

# **COMMUNITY DEVELOPMENT WORKER COURSEBOOK 2**



**Conduct Community  
Awareness and Training  
CDW C01 and CDW C06**

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

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

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

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

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

The series of seven CDW coursebooks can be downloaded from the website [pngcdwstandard.com](http://pngcdwstandard.com), along with other training and resources for CDWs to use.



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

Attachments	Icebreakers and energisers
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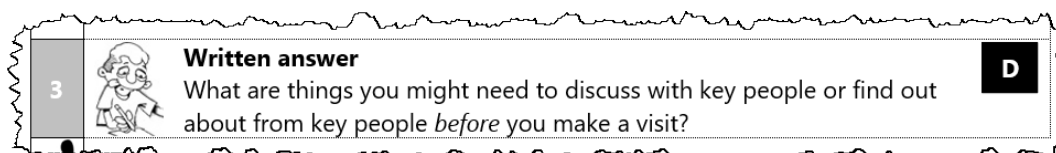


This series of coursebooks can be used as training handbooks, with trainers to 'train' you how to do it. If you have good trainers, then this is the best way for you to learn how to be a Community Development Worker. However, it is hard to organise training, and it can be hard to find good trainers.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

### HOW TO USE THE COURSEBOOKS USING THE WORKBOOK APPROACH



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



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

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

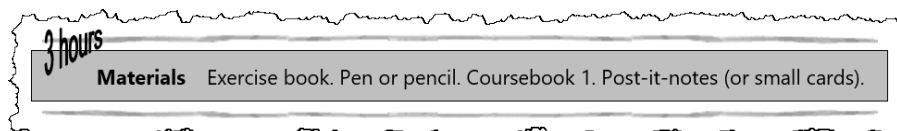
Luksave:

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



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

*Luksave:*




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

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


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

*Luksave:*


leaves and flowers *na ol kain samting olsem.*


If you are going to be facilitating an agreement between your organisations and a community group, then the materials you will need for your activities might be copies of the agreement document, butcher paper, markers, and pens.


1



**Activity**  
Imagine you are going to be running awareness with youth on the dangers of alcohol abuse. With your colleagues, come up with examples of the sort of materials you might use for your activities.




2



To meet the Standard, this *wok mak* says that materials for the activities need to be 'suitable'. Suitable materials:

- Are easy for people to understand or use. **They suit the participants.**
- Help you achieve the outcome you want to achieve. **They suit the work plan.**

2

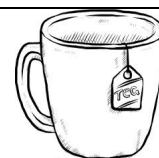


**Discussion**  
Materials for the activities should be easy for people to understand or use.

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

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

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



### 'Revision ball'

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



### HOW LONG SHOULD IT TAKE TO COMPLETE THE COURSEBOOKS?

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

### HOW TO USE THE COURSEBOOKS AS TRAINING HANDBOOKS

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

# Introduction | The PNG National Standard for Community Development Workers

2 hours

**Materials** Exercise book. Pen or pencil. CDW Coursebook 1. The PowerPoint on the PNG National Standard for Community Development Workers (but if you don't have a copy don't worry).

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

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



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

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

1



## Discussion

What is a Community Development Worker?

Discuss this with your colleagues.

If this course is being run as a training by a trainer, then many of these discussion activities will be run as general discussions.







1

A **Community Development Worker** is someone who works with communities and groups and families to help them develop. *Long sotim ol save tok* 'CDW'.

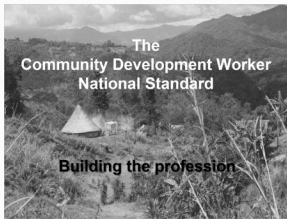

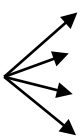


A CDW might be someone who is from *outside* a community who makes visits to help communities and groups and families (and people). An agriculture extension officer or a community liaison officer or a health worker or a field worker or an NGO worker or a District officer or a loans officer *o kain olsem*.



# Introduction | The PNG National Standard for Community Development Workers

	<p>A CDW can also be someone from <i>inside</i> a community who works with communities and groups and families to help them develop. Community volunteers or Grade 12 leavers or Pastors or Women's leaders or Youth leaders or Ward Development Committee members <i>o kain olsem</i>.</p>
	<div>  <p>Often a Community Development Worker will also have other expert skills. For example, an agriculture extension officer might be an expert on farming systems (a <i>didiman</i>) and also someone who works with communities and groups and families to help them develop (a CDW). They wear two hats at the same time. Great.</p>  </div> <p><b>A CDW has the most important job in development.</b></p> <p>In most parts of PNG, education levels are low, but we need to start helping communities and groups and families to develop now. We can't wait. CDWs help communities and groups and families to develop – but in a way that tries to be led and driven by them. Community-led development. Community driven development.</p>
1	<div>  <p><b>Discussion</b></p> <p>With your colleagues, discuss what is the PNG National Standard for Community Development Workers?</p> </div>
1	<p>The PNG Government worked with expert PNG CDWs to set up the PNG National Standard for CDWs. They set it up to give CDWs <i>inside</i> and <i>outside</i> the community the key skills and knowledge they need. They set it up to give professional development opportunities to CDWs. They set it up to give CDWs and the organisations they work for a way to build the profession. And they did all of this so that in the end, families and groups and communities in PNG get the development assistance that they need to help them develop.</p> <p>National Standards are always set at the lowest possible level (the <i>minimum</i> level) required to perform the job to an acceptable level.</p> <div>  <p>The high jump bar is not set too high (so that no one can jump over it). Instead, the high jump bar is set lower down so that any Community Development Worker who tries should be able to clear the mark.</p>  </div>
1	<div>  <p><b>Activity</b></p> <p>With your colleagues, read the pamphlet on the PNG National Standard for CDWs (at the end of this coursebook). Hopefully, you already looked at this in CDW Coursebook 1. Go through it again <i>long kirapim bek tingting</i>. Make sure you can answer the following questions:</p> </div>

# Introduction | The PNG National Standard for Community Development Workers



	<ol style="list-style-type: none"> <li>1. What does it mean if you are 'competent'?</li> <li>2. What are the ten CDW Core Units?</li> <li>3. Which of the ten CDW Core Units sets the Standard for conducting awareness with a community or group or family?</li> <li>4. Which of the ten CDW Core Units sets the Standard for conducting training with a community or group or family?</li> <li>5. Which three elements (duties) are exactly the same in each CDW Core Unit?</li> <li>6. Which Element is different in each CDW Core Unit?</li> </ol> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Hopefully in CDW Coursebook 1 you were able to go through the PowerPoint presentation on the PNG National Standard. If you have a copy of the PowerPoint presentation, then now is a good time to go through it again with your colleagues. <i>Long kirapim bek tingting.</i> If you don't have it, or you don't have a way to look at it, then no matter. Just continue.</p>  </div>
1	<p>It is important to be very clear that Element 1, Element 2 and Element 4 are exactly the same in each of the ten Core Units. What changes each time is Element 3. For this reason, Element 3 is called the 'critical Element'. For example:</p> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="margin-right: 20px;"> <p>Conduct Community Awareness</p> </div> <div style="margin-right: 20px;">  </div> <div> <p>Element 1 Make Preparations</p> <p>Element 2 Conduct community entry</p> <p><b>Element 3 Conduct the awareness</b></p> <p>Element 4 Prepare a report</p> </div> </div> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="margin-right: 20px;"> <p>Monitor Community Activity</p> </div> <div style="margin-right: 20px;">  </div> <div> <p>Element 1 Make Preparations</p> <p>Element 2 Conduct community entry</p> <p><b>Element 3 Conduct monitoring</b></p> <p>Element 4 Prepare a report</p> </div> </div>
	
2	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Discussion</b></p> <p>With your colleagues, discuss what the difference is between training and awareness. What is the difference between conducting training with a youth group on Covid-19, and conducting awareness with a youth group on Covid-19?</p> </div> </div>
2	<p>The CDW Core Unit that sets the Standard for conducting awareness with a community or group or family is: CDW C01 Conduct Community Awareness</p> <p>The CDW Core Unit that sets the Standard for conducting training with a community or group or family is: CDW C06 Conduct Community Training</p>



# Introduction | The PNG National Standard for Community Development Workers

	<p>Although training and awareness are different Units in the PNG National Standard, the performance criteria for both Units are the same. Honest. The only difference in each <i>wok mak</i> is the word 'awareness' or the word 'training'. The performance criteria are the same because, at the community level, <b>awareness and training are the same things</b>.</p> <div data-bbox="253 412 507 766" data-label="Image"> </div> <p>Some people think that training is more formal than awareness – involving lots of topics and handbooks and a training classroom. But training can also be shorter and informal and be done outside in a garden. In fact, training that is too formal is normally not suitable for <i>ol lain long ples. Tingim</i>.</p> <p>Some people think that training involves learning skills, not just knowledge. But awareness can also involve learning skills, not just knowledge. <i>Tingim</i>.</p> <p>When you get down to it, if you are a CDW working with a group or community, there is no difference between training and awareness. They both involve passing on skills and knowledge. Whether you call it training or awareness it really doesn't matter.</p> <p><b>Awareness and training are really the same thing</b></p>
2	<div data-bbox="253 1093 406 1214" data-label="Image"> </div> <p><b>Discussion</b></p> <p>With your colleagues, discuss what the difference is between doing a <i>tok save</i> and conducting awareness (or training)?</p>
2	<p>A <i>tok save</i> is not the same thing as awareness. A <i>tok save</i> is an announcement.</p> <p>Doing a <i>tok save</i> can be an important thing for a Community Development Worker to do. However, to pass on skills and knowledge to a group or community in a way that meets the National Standard you need to do more than just <i>lusim tok save</i>.</p> <div data-bbox="1043 1339 1401 1543" data-label="Image"> </div> <p>Just doing a <i>tok save</i> does not meet the National Standard for training or awareness</p>
2	<div data-bbox="253 1646 406 1765" data-label="Image"> </div> <p><b>Discussion</b></p> <p>With your colleagues, discuss what the difference is between providing mentoring and conducting awareness (or training)?</p>
2	<p>Another Core Unit in the PNG National Standard for Community Development Workers is Unit C09 (Provide Mentoring).</p> <p>Mentoring is different to awareness (or training) – where the CDW knows and plans in advance how and what to teach the participants.</p>

