- ✓ Go back and briefly explain everything again from the start – seeing the whole picture again helps people understand how each piece of the puzzle fits together
- ✓ After you explain the point again, check again to see if everyone now understands



## 9. Confirm what the next steps following the visit will be, and who will be responsible for making them happen

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Sometimes the training you have conducted is part of a series – and you will need to return. If this is the case, then confirm when you plan to return and what the participants need to do to get ready.

Sometimes the training you have conducted is part of a project. If this is the case, then everyone will need to look at the activity schedule in the project plan to work out what happens next and who will be responsible for making it happen.

Always, a next step is for the participants to put the training into practice. Take time and help everyone think about how they can put the training into practice. This is called an 'action plan'.



And don't forget to also talk about what your own next steps will be. Normally the next steps for a Community Development Worker are to follow up on any issues raised by the participants (and get back to them), and to write a report.



## 10. Discuss how or if the visit has been useful, and ways it could be improved

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The *wok mak* from the National Standard says you need to discuss how or if the visit has been useful, and ways it could be improved.

It is always important to find out if the work you did to help the group was useful. Learning from experience is the best teacher, but only if you make the effort to learn lessons.

Always discuss how or if the visit has been useful, and ways it could be improved. You can ask everyone at the end of the training. Nice. However, most Community Development Workers like to sit down just with the key people and ask them for feedback. *Em tu orait.*



## 11. Thank the group, without rushing, and explain again the purpose of the visit

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At the end of the training, the final wok mak you need to inapim is easy (but very important):

- ✓ **Thank the group, without rushing.** *Lusim ol wantaim gutpela pasin.*
- ✓ **And explain again what the visit has been for.** *Lusim ol wantaim klia tingting.*



# The kumul needs two wings to fly

1

A husband is blind to some things. A wife is blind to some things. If you have a husband and wife together *ai op istap* then you have the full story. *Tingim gaden. Sapos mama tasol wok long glasim gaden em bai lus tingting long ol wok gaden bilong man. Sapos papa tasol glasim gaden em bai lus tinging long pat bilong meri. Long glasim gut gaden tupela marit mas sanap ai op istap.*

2

To *stretim sindaun bilong femili* both husband and wife need to support each other. *Sapot Sapot. Yu wan yu laik kirapim senis em save hat. Holim han na wokabout wantaim marit bilong yu long mekim senis ikirap.*

3

To *stretim sindaun bilong femili* you have to *stretim sindaun bilong mama*. *Yu stretim sindaun bilong mama, bai yu stretim sindaun bilong femili tupela wantaim.* In PNG, many families and groups and communities are flying with one wing. *Papa em flai pinis. Planti mama painim hat. Pikanini gel tu bai panim hat luk olsem.* Women do not have the same choices and opportunities to fly. They get held back. We need to help women fly. And to help women fly they need to be involved whenever decisions are made because only women know best what will help women and girls to fly.

1

Look at the two married couples below. *Tingim nau PNG.* Which married couple will be more successful? Why? *Skelim gut*

2

Look at the two married couples below. Which married couple will have sons and daughters that grow up to be more successful in future PNG? Why? *Skelim gut.*



**Luk olsem a successful married couple is a 'team'. Igat tripela mak bilong soim klia tupela marit stap olsem 'tim'. Wan they both have their eyes open. Tu they are holding hands sapot sapot. Na tri they are both flying.**