# Introduction | The PNG National Standard for Community Development Workers

	<p>Mentoring involves one person (called the 'mentor') helping one or two or sometimes a few people (called the 'mentees') to learn skills and knowledge on-the-job.</p> <p>For example, the mentees might be mentored (by a mentor) to prune coffee or split a bee hive or implement hygiene training or do a budget or build a VIP toilet or be a leader or catch a fish or make soap or be a Community Development Worker. <i>Kain kain.</i></p> <p>You will learn the skills and knowledge to provide mentoring in a way that meets the Standard in CDW Coursebook 6 <i>olsem na stap isi pastaim.</i></p>
3	<p>This training coursebook will give you the skills and knowledge to be able to conduct training and awareness in a way that meets the National Standard.</p> <p>To do this, this training coursebook targets the performance criteria for Unit C01 Conduct Community Awareness – but don't forget that as you go through this coursebook, you will also be learning how to <i>inapim</i> the performance criteria for Unit C06 Conduct Community Training. This is because the performance criteria for both Units are the same. <i>Em nau yupela klia pinis.</i></p> 
3	<p> <b>Written answer</b></p> <p>With your colleagues, write the coursebook objective on a poster <i>na putim long ples klia</i>. Leave it <i>long ples klia</i> until you complete this coursebook. For coursebook 2 (this coursebook) the objective is to <b>Understand how to conduct training and awareness in a way that meets the Standard</b>. Next, in your exercise book, write the coursebook objective in big letters.</p>
3	<p>Working with a group or community to pass on skills and knowledge to people is an everyday job for a CDW – in fact, it is the most common job they do. Whether you call it training or awareness doesn't matter. <i>Em nau yupela klia pinis.</i></p>



# Introduction | The PNG National Standard for Community Development Workers

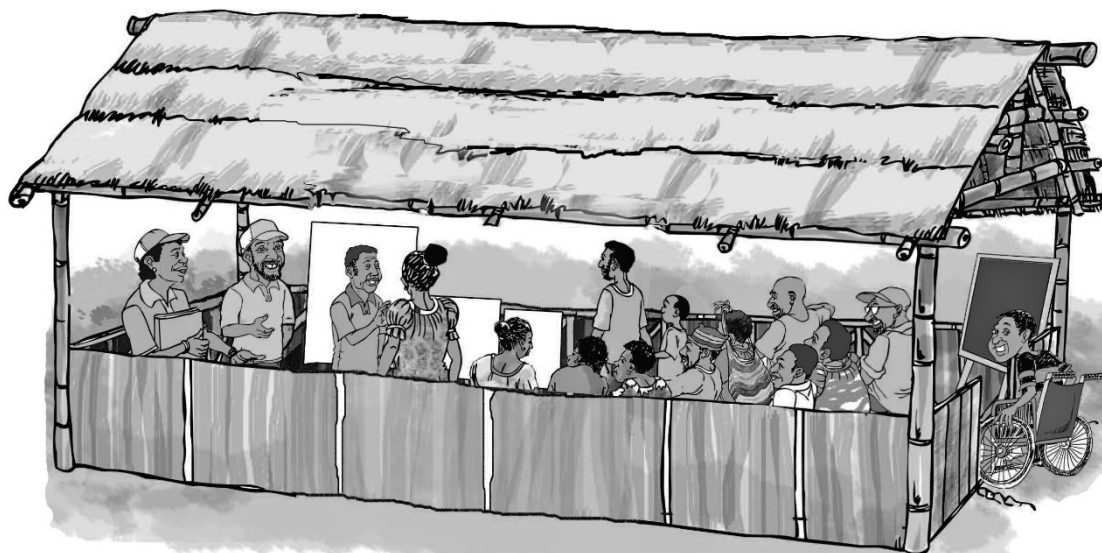


**Las tok.** The PNG National Standard for CDWs is not a recipe to follow. It does not replace your workplace practice. The National Standard only lists the key skills and knowledge (the key ingredients) that need to be in your workplace practice if you want to work in a way that meets the Standard. *Wok mak.*



## Revision discussion

Is the picture below showing training or awareness (or either)?







## **Wok mak from the PNG National Standard for Community Development Workers for CDW C01 Conduct community awareness**


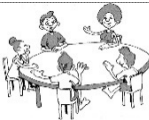

Elements	Performance criteria
<b>1</b> <b>Make preparations</b>	1.1 Find out information about the place and people to be visited 1.2 Communicate effectively and respectfully with key people from the place to be visited 1.3 Prepare a suitable work plan 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit
<b>2</b> <b>Conduct community entry</b>	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
<b>3</b> <b>Conduct the awareness</b>	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) while 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
<b>4</b> <b>Prepare a report</b>	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

2 hours

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

1	 <p><b>Written answer</b></p> <p>With your colleagues, look at the four elements that make up Unit C01 Conduct Community Awareness (on page 13). What are the two elements that you should have already put into practice before beginning the awareness (or the training)? Next, in your exercise book, write down your answer.</p>	<b>B</b>
1	<p>This <i>wok mak</i> from the National Standard is <b>support and encourage effective participation and inclusion during the activities</b>.</p> <p>The principle of <b>participation</b> is one of the principles that the Government wants every organisation in PNG to make a part of their <i>kastom</i> – <i>Gavman ikam daun long ol komiuniti na grup long ples na femili tu</i>. The principle of participation is:</p> <p><b>Pasin bilong wokim disisen wantaim na wokbung wantaim</b></p> <p>The PNG Government wants as many people as possible to participate in community activities – not just leaders and key people.</p> 	
1	 <p><b>Discussion</b></p> <p>With your colleagues, discuss why it is important to try and encourage everyone in a community to participate in community activities?</p>	
1	<p>There are <b>THREE BIG REASONS</b> why it is important for as many people as possible to participate in community activities – not just leaders and key people:</p> <ul style="list-style-type: none"> <li><b>① Participation makes the work more successful</b></li> <li><b>② Participation supports inclusive development (equality)</b></li> <li><b>③ Participation grows goodwill and trust <i>namel long ol</i></b></li> </ul>	
1	 <p><b>Activity</b></p> <p>When you did CDW Coursebook 1 (Make preparations, conduct community entry, and prepare a report) you learned how to 'confirm who the key people are and work with them to make arrangements for the visit' (topic 2.3). In topic 2.3 we looked at three big reasons why it is important to encourage everyone in a family, group or community to participate. <i>Tingim</i>. With your colleagues, go back over this again and then answer the three questions below. Take your time. This is very important. <i>Kirapim bek gut tru</i>.</p> <div data-bbox="1043 1688 1401 1890" style="border: 1px solid black; border-radius: 10px; padding: 10px;"> <p>If this course is being run as a training by a trainer, then they will go back over this with you</p> </div>	

## How to support and encourage effective participation and inclusion during the activities

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

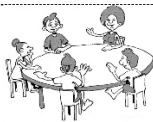
## How to support and encourage effective participation and inclusion during the activities

case training or awareness) AND you also discuss how to make sure that people from groups that are normally left behind or excluded are also included (inclusion). This is performance criteria 2.3. *Tingim.*

However, just getting lots of different people to come to training or awareness is not enough. Participation (and inclusion) must be effective. *Nogut ol ikam sindaun nating. Nogut oli kona kona tasol.* This is why this *wok mak* in the National Standard says that during the activities (to conduct training or awareness) you need to try and support and encourage **effective** participation and inclusion. Everyone needs to get involved and contribute their ideas.



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



### Discussion

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

2



Unless people who come to the training or awareness can get involved and contribute their ideas, it won't make the work more successful, it won't promote inclusive development (inclusion), and it won't promote goodwill and trust *namel long ol.* It might do the opposite!

Whenever you conduct training or awareness, there will be people who need extra support and encouragement to get involved and contribute their ideas. Definitely.

2

- ~ Some people have had bad experiences in training or a classroom
- ~ Some people are just quiet and shy
- ~ Some people have disabilities that make it harder for them to participate
- ~ Some people don't feel they have the power or the right to speak up
- ~ Some people are used to being yelled at or told to *pasim maus*
- ~ Some people feel unsure about getting involved or think it is not cool
- ~ Some people are scared that everyone will think they are stupid

## How to support and encourage effective participation and inclusion during the activities



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

If women catch up then we all benefit. If men and women make decisions together and benefit from development together then families and communities and PNG gets stronger. *Luk olsem* PNG is flying with one wing. The *kumul* needs two wings to fly.



If people living with disabilities catch up then we all benefit. There are great lawyers and leaders and musicians and pastors and sportsmen and sportswomen who are living with a disability. But they can only be great if they get the chance to fly.

If youth catch up then we all benefit. We have a lot of youth now in PNG. They are a golden opportunity for our country. They are the golden generation. But only if we help them to fly. The next generation needs to learn how to fly. *Senis bilong yumi.*

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

3



### Discussion

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



3

There are many ways help women and youth and people living with a disability to get involved and contribute their ideas during training or awareness:

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

- ✓ **Make everyone understands how they will benefit from the training or awareness sure.** If women and youth and people living with a disability know they will also benefit from the work you are helping the to do (in this case, training or awareness), then they are more likely to get involved and contribute their ideas.
- ✓ **Help everyone feel comfortable and supported.** Be encouraging, friendly, respectful, and understanding. Always.
- ✓ **Think about how to get everyone involved when you prepare your work plan.** Think hard about how you can include content and activities that are suitable for women and youth and people living with a disability.



## How to support and encourage effective participation and inclusion during the activities

- ✓ **Have rules that help women and youth and people living with a disability to participate.** Women need to know they will not be shouted at or put down. Youth need to know that they will not be told to *pasim maus*. People living with a disability need to know they have the right to get involved and contribute their ideas.
- ✓ **Select the least powerful and least confident to take on responsibility.** By selecting people who might otherwise stay quiet to have (small) roles, you demonstrate your confidence in them, and this in turn increases their confidence and the likelihood that they will contribute their ideas. For example, make a woman the timekeeper or a youth the person who says the prayer.
- ✓ **Get the most powerful and confident to step back.** As a Community Development Worker, you often need to try and get the message across to the most powerful and confident people to step back and let other people have a turn.
- ✓ **Use inclusive language. *Noken tok "man" - tok "manmeri"*.** This makes it clear to women that they also belong at the *kibung*. *Na tu noken tok "manmeri", tok "manmeri na ol yangpela"* – so youth know that they also belong.
- ✓ **Consider having a translator.** Often people who need the most support and encouragement are those who only understand *tok ples*.
- ✓ **Have a woman or youth or person living with a disability as co-facilitators.** It helps to run a training or awareness if you have people to help you. This is because you can give each other confidence and share the workload. If you have a woman or a youth or a person living with a disability on the team, then other women and youth and people living with a disability should be more motivated and confident. AND it teaches the leaders of the future (our young men and women) what to do.
- ✓ **Make sure the timing suits everyone.** For example, women have many responsibilities (just like men) so it is important to make sure the timing of the training also suits women. If it doesn't, they may be anxious about their other responsibilities, and they won't feel comfortable. If the awareness is on at the same time as a volleyball tournament, then the interest of the youth might be elsewhere.
- ✓ **Welcome babies and children.** Women participants often have young children with them. Make sure the young children are welcomed so that their mothers don't feel anxious. And make sure women feel comfortable to leave if they need to look after their children's needs. Or ask the key people (during community entry) to arrange a babysitter to look after children so mothers (and fathers) can concentrate.
- ✓ **Use small group activities and role plays to help everyone feel comfortable.** Many people feel more confident in smaller groups, particularly if you put them in groups with other people that they feel comfortable with. For example, you may like to get men and women into separate small groups to do an activity. Often women and youth and people living with a disability are more confident in role plays because they can pretend to be someone else.
- ✓ **Have good clean toilets and water (and food).** It can be hard to concentrate and get involved if you need to use the toilet, or if you are thirsty (or hungry).





## How to support and encourage effective participation and inclusion during the activities

- ✓ **Select an appropriate venue.** If you hold the training or awareness in a traditional place, then women and youth and people living with a disability may act in the way that *kastom* tells them to act. Work with key people to select a venue where everyone feels comfortable to get involved and contribute their ideas. Make sure it is accessible for people living with a disability. It is especially important to make sure the venue is in a place where everyone feels safe.
- ✓ **Get key people to help everyone to get involved and share their ideas.** Key people can help you to make sure women and youth and people living with a disability are included during training or awareness.
- ✓ **Make it clear that it is okay to make mistakes.** It is very important that everyone feels it is okay to make mistakes (so they are more confident to have a go). A good way to do this is by showing everyone that you are not afraid to make mistakes yourself. Laugh when you make a mistake – don't be a *bik het* and try to cover it up. Community Development Workers who pretend they know everything make everyone else feel like they know nothing.
- ✓ **Move around the venue.** Move around the venue so that people at the back and side are also involved. Often people arrange themselves in a venue so that women and youth and people living with a disability are together in a group – if you move around the venue, you can make these different groups the focus of your attention.
- ✓ **Use local materials that are familiar to the participants.** Using local materials help people connect what they are doing to their everyday lives – they become more interested and more confident. *Tingting save op. Tingting save kirap.*
- ✓ **Acknowledge the contribution of everyone at the end of the activities.** Remind everyone that women and youth and people living with a disability were all involved and contributed their ideas. Hopefully everyone else sees that women and youth and people living with a disability can do it (and it helped). This lesson is powerful.



3



### Written answer

With your colleagues, discuss different ways to support and encourage effective participation and inclusion. Next, in your exercise book, write down five things you plan to do to support and encourage women and youth to get involved and contribute their ideas next time you conduct training or awareness?

C

## How to support and encourage effective participation and inclusion during the activities



### Discussion

Participation makes the work more successful, supports inclusive development (equality), and grows goodwill and trust *namel long ol*.

*Yupela save pinis.*

4

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

But participation only does these three things if everyone participates effectively. With your colleagues, discuss how supporting and encouraging people to get involved and contribute their ideas during training **makes the work more successful**.

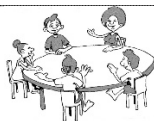
*Ol ikam sindaun nating ol ino inap lainim gut. Oli kona kona tasol ol ino inap lainim gut.*

If someone participates effectively, they feel like their ideas and experiences are important, they feel valued, they become confident, and they enjoy themselves more. They become motivated to learn new things. *Tinging save op. Tinging save kirap.*

4

## Effective participation = better learning

*Na tu* if as many people as possible participate effectively, then everyone is more likely to support each other to put what they have learned into practice. *Tingim.*



### Discussion

Participation makes the work more successful, promotes inclusive development (equality), and grows goodwill and trust *namel long ol*.

4

*Yupela save pinis.* But participation only does these three things if everyone participates effectively. With your colleagues, discuss how supporting and encouraging women to get involved and contribute their ideas during awareness **promotes inclusive development (equality)**.

The *kumul* needs two wings to fly.

By supporting and encouraging women to get involved and contribute their ideas, women are more likely to learn new skills and knowledge that will help them step forward. Effective participation = better learning.

4

By supporting and encouraging women to get involved and contribute their ideas, women feel like their ideas and experiences are important, they feel valued, they get pride. This means that women are more likely to have the confidence to step forward.



## How to support and encourage effective participation and inclusion during the activities

By supporting and encouraging women to get involved and contribute their ideas, men see that women can do it. This means that men are more likely to support women to step forward, and sometimes to step back so that women can step forward instead.

By supporting and encouraging women to get involved and contribute their ideas, young men and young women *luksave long pasin na tingting bilong ol bikipela manmeri*. Young people who learn this lesson will be more successful in modern PNG.

At the end of CDW Coursebook 1 (Make preparations, conduct community entry, and prepare a report) there is a module called 'Gender Equity and Diversity (GED)'. If you haven't already, make sure you go through this so that you understand *gut tru* why the *kumul* needs two wings to fly and how we can make it happen in PNG.

4



### Discussion

Participation makes the work more successful, promotes inclusive development, and grows

goodwill and trust *namel long ol. Yupela save pinis*. But participation only does these three things if everyone participates effectively. With your colleagues, discuss how supporting and encouraging youth to get involved and contribute their ideas during awareness **promotes goodwill**.



4

*Les pasin save kamapim les pasin.*

But it can also go the other way.

*Gutpela pasin save kamapim gutpela pasin.*

It feels good to be asked to get involved and contribute your ideas. You can probably think back to the first time you were asked to get involved and contribute your ideas in your family or your sporting team or your classroom. You felt proud. You felt good. You felt goodwill. And you wanted to keep doing it. *Tingim*.

If young men and young women are supported and encouraged to get involved and contribute their ideas during training or awareness, then they feel proud. They feel important. And they want to keep doing it again to keep feeling the same way.



Supporting and encouraging young men and young women to get involved and contribute their ideas during training or awareness grows *gutpela pasin na pasin halavim na pasin wokbung*. It grows goodwill.



### Revision discussion

Share an example from your own experience when there was not effective participation during training or awareness. What happened?

1 hour

**Materials** Exercise book. Pen or pencil.

1	<div data-bbox="256 409 405 524" data-label="Image"> </div> <p><b>Discussion</b></p> <p>Think about the expression '<i>give a man a fish he feeds his family for a day - teach a man to fish he feeds his family for a lifetime</i>'. With your colleagues, discuss what this expression tells you about what the role of a Community Development Worker should be?</p> <div data-bbox="1187 409 1406 524" data-label="Image"> </div> <p><b>Give a man a fish he feeds his family for a day Teach a man to fish he feeds his family for a lifetime</b></p>
1	<p>Community Development Workers are a bridge. <i>Ol save gokam gokam</i> to help communities and groups and families to develop.</p> <div data-bbox="1214 779 1401 869" data-label="Image"> </div> <p>However, the goal for PNG is to not need Community Development Workers from <i>outside</i>. When there are enough people <i>long ples</i> who know what to do themselves, then there is no need for Community Development Workers from <i>outside</i>. It may take generations to reach this goal. For the time being, we need Community Development Workers from <i>outside</i> the community to work with Community Development Workers from <i>inside</i> the community, to pass on their skills and knowledge.</p> <p>This is why <b>encourage key people to take the lead during the activities</b> is a <i>wok mak</i> in the National Standard. Key people might not have the knowledge and skills to conduct the awareness or training. Awareness or training often requires specialist knowledge and skills. But there are still things that key people can do during the activities, so they build up their confidence and experience. Definitely.</p>
	<div data-bbox="177 1361 240 1442" data-label="Image"> </div>
2	<div data-bbox="256 1442 405 1556" data-label="Image"> </div> <p><b>Discussion</b></p> <p>Discuss with your colleagues what you can do during community entry (Element 2), before you begin the awareness or training, to help you put this <i>wok mak</i> into practice during the activities?</p>
2	<p>When you arrived to work with the group or community you should have conducted community entry first (Element 2) before beginning the activities (training or awareness). When you do community entry you need to meet with key people to make all the necessary arrangements.</p> <p>Always try and make sure the key people you work with during community entry include people who want to learn from you the skills and knowledge to be a Community Development Worker, so they know <i>why</i> and <i>how</i> to do it themselves. A grade 12 school-leaver or women's leader or pastor or retired public servant <i>o kain olsem</i>.</p> <div data-bbox="1209 1644 1417 2024" data-label="Image"> </div>

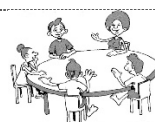
And during community entry, discuss with the key people (especially the key people who want to learn to be a Community Development Worker) ways for them to be involved in the training or awareness. If they can, encourage them to lead sessions. Or just discuss with them how they can be involved.



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



3





## Discussion

Imagine you are conducting awareness in a community about how PNG's system of government works. With your colleagues, discuss what could key people do to take the lead during the activities? *Gespaia. Troimwe tingting.*

There are many things you can do to involve key people during awareness or training.

- ✓ Ask key people to discuss how the awareness information is relevant to the needs of the community.
- ✓ Ask key people to explain why it is important to encourage everyone to participate during the awareness (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 awareness.
- ✓ Ask key people to move around everyone during the awareness 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 awareness. 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 awareness themselves.



	<p>When you encourage key people to take the lead, you need to help them understand <i>why</i> and <i>how</i> to do it themselves. To help them understand try the following:</p>
4	<div> <div>1</div> <div><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.</div> </div>
	<div> <div>2</div> <div><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.</div> </div>
	<div> <div>3</div> <div><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.</div> </div>
	<div> <div>4</div> <div><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.</div> </div>
4	<div>  <div> <b>Activity</b>            Teach your colleagues how to do something (for example, how to make a cup of tea or how to spell the word 'dog') using the four points above.         </div> </div>
4	<p><i>Long ples</i> you sometimes find the belief that only outside people have the solutions to their problems – and only outside people have the skills and knowledge to do something about it. They think that 'development' is something done by others to them. This is wrong. <i>Rong tingting</i>.</p> <p>By encouraging key people to take the lead, you are starting to turn this belief around so that communities take control of their development. Never forget that as a Community Development Worker your most important job is not to have a job. In PNG we desperately need local people at the ward level who have the skills and knowledge – and the confidence and experience – to take the lead. <i>Yumi nidim stret</i>.</p> <div>  </div> <ul style="list-style-type: none"> <li>✓ By encouraging key people to take the lead, you build their confidence as leaders.</li> <li>✓ By encouraging key people to take the lead, you help them understand <i>why</i> and <i>how</i> to be a Community Development Workers.</li> <li>✓ By encouraging key people to take the lead, they will have more ownership of the work you are doing. This means the work you are doing will be more successful</li> <li>✓ By encouraging key people to take the lead, everyone else in the group or the community will feel that they can also do it. You make everyone feel more powerful.</li> <li>✓ By encouraging key people to take the lead you are showing respect – as long as you don't force key people to take the lead. Respect <i>emi bikpela samting</i>.</li> </ul>

4



**Written answer**

With your colleagues, discuss why encouraging key people to take the lead is important. Next, in your exercise book, explain four things you want to try next time you conduct awareness to encourage key people to take the lead.

D



**Revision discussion**




How will communicating effectively and respectfully also help to encourage effective participation?





2 hours

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

1	<p>For a Community Development Worker to do their job in a way that meets the Standard they need to be able to <b>communicate effectively and respectfully</b> during the awareness or training.</p> <p><b>You are communicating EFFECTIVELY when everyone understands you and you understand them</b></p>  <p><b>You are communicating RESPECTFULLY if everyone feels like they are being treated as an adult</b></p> 
1	 <p><b>Discussion</b></p> <p>Share a story or a joke with your colleagues about miscommunication. For example:</p> <div data-bbox="288 1088 1398 1536" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A white meri from Port Moresby wanted to conduct HIV awareness with a community from Maprik, but the white meri only spoke English. When she arrived in Maprik she asked someone to be a translator, but he didn't speak English well. The white meri did the HIV awareness in the community, and the translator did his best to translate what she said into pidgin. At the end of the awareness the white meri said "do you understand?" to the audience. But the translator didn't really know how to translate "do you understand". The audience got impatient. They said "tainim hariap." The translator thought for a while about how to translate "do you understand". In the end the translator said: "Wait meri tok olsem – ananit bilong yupela sanap o nogat?"</p> </div>
1	<p>Whenever you work with a group or a community you need to communicate effectively and respectfully. "Communicate effectively and respectfully with the key people from the place to be visited" is a <i>wok mak</i> in Element 1 (Make Preparations). "Communicate effectively and respectfully with key people" is also a <i>wok mak</i> in Element 2 (Conduct Community Entry). And when you go ahead and start the work you have come to do (Element 3) you also need to communicate effectively and respectfully. Community Development Workers should always communicate effectively and respectfully. Always.</p> <p>If the work you have come to do is training or awareness, then the whole point is for the participants to learn new skills and knowledge. You can't do this in a way that meets the Standard unless you communicate effectively and treat the participants with respect.</p>



2



### Discussion

What are some ways to communicate effectively? Discuss this with your colleagues. Brainstorm *Troimwe tingting*.

## Ways to communicate effectively

Some of the key things you need to try and do to communicate effectively are:

2

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

2



### Discussion

What does 'jargon' mean? You learned this in CDW Coursebook 1. *Tingim*.

✓ Don't use big words that are too complicated. Don't use expensive English.

Technical or expert language is called 'jargon'. Jargon is language that you might know, but that you can't expect other people to know.

People who use jargon and expensive words when they know that other people won't understand them are either *bik het* – or they are hiding behind jargon and expensive words because they don't really know what they are talking about.





2

## Don't hide behind jargon and expensive words

When you conduct training or awareness, 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 participants have to use their *kru pamkin* to understand your words then they are not using their *kru pamkin* 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.

	<p>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 the people you are working with – and they will be more motivated to learn the skills and knowledge you want them to learn. Be humble.</p>
2	<div>  <p><b>Activity</b> With your colleagues, read the sentence below. It is full of jargon and expensive English. Have a go at translating the information so that it doesn't use jargon or words that are too complicated.</p> </div> <div> <p><b>Effective communication is the transmission of learning deliverables using a process that achieves a capacity building outcome for all of the beneficiaries.</b></p> </div> <div> <p><i>Luk olsem</i> a better way to say this is something like the following: "Effective information is when everyone has understood the information that you want to get across to them".</p> </div>
2	<p><b>Bikpela tok.</b> If you are ever given information to use when you conduct training or awareness, and it is full of jargon and expensive English, then give it back to whoever gave it to you and ask them to make it easier to understand. And point to this <i>wok mak</i> from the National Standard <i>long strongim tok bilong yu</i>.</p> 
	
3	<div>  <p><b>Discussion</b> What is "two-way" communication? You learned this in CDW Coursebook 1. <i>Tingim yet.</i></p> </div>
3	<div> <p>✓ Use two-way communication - take turns to talk and give people time to respond</p> </div> <p>Effective communication is like a good conversation – both people need a turn to be speakers and listeners. This means effective communication is two-way.</p>

If you don't give the other person a turn to be the speaker, you won't know if what you want to get across to them has been understood. If you don't give the other person a turn to be speaker, *ino long taim ol bai les long nek bilong yu.*

## Effective communication is two-way

To use two-way communication, when you conduct training or awareness you should:



- ✓ Give everyone else opportunities to speak
- ✓ Listen carefully to what people say
- ✓ Ask and encourage questions

3



### Written answer

With your colleagues, discuss how to use two-way communication. Next, in your exercise book, write down three things you should do to use two-way communication next time you conduct training or awareness.

E

A very important part of two-way communication is asking and encouraging questions.

To ask and encourage questions there are some tricks that all Community Development Workers should put into their toolbox when they conduct training or awareness:

- ✎ If you ask participants if there are any questions, then expect a minute of silence – and if there are still no questions then ask a question yourself to get things going. Don't rush because some people take time to get their mouth around the question they want to ask.
- ✎ Never ever say any question is a silly question because other people will then be afraid to ask their question.
- ✎ If someone is shy, then stand close to them when you ask a question or ask if there are any questions – they will be more likely to respond.
- ✎ If someone asks a question, then ask the rest of the participants to try and answer it first. This encourages greater participation, and it helps everyone to learn from each other. It also helps break down the silly idea that the Community Development Worker knows everything, and the participants know nothing.
- ✎ Try and ask open-ended questions whenever possible








3



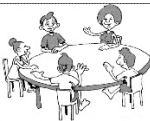


### Discussion

What is an open-ended question? You learned this in CDW Coursebook 1. *Tingim yet.*

3	<p>When you ask questions, try and use open-ended questions.</p> <p>Open-ended questions are questions that need more than a 'yes' or 'no' answer. A 'yes' or 'no' answer does not really tell you much about what people know.</p> <p>Open-ended questions normally start with "why", "how", or "what". You should use open-ended questions when you want to check on people's understanding or when you want to go deep to get their opinion.</p>
3	<div>  <p><b>Activity</b></p> <p>Look at the three pairs of questions below. With your colleagues, discuss which way of asking the question (the first way or the second way) is likely to be better at encouraging effective communication? Why?</p> <div> <p><b>Does everyone understand the topic?</b> <b>What did you not understand in the topic?</b></p> <p><b>Has everyone finished?</b> <b>How much time do people need to finish?</b></p> <p><b><i>Yupela klia o nogat?</i></b> <b><i>Wanem samting yupela ino klia long en?</i></b></p> </div> <div> <p>Hopefully you all agreed that the second way of asking each question was better – because it allows people to <i>stori gut</i> instead of just saying 'yes' or 'no'.</p> </div> </div> <div>  </div>
3	<p>When you ask a question, and a participant responds, you should always show respect for what they say – even if you disagree with it. Showing respect when someone says something encourages everyone else to speak their mind – it encourages participation.</p> <p>A good way to show respect for what people say is to re-say what they have said.</p> <p>But when you re-say what someone has said, a trick you can use is to re-word what they have said slightly or use more emphasis to make it clearer for everyone else. What you are doing when you re-say what someone has said, but in a way that makes it clearer for everyone else, is <b>paraphrase</b> what they have said.</p>
3	<h2>How to paraphrase</h2> <ol style="list-style-type: none"> <li>After a participant gives an opinion or answer then thank them</li> <li>Start to paraphrase by saying "<i>Sara tok olsem...</i>" or "<i>tingting bilong yu em olsem...</i>"</li> <li>Next, re-say what the participant has said. You can change what they have said so that it is clearer and easier for everyone else to understand – but don't twist what they said so that it means something else.</li> </ol>

	<p>4. If you want to you can <i>strongim</i> what the participant said - <i>o adim toktok antap</i>.</p> <p>5. If you disagree with what the participant has said (if they said the wrong thing) then never say that what they said was wrong. If you disagree with what the participant has said, then after you paraphrase it, ask if anyone else has a different opinion or answer. It is always best if participants learn from other participants. If someone else gives the opinion or answer you are looking for then paraphrase the correct opinion or answer and make it clear you agree with what they said.</p> <p>If no one gives the opinion or answer you are looking for then explain the 'correct' opinion or answer yourself.</p>
3	<div>  <p><b>Activity</b> With your colleagues, have a go at paraphrasing. One of you lead a discussion about "what is the best Province?" or "what is the best rugby league team?" When someone answers, the leader needs to paraphrase what they have said. Practice the 5 steps (above). When one person has had a go leading, swap and let someone else have a turn to be the leader.</p> </div> <div> <p>If you don't have enough colleagues, practice with your family or friends.</p> </div>
4	<div>  <p><b>Activity</b> With your colleagues, have a look at the four pictures below showing a Community Development Worker conducting training or awareness. In each picture what is being communicated to the participants? How would this make the participants feel?</p> </div> <div>  </div>
4	<div> <p>✓ Look confident and encouraging (body language and facial expressions)</p> </div> <p>When you conduct training or awareness, it is important to look confident and encouraging. Looking confident and encouraging is called 'non-verbal' (no-words) communication. If you look confident and encouraging, it tells the participants (without words) that you know what you are doing. But this doesn't mean you should be a <i>bik het</i>. Look confident and encouraging but also don't be afraid to admit that you don't have all the answers – because then participants will trust the answers you do have.</p>



	<p>And be careful of your other non-verbal communication. Good non-verbal communication is very important for effective communication. It requires:</p> <ul style="list-style-type: none"> <li>↯ good use of eye contact</li> <li>↯ friendly face expressions</li> <li>↯ facing people when you talk to them</li> <li>↯ being close to people when you talk to them (but not too close)</li> <li>↯ being aware of other people's non-verbal communication</li> <li>↯ standing upright (don't slouch with your hands in your pockets)</li> <li>↯ friendly hand gestures</li> <li>↯ moving around the room or venue (<i>noken sanap long wanpela hap tasol</i>)</li> </ul>
4	<div>  <p><b>Discussion</b></p> <p>One example of good non-verbal communication is moving around the room or venue (<i>noken sanap long wanpela hap tasol</i>). What does moving around the room or venue communicate to the participants?</p> <div> <p><i>Luk olsem</i> moving around the room or venue communicates to the participants that you are not better than them. <i>Yu wankain olsem ol narapela</i>. It also communicates to the participants that you are friendly and approachable.</p> </div> </div>
5	<div>  <div> <p>✓ Be careful to not talk down to adults – talk to adults as equals</p> </div> <p>In PNG there is a big gap opening up between formally educated elites, and the majority of people who are not formally educated or don't have access to information. You can help to close this gap by not using big words and 'expensive' English. <i>Em nau yumi lukim pinis</i>.</p> <p>Make an effort to use words that everyone will understand. And you can also help to close this gap by talking to adults as equals. Don't talk down to other adults – show them that you are not better than them.</p> <p>Don't forget, this <i>wok mak</i> in the National Standard for Community Development Workers also says you need to communicate respectfully. You are communicating respectfully if everyone feels they are being treated as an adult.</p>  </div>





## Activity

With your colleagues, have a look at the picture below. What is wrong with this non-verbal communication?



5

To talk with adults as equals, try the following:

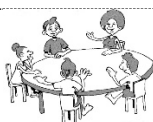
- ✓ Don't just stand at the front and talk like you are a schoolteacher. *Noken maritim blekbod*. Move around. Stand at the back. Stand on the side. Sit down and join the audience if someone else is talking. Get involved as a participant whenever you can.
- ✓ If a key person is saying something, encourage them to stand at the front and talk.
- ✓ If someone asks a question, ask everyone else if they can answer it first.
- ✓ Dress in a way that makes people feel that you are not different to them. Don't wear a necktie and suit (unless everyone else is). Don't show off your new mobile. People might be impressed. *Bikman tru*. But this makes them feel like they are *man nating*.

5

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




6



## Discussion

If you have ever used a translator before (or seen a translator being used) then share what happened with your colleagues. *Stori gut*.

6	<p>✓ Use a language that everyone understands (use a translator if necessary)</p> <p>✓ If you need to use a translator, ask the key people during community entry who would be a good translator. If it can be a woman or youth even better. <i>Yu save.</i></p> <p>✓ Meet with the translator beforehand and go through what you are going to say. This makes it easier for the translator to see the big picture <i>pisin lukluk kam daun.</i></p> <p>✓ Don't talk for too long and then ask the translator <i>long tainim.</i> <i>Em bai lus tingting.</i> Talk for a short time, emphasise key points, and then ask the translator <i>long tainim.</i></p> <p>✓ Ask a key person to listen to how the translator <i>wok long tainim.</i> If the key person thinks the translator is missing the point, then ask them to <i>adim toktok antap.</i></p>
7	<p><i>Las tok.</i> To communicate effectively and respectfully it is important to keep things on track. If you don't keep things on track, then you won't cover all the information that you want to cover by the end of the training or awareness. To keep things on track, try the following:</p> <ul style="list-style-type: none"> <li>Follow a timetable</li> <li>Organise coffee breaks and lunch so that there are no delays and bring people back from breaks on time</li> <li><i>Noken pulim toktok</i></li> <li>Work with participants to agree on rules for the course</li> <li>Give clear instructions about what is happening</li> <li>Prepare the materials you will need in advance</li> <li>If you put people into groups for an activity choose only one group to feedback (or perform) – but give the other groups a chance to comment.</li> </ul> 
7	<div data-bbox="256 1451 405 1563"> </div> <p><b>Activity</b></p> <p>With your colleagues, prepare a role play. Pretend you are all Community Development Workers who are working together to conduct awareness about something. If you can, ask friends to be the participants. Have fun. Run your role play two times. The first time you run your role play, demonstrate poor communication (and poor respect). Then re-run the role play and this time demonstrate the Community Development Worker communicating effectively and respectfully with the participants.</p> <div data-bbox="1034 1451 1401 1659" style="border: 1px solid black; border-radius: 10px; padding: 10px;"> <p>If this course is being run as a training by a trainer, then they will ask you to perform your role play.</p> </div>







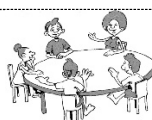
## Revision discussion

How will communicating effectively and respectfully also help to encourage effective participation?

2 hours

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

1	<p>Culture means <i>kastom</i>. <i>Kastom</i> doesn't just mean <i>pasin tumbuna</i>. <i>Kastom</i> also includes the everyday beliefs and behaviour that people in a group or community consider normal. <i>Kastom</i> includes things like:</p> <ul style="list-style-type: none"> <li>↗ Who can talk to whom</li> <li>↗ What you eat, how you eat and what time you eat</li> <li>↗ Who looks after children</li> <li>↗ How to dress</li> <li>↗ What women are responsible for doing</li> <li>↗ What men are responsible for doing</li> <li>↗ Who sits where in church</li> <li>↗ How to make a garden</li> </ul>	
1	<div data-bbox="256 1070 405 1182" data-label="Image"> </div> <p><b>Discussion</b></p> <p>With your colleagues, share a story of when you have been working in a community, and you had to do something to fit in with local <i>kastom</i>. What would have happened if you didn't try and fit in with local <i>kastom</i>?</p>	
1	<p>It is important that a Community Development Worker does all they can to try and fit in with local <i>kastom</i> whenever they work in a community.</p> <div data-bbox="256 1384 485 1854" data-label="Image"> </div> <p>Hopefully, you did community entry properly before you started the work that you came to do. Doing community entry in a way that meets the Standard shows respect for local culture.</p> <p>When you start the work that you came to do, respect local culture (especially if the work you are doing will challenge local <i>kastom</i>).</p> <p>And when you exit the community after finishing the work, take your time and do it properly. Don't rush. Respect local <i>kastom</i>. <i>Pasin</i>.</p> <p>By working in a way that fits in with local <i>kastom</i> you will earn everyone's respect, and your work will go better. <i>Tok i dai</i>.</p>	
1	<div data-bbox="256 1899 405 2011" data-label="Image"> </div> <p><b>Discussion</b></p> <p><i>Tingim ples bilong yu</i>. What are examples of <i>kastom</i> in your own <i>ples</i> that a Community Development Worker would need to fit in with if they came to work with your <i>ples lain</i>? Share your thoughts with your colleagues.</p>	

	<p>When you go ahead and conduct training or awareness, you need to try and fit in with local <i>kastom</i>. <i>Em klia</i>.</p> <p>The <i>kastom</i> that you need to fit in with might be different depending on who you are. Put yourself in their shoes, and think about how they will see you. <i>Yu husat?</i></p> <div><div><p>Male or female? Younger or older? Married or single? Dressed-up or casual? <i>Nambis o hailans?</i></p></div></div> <p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>. The people you are working with will respect you no matter who you are – as long as you show respect to them.</p>
1	<div><div><p><b>Discussion</b></p><p><i>Tingim gen ples bilong yu.</i> Go through the list on the right and think about how each of these things would make a difference to how a Community Development Worker could fit in with the <i>kastom</i> of your <i>ples</i>? In each case, what should the Community Development Worker do so that they worked in a way that was appropriate to local culture? Share your thoughts with your colleagues.</p></div><div><p>Male Female Younger Older Married Single Dressed-up Casual <i>Nambis</i> <i>Hailans</i></p></div></div>
2	<p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>. But because we are so good at respecting different cultures, we find it so hard to help people think about changing parts of their culture that may no longer be helping them.</p> <p>You can respect a different culture without agreeing with it – in the same way that you might respect your father or mother, but disagree with them, or respect the religious views of a friend but not believe in them yourself.</p> <p>Culture (including the different roles of men and women) has developed over a very long history. But a healthy culture also changes as the world changes. Helping a family or group or community to challenge or test their culture while also being respectful can be one of the most difficult things for a Community Development Worker to do.</p> <div></div>
2	<div><div><p><b>Discussion</b></p><p>What are examples of training or awareness that might challenge or test local culture? Brainstorm. <i>Troimwe tingting</i>.</p></div></div>









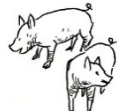
As a Community Development Worker you will probably face a situation where you need to help the community or group you are working with to question the way they do things – including questioning their culture and gender roles. For example:

- ⚡ If you are conducting HIV training, you may need to challenge the way people find it difficult to talk openly about sex.
- ⚡ If you are conducting awareness about family planning, you may need to challenge the belief that powerful men need to have lots of children.
- ⚡ If you are conducting governance training, you may need to suggest that leaders should involve everyone to help make decisions (the principle of participation).
- ⚡ If you are conducting management training, you may need to suggest that managers should do everything out in the open (the principle of transparency).
- ⚡ If you are conducting awareness on elections, you may need to challenge the idea that people have to vote the same way as their clan or their husband.
- ⚡ If you are conducting training on gender equality, you may need to challenge the idea that men own women.
- ⚡ If you are conducting awareness on domestic violence, you may need to challenge the idea that women have to be controlled.
- ⚡ If you are conducting awareness about disability, you may need to challenge *kastom* that leaves behind or excludes some people
- ⚡ If you are conducting awareness about the importance of education, you may need to challenge *kastom* that makes it harder for girls to go to school.
- ⚡ If you are conducting training about what causes covid, you may need to help people challenge beliefs about witchcraft.
- ⚡ If you are conducting money management training, you may need to help people challenge the way that men control the income from cocoa or coffee (even though women do a large part of the work to grow and harvest cocoa and coffee).



2	<div data-bbox="252 230 406 347" data-label="Image"> </div> <div data-bbox="427 230 539 268" data-label="Section-Header"> <p><b>Activity</b></p> </div> <div data-bbox="252 268 1390 539" data-label="Text"> <p>In CDW Coursebook 1 we looked at ways to show respect for local culture. <i>Tingim</i>. We looked at it in topic 2.5 "How to show respect for local culture and be sensitive to gender roles". With your colleagues, go back over this topic in CDW Coursebook 1 again. <i>Kirapim bek tingting</i>. If you need to help a community group to challenge or test their culture, what should you do during community entry?</p> </div> <div data-bbox="1038 230 1401 432" data-label="Text" style="border: 1px solid black; border-radius: 10px; padding: 10px;"> <p>If this course is being run as a training by a trainer, then they will go back over this with you</p> </div>								
2	<p>If the training or awareness you conduct will challenge or test local culture, then you should definitely discuss this with key people when you make preparations for the visit (before you arrive in the community).</p> <div data-bbox="256 741 443 1088" data-label="Image"> </div> <div data-bbox="467 741 1401 1088" data-label="Text"> <p>Hopefully, you started your relationship with the community or group by helping them to identify what they want to do and what help they need to do it (so they take charge of their own development) because then the need to challenge or test local culture was their idea anyway. It is always best to start your relationship with any group or community by helping them to analyse their development situation and identify priorities (<i>glasim na skelim sindaun</i>). We will learn all about how to help a community or group to conduct <i>glasim na skelim sindaun</i> in the next CDW coursebook <i>olsem na stap isi pastaim</i>.</p> </div> <p><i>Glasim na skelim sindaun</i> can also be called a 'training needs assessment'.</p> <p><b>Start your relationship by helping them to do <i>glasim na skelim sindaun</i> because then the need to challenge or test local culture is their idea</b></p> <p>In any case, if you think the work that you will be doing will challenge or test local culture, then when you arrive in the community to do community entry, use the following four points to guide you:</p> <table border="1" data-bbox="252 1496 1401 1966"> <tr> <td data-bbox="268 1563 316 1619">1</td><td data-bbox="343 1496 1385 1697">Explain to key people how what you are going to do could challenge or test local culture. <i>Tok stret na to klia</i>. Discuss the advantages and disadvantages of changing or not changing. Give facts and figures. Use examples where people have made the change. If there are local champions who have made the change then see if they can help you to talk with the key people.</td></tr> <tr> <td data-bbox="268 1709 316 1765">2</td><td data-bbox="343 1709 1385 1765"><i>Kisim tok orait</i> from key people to continue with the work</td></tr> <tr> <td data-bbox="268 1798 316 1854">3</td><td data-bbox="343 1798 1385 1888">Ask advice from key people on the best approach to challenging or testing local culture without offending people. See if the key people (or the local champions) are happy to help and happy to take the lead when you begin the work.</td></tr> <tr> <td data-bbox="268 1899 316 1955">4</td><td data-bbox="343 1899 1385 1966">Emphasise to key people that any decision to change local culture is theirs to make. <i>Yupela yet mas glasim ne skelim</i>.</td></tr> </table>	1	Explain to key people how what you are going to do could challenge or test local culture. <i>Tok stret na to klia</i> . Discuss the advantages and disadvantages of changing or not changing. Give facts and figures. Use examples where people have made the change. If there are local champions who have made the change then see if they can help you to talk with the key people.	2	<i>Kisim tok orait</i> from key people to continue with the work	3	Ask advice from key people on the best approach to challenging or testing local culture without offending people. See if the key people (or the local champions) are happy to help and happy to take the lead when you begin the work.	4	Emphasise to key people that any decision to change local culture is theirs to make. <i>Yupela yet mas glasim ne skelim</i> .
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2	<div></div> <div><b>Written answer</b></div> <div>With your colleagues, choose a training or awareness topic that might challenge or test local culture. Discuss how the Community Development Worker could put into practice the four points (above). What should they do and say? Next, in your exercise book, write down four things you should do during community entry if the training or awareness might challenge or test local culture.</div>	F						
	<div></div>							
3	<div>This <i>wok mak</i> in the National Standard is about working in a way that is appropriate to local culture while you conduct training or awareness – but <i>luk olsem</i> most of the work you need to do to make sure you work in a way that is appropriate to local culture happens before you even start the training or awareness.</div> <div><b>Three things to do before starting training or awareness</b></div> <div><table><tr><td>1</td><td>Try and start your relationship by helping them to do <i>glasim na skelim sindaun</i></td></tr><tr><td>2</td><td>Make preparations for the visit (Element 1) in a way that meets the Standard</td></tr><tr><td>3</td><td>Do community entry (Element 2) in a way that meets the Standard</td></tr></table></div> <div>If you do these three things first, then when you go ahead and start the training or awareness, it will be much easier to work in a way that is appropriate to local culture.</div>	1	Try and start your relationship by helping them to do <i>glasim na skelim sindaun</i>	2	Make preparations for the visit (Element 1) in a way that meets the Standard	3	Do community entry (Element 2) in a way that meets the Standard	
1	Try and start your relationship by helping them to do <i>glasim na skelim sindaun</i>							
2	Make preparations for the visit (Element 1) in a way that meets the Standard							
3	Do community entry (Element 2) in a way that meets the Standard							
3	<div></div> <div><b>Written answer</b></div> <div>With your colleagues, choose one of the training or awareness topics from the list of three topics below. These topics could challenge or test local culture. Pretend that you need to conduct this topic in a community that you normally work with. The first three things you should do are the “<b>three things to do before starting training or awareness</b>” (above). Next, use your experience as Community Development Workers to come up with three more suggestions or pieces of advice for how you could deliver the topic in a way that is appropriate to local culture. <i>Stia tok</i>. Finally, in your exercise book, write down which topic you chose, and then list the “three things to do before starting training or awareness”, and then the three extra suggestions or pieces of advice you came up with.</div> <div><div> <b>How to practice safe sex</b></div><div> <b>Domestic violence</b></div><div> <b>Family planning</b></div></div> <div></div>	G						





### Revision discussion

What can happen if you don't work in a way that is appropriate to local culture?




## How to demonstrate understanding of how people learn (principles of adult learning) while conducting awareness

4 hours



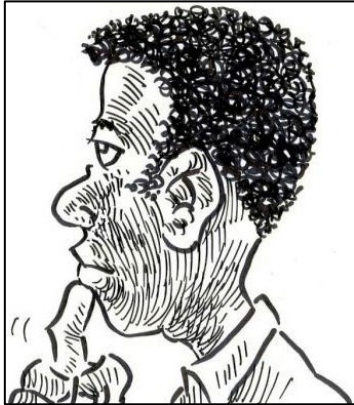
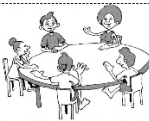

**Materials** Exercise book. Pen or pencil.

1	 <p><b>Discussion</b> What are some differences between the way children learn and the way adults learn? Brainstorm. <i>Troimwe tingting.</i></p>
1	<p>You can't treat adults like children. You can't control adults from <i>outside</i> and tell them what to do. Adults have to want to learn themselves from the <i>inside</i>. <i>Ol yet.</i></p> <p>To motivate adults to want to learn – and to help them learn – it is useful for you to understand <b>seven principles of adult learning</b>.</p> <p>Principles of adult learning <i>em ol pasin bilong lainim bilong ol bikpela manmeri.</i></p> <p>There are more than seven principles. As you become a more experienced Community Development Worker, you will learn other principles to help you conduct training or awareness - but these seven principles are a great start.</p> <p>If you can put some or all of these seven principles of adult learning into practice when you conduct training or awareness, then the participants should learn what you want them to learn. And you will meet the Standard.</p> 
2	<p><b>PRINCIPLE 1</b> <i>Learning occurs best when the learner knows what they are supposed to be learning</i></p> <p>You need to make sure the participants know what they are supposed to learn (before they learn it). If the participants know what they are supposed to be learning it will help them focus on what is important during the training or awareness.</p> <p>One easy thing you can do to put this principle of adult learning into practice is to make sure you come up with a good training or awareness objective, explain it to the participants at the start, write it on a poster, and leave it <i>long ples klia</i> during the training or awareness to remind everyone of what they are supposed to be learning.</p> <p><b>A training or awareness objective should always say clearly what the participants should have learned (or be able to do) by the end.</b></p>







## How to demonstrate understanding of how people learn (principles of adult learning) while conducting awareness

	<p>The training objective for this coursebook is: 'Understand how to conduct training and awareness in a way that meets the Standard'. At the start of this coursebook, you and your colleagues were asked to write the coursebook objective on a poster <i>na putim long ples klia</i> – and leave it <i>long ples klia</i> until you completed the coursebook. <i>Tingim</i>.</p>
2	<div>  <p><b>Activity</b></p> <p>Imagine you are going to conduct training on how to build a canoe. They won't get to build a canoe – they will only learn how to build it. With your colleagues, come up with a good training objective that says clearly what the participants should have learned (or be able to do) by the end of the training.</p> </div> <div> <p>Examples of good training objectives are (1) Understand how to build a canoe; (2) Learn the skills and knowledge to build a canoe; (3) Participants will know how to build a canoe. <i>Tok save</i> you can't say the training objective is 'participants can build a canoe' because the participants won't get a chance to build a canoe during the training. <i>Tingim</i>.</p> </div>
2	<p>You can also help participants to know what they are supposed to be learning by taking time at the start of the training or awareness to do an introduction. Summarise the key things you are going to cover <i>pin lukluk kam daun</i>.</p>  <p>Even better, write down the key things you are going to cover <i>na putim long ples klia</i>. If the training or awareness has different topics, then the key things you are going to cover are the different topics. <i>Tingim</i>.</p> <p>Some Community Development Workers also like to <i>putim long ples klia</i> two or three key questions at the start of the training (or at the start of each topic) that they expect the participants to be able to answer by the end. This is a great way to help the learner focus on what is important during the training or awareness – and it also motivates them to learn if they think they will be asked a question at the end.</p> <p><b>Learning occurs best when the learner knows what they are supposed to be learning</b></p>
2	<div>  <p><b>Activity</b></p> <p>Look at the different ways this coursebook helps the learner to know what they are supposed to be learning (before they learn it):</p> </div> <ul style="list-style-type: none"> <li>✓ There is a good training objective.</li> <li>✓ The very first topic in this coursebook was an introduction – it explained the PNG National Standard for Community Development Workers, and how you are going to learn how to conduct training and awareness in a way that meets the Standard.</li> </ul>

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	<ul style="list-style-type: none"> <li>✓ Each new topic (like this one) has a heading that says clearly what you are going to be learning. For example, this topic is 'how to demonstrate understanding of how people learn (principles of adult learning)'.</li> <li>✓ The first step in each new topic is an introduction. For example, look at step 1 on the previous page. Step 1 summarises the key thing you will learn in each topic.</li> </ul>
2	<div>  <p><b>Activity</b> With your colleagues, write principle 1 on poster paper <i>na putim long ples klia</i>. Leave it on the wall so you can refer back to it again later.</p>  </div> <div> <p><b>PRINCIPLE 1</b> <i>Learning occurs best when the learner knows what they are supposed to be learning</i></p> </div>
3	<div> <p><b>PRINCIPLE 2</b> <i>Learning occurs best when the learner thinks that what you want them to learn will be useful</i></p> <p>If a learner knows how something that you want them to learn will help them or be useful, then they will be motivated to learn it.</p> <p>As a Community Development Worker, you should think long and hard about the participants – their experiences and history and beliefs and motivation. The more you know about the participants, the easier it will be to help them understand WHY what you want them to learn is worth learning.</p> <p>Most people struggle with WHY – but when they know WHY then HOW is easy.</p> <p><b>Learning occurs best when the learner thinks that what you want them to learn will be useful</b></p>  </div>
3	<div>  <p><b>Discussion</b> Share an example with your colleagues of when you found HOW to do something difficult because you couldn't see WHY it was worth learning?</p> </div>
3	<p>Often Community Development Workers have questions and a discussion at the start that gets the participants to think about how the training or awareness will be useful.</p> 

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3	 <p><b>Activity</b></p> <p>With your colleagues, look back to the start of this topic (topic 3.5). Did it try and put principle 2 into practice? Did it try and get you (the learner) to think about how it could be useful to learn about the seven principles of adult learning? Did it do a good job – did you and your colleagues want to go on and learn about the seven principles of adult learning?</p>
3	 <p><b>Activity</b></p> <p>With your colleagues, pretend you have been asked to conduct awareness with <i>ol lain long ples</i> to talk about the effects of climate change. What could you do to help the participants think about how the awareness will be useful?</p> <div data-bbox="256 741 1398 943" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>For example, you could get participants to think about how changes to the climate could have a negative (or positive) effect on their lives. You could ask them to share their worries about climate change or stories they have heard. You could ask them to share what changes to the climate they have already noticed and what the effect has been.</p> </div>
3	 <p><b>Activity</b></p> <p>With your colleagues, write principle 2 on poster paper <i>na putim long ples klia</i>. Leave it on the wall so you can refer back to it again later.</p> <div data-bbox="456 1182 863 1279" style="text-align: center;">  </div> <div data-bbox="1110 1003 1390 1272" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>PRINCIPLE 2</b></p> <p><i>Learning occurs best when the learner thinks that what you want them to learn will be useful</i></p> </div>
	<div data-bbox="256 1361 1398 1451" style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p><b>PRINCIPLE 3</b> <i>Learning occurs best when you start with what the learner already knows</i></p> </div> <div data-bbox="256 1496 1134 1720"> <p>Really great Community Development Workers get participants to recall experiences or things they already know that have something to do with the new information. If participants connect the new information that you want them to learn with their own experiences or what they already know, then it is much easier for the participant to see how the new information could be useful <i>em wan</i>.</p> </div> <div data-bbox="256 1765 927 1798"> <p><i>Na tu</i> it will be more interesting for the participants.</p> </div> <div data-bbox="256 1843 1398 2024"> <p><i>Na tri</i> if participants connect the new information that you want them to learn with their own experiences or what they already know, then it is much easier for their brain to store the new information. Our brain stores new information by connecting it to other information already stored in our brain. If new information is completely new, then their brain has a hard time working out what to do with the new information.</p> </div> <div data-bbox="1158 1485 1401 1798" style="float: right; text-align: center;">  </div>







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4	<div data-bbox="256 309 405 427" data-label="Image"> </div> <p><b>Activity</b></p> <p>With your colleagues, look at the picture on the right. What does this picture tell you about how a learner learns new information? What does this picture tell you about what a Community Development Worker should try and do to help a participant in a training or awareness to learn new information?</p> <div data-bbox="1098 309 1401 584" data-label="Image"> </div>
4	<p>We have millions of different jigsaw puzzles in our brain. Each puzzle is a picture that we have built up over our lifetime – and it grows as we add new pieces to the picture. New information is like a piece of a jigsaw puzzle. It is easy for our brain to add new pieces of information if it fits in with one of the pictures already in our brain.</p> <p>But if new information doesn't fit into a picture already in our brain, then the brain has a hard time working out what to do. It throws the piece of the puzzle away.</p> <p>As a Community Development Worker, you should think long and hard about the participants – their experiences and history and beliefs and motivation. You should think long and hard about what pictures of the world are probably already in their brains. The more you know about the participants, the easier it will be to connect the new information to a picture of the world that is already in their heads.</p> <div data-bbox="268 1160 1385 1771" data-label="Image"> </div>
4	<div data-bbox="256 1809 405 1928" data-label="Image"> </div> <p><b>Activity</b></p> <p>With your colleagues, pretend you have been asked to conduct awareness with <i>ol lain long ples</i> to talk about the effects of climate change. What would you do to help the participants think about their own experiences or what they already know – so that it is easier to connect the new information to a picture of the world that is already in their heads? <i>Tingim gut.</i></p>



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	<p>For example, you could get people to think about what changes to the climate they have already noticed themselves and what the effect has been.</p>	
4	 <p><b>Activity</b> With your colleagues, write principle 3 on poster paper <i>na putim long ples kliā</i>. Leave it on the wall so you can refer back to it again later.</p> 	<p><b>PRINCIPLE 3</b> <i>Learning occurs best when you start with what the learner already knows</i></p>
5	 <p><b>Discussion</b> In primary school, students do something called "show and tell". They bring in something from home to 'show' their classmates, and they also 'tell' their classmates about it. If you did this when you were at school, share your memories of it with your colleagues.</p>	<p>This discussion puts the last principle of adult learning into practice. <i>Tingim</i>. It encourages you to think about your experiences or what you already know first, before giving you new information (a new piece of the puzzle).</p>
5	<p><b>PRINCIPLE 4</b> <i>Learning occurs best when the trainer explains by <b>SHOW</b> and <b>TELL</b></i></p> <p>When people have to sit and listen to a speaker, they will usually get distracted. If you TELL participants about something it may sink in.</p> <p>But if you can SHOW them so that their eyes and ears are both doing the work of learning then there is a much greater chance that they will remember it. This is called "show and tell".</p> <p>As you TELL new information, also write key points on butcher paper so they can also SEE with their eyes. As you TELL new information, use a handout or a poster or a picture so they can also SEE with their eyes. As you TELL new information, use body language to emphasise key points so they also SEE with their eyes. As you TELL new information, do a practical demonstration so they also SEE with their eyes. As you TELL new information, put a different hat on your head so they also SEE with their eyes.</p> 	

## How to demonstrate understanding of how people learn (principles of adult learning) while conducting awareness

TELL is your ears. SHOW is your eyes. *Em inap.* But you can also learn by TASTE, TOUCH and SMELL. These five things are called your 'senses'. They are the five ways that new information gets into your brain. If you learn new information through more than one of your 5 senses, you are more likely to remember it. Expert trainers call this multi-sense (or multi-sensory) learning. "Multi" means more than one. *Tok inglis igat kain kain.*



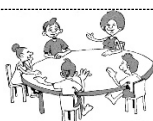
### Learning occurs best when the trainer explains by SHOW and TELL



Really great public speakers can create a picture of what they are saying in the listeners minds. *Tok piksa em olsem. Tok bokis em olsem.* These speakers are great speakers because people HEAR what they are saying, and they also SEE a picture of it in their minds. Show and tell.



5



#### Discussion

Often the strongest memories we have (the easiest to remember) are those where we TASTE, TOUCH, SMELL, HEAR or SEE the memory. If you have a strong memory of something in your life where you can TASTE, TOUCH, SMELL, HEAR or SEE the memory, then share it with your colleagues.

5






#### Activity

With your colleagues, look at the table below. What does it say about why it is important to explain information by SHOW and TELL?



#### Percentage of information retained:

	After 3 hours	After 3 days
TELL ONLY	70%	10%
SHOW ONLY	72%	20%
SHOW & TELL	85%	65%

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	<p><i>Luk olsem if you explain information by both showing participants and telling them about it (show and tell), they are more likely to remember it after 3 hours, and MUCH MORE likely to remember it after 3 days. This is why principle 4 is so important.</i></p>
5	<div>  <p><b>Activity</b> With your colleagues, write principle 4 on poster paper <i>na putim long ples kliā</i>. Leave it on the wall so you can refer back to it again later.</p>  </div> <div> <p><b>PRINCIPLE 4</b> <i>Learning occurs best when the trainer explains by SHOW and TELL</i></p> </div>
6	<div>  <p><b>Activity</b> With your colleagues, look at the picture below. Is this your experience of how most adults learn?</p> </div>
6	<div> <p><b>PRINCIPLE 5</b> <i>Learning occurs best when the learner has a chance to LEARN BY DOING</i></p> <p>There are three main ways that adults learn:</p> <ol style="list-style-type: none"> <li><b>1. Listening learners</b> – Listening learners learn by hearing someone TELL them</li> <li><b>2. Seeing learners</b> – Seeing learners watch someone SHOW them</li> <li><b>3. Experience learners</b> – Experience learners learn by DOING it</li> </ol> </div>

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	<p>No one way of learning is better than the others. In fact, most adults use a combination of all three ways that adults learn.</p> 
6	<p><b>Discussion</b></p> <p>How would a listening learner learn not to put their hand in the fire? How would a seeing learner learn not to put their hand in the fire? How would an experience learner learn not to put their hand in the fire? How would a learner who uses a combination of all three main ways learn not to put their hand in the fire?</p>
6	<p>If the Community Development Worker explains something by using SHOW and TELL, then they are helping listening learners and seeing learners to learn.</p> <p>But what about experience learners? And what about learners who use a combination of all three ways to learn?</p> <p>Almost all adults learn better if they get a chance to use their new learning to DO something. If they use their new learning to DO something, then it all starts to make sense. This is called 'learning by doing' or 'learning from experience'.</p> <p><b>Learning occurs best when the learner has a chance to LEARN BY DOING</b></p> 

## How to demonstrate understanding of how people learn (principles of adult learning) while conducting awareness

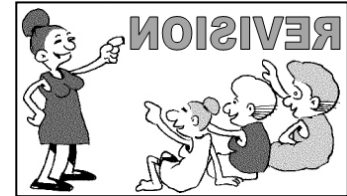
6	<div data-bbox="252 266 406 383" data-label="Image"> </div> <div data-bbox="427 271 541 304" data-label="Section-Header"> <h3>Activity</h3> </div> <div data-bbox="427 309 1072 421" data-label="Text"> <p>With your colleagues, write principle 5 on poster paper <i>na putim long ples klia</i>. Leave it on the wall so you can refer back to it again later.</p> </div> <div data-bbox="469 461 880 555" data-label="Image"> </div> <div data-bbox="1145 291 1372 528" data-label="Text"> <p><b>PRINCIPLE 5</b> <i>Learning occurs best when the learner has a chance to LEARN BY DOING</i></p> </div>
6	<p>Often Community Development Workers get learners to use what they have learned to answer a question or discuss something in a group or with a partner or perform a role play or do a practical activity or write down something in their exercise book. <i>Kain kain</i>.</p> <p>In this topic, you will notice that the information you need to learn is broken up into steps (for example, the number on the left shows that this is step 6) and each step is broken further into <i>hap step</i> (the box of information that you are reading now). Two or three short paragraphs of information <i>o kain olsem</i>.</p> <p>After each <i>hap step</i> there is normally a discussion or activity or written answer where you need to do something with the information you have just learned in the <i>hap step</i>. This is because of principle 5 – the more chances adults get to use what they have just learned to do something, the better they will learn (and remember).</p>
6	<div data-bbox="252 1149 406 1265" data-label="Image"> </div> <div data-bbox="427 1153 541 1187" data-label="Section-Header"> <h3>Activity</h3> </div> <div data-bbox="427 1191 1383 1458" data-label="Text"> <p>With your colleagues, have a look back over the last few pages. Look at how the information is broken into steps of related information, and how each step is broken further into <i>hap step</i>. After the information is presented in a <i>hap step</i>, there is normally a discussion or activity or written answer where you and your colleagues need to do something with the information you have just learned. <i>Luksave</i>. This is principle 5 in action. And this activity that you are doing right now with your colleagues is a perfect example. You are DOING something with what you just learned.</p> </div>
7	<div data-bbox="268 1563 443 1597" data-label="Section-Header"> <h3>PRINCIPLE 6</h3> </div> <div data-bbox="483 1545 1377 1624" data-label="Text"> <p><b><i>Learning occurs best when the learner goes back over what they have learned at the end</i></b></p> </div> <p>The best learning from an experience occurs when a person takes the time to reflect upon the learning experience.</p> <p>After you deliver awareness or training, you should conclude each topic by summing up what the participants were supposed to learn and by getting participants to think about what they learned. It is also a good idea to end each day by getting everyone to think about what they learned that day – and start the next day by getting everyone to go over what they learned the previous day.</p>



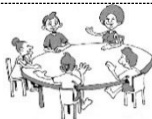
## How to demonstrate understanding of how people learn (principles of adult learning) while conducting awareness

If you set key questions at the start of the awareness or the topic, so that the learners knew what they were supposed to be learning (principle 1), then at the end make sure you ask everyone the key questions again – this helps them go back over the key things that they were supposed to learn (principle 6). Nice.

The more you get participants to go back over what they learned the better they will remember it, the more confident they will become, and the better prepared they will be for what they will learn next. Going back over what you have learned is called review (or revision).

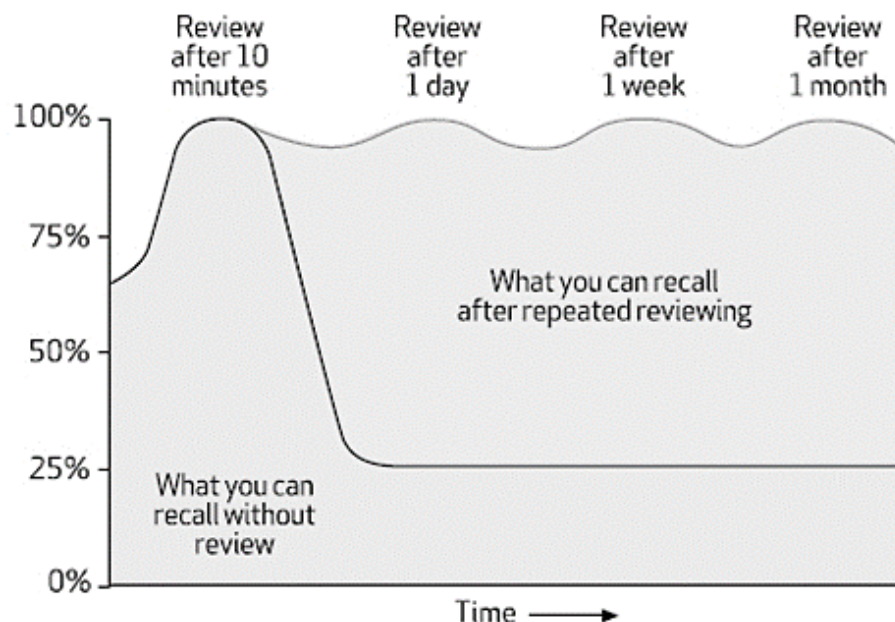


**Learning occurs best when the learner goes back over what they have learned at the end**



### Activity

With your colleagues, have a look at the table below. What does it say about the importance of going back over what you have learned?










*Luk olsem* if you go back over (review) what you have learned after 10 minutes, then you can remember most of it but only for a short time (then you forget most of it). But if you keep reviewing or going over what you learned, then you never forget.





Community Development Workers often have to leave the community after conducting training or awareness. *Ino ples bilong yu o kain olsem*. If this is the case, then a good idea is to ask the key people to meet up with the participants again after you have left to go back over what they learned.



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	This helps the participants remember what they have learned, and it will remind the group or community to put into practice what they have learned.	
7	 <p><b>Activity</b> With your colleagues, write principle 6 on poster paper <i>na putim long ples klia</i>. Leave it on the wall so you can refer back to it again later.</p> 	<p><b>PRINCIPLE 6</b> <i>Learning occurs best when the learner goes back over what they have learned at the end</i></p>
8	 <p><b>Discussion</b> Share with your colleagues the story of the best teacher (or trainer) you have had. Which of the six principles we have looked at so far did they use to help you learn? <i>Skelim</i>.</p>	
8	<p><b>PRINCIPLE 7</b> <i>Learning occurs best when a learner feels comfortable and supported</i></p> <p>Most people learn better when they feel comfortable and supported. If learners do not feel comfortable and supported <i>luk olsem em bai hat stret</i>.</p> <p><b>Learning occurs best when a learner feels comfortable and supported</b></p>	
8	 <p>A Community Development Worker needs to make sure everyone is <b>comfortable</b> when they conduct training or awareness. They need to do what they can so that no one is hungry or thirsty, tired, bored, hot or cold, or unsafe. And they need to do what they can to make sure that everyone can see or hear them – especially people with poor hearing or sight.</p>	
8	 <p><b>Discussion</b> It is not only the Community Development Workers job to make sure participants feel comfortable. Participants are also responsible for making sure they are prepared and ready. With your colleagues discuss what should participants do for themselves so that they feel comfortable?</p>	
8	 <p><b>Discussion</b> How can you help a participant to feel supported? Discuss this with your colleagues.</p>	

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8	<p>A Community Development Worker also needs to make sure everybody feels <b>supported</b>. If someone feels supported, they will feel more included. They will be more likely to get involved and contribute their ideas. Community Development Workers can help people feel supported by:</p> <ul style="list-style-type: none"> <li>~ Smiling</li> <li>~ Being friendly and welcoming</li> <li>~ Being sure everything is ready and the room or training venue is nice and tidy</li> <li>~ Learning names</li> <li>~ Not being judgemental or putting people's opinions down</li> <li>~ Pointing out what people are doing right not just what they are doing wrong</li> <li>~ Making jokes</li> <li>~ Using good non-verbal communication</li> <li>~ Making everyone feel it is okay to make mistakes</li> <li>~ Using an icebreaker at the start. We will learn about how to do an icebreaker later in the coursebook <i>olsem na stap isi pastaim</i>.</li> </ul>
8	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Activity</b></p> <p>With your colleagues, write principle 7 on poster paper <i>na putim long ples klia</i>. Leave it on the wall so you can refer back to it again later.</p> </div> <div style="border: 1px solid black; padding: 10px; margin-left: 20px; flex: 1;"> <p><b>PRINCIPLE 7</b></p> <p><i>Learning occurs best when a learner feels comfortable and supported</i></p> </div> </div> 
9	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Written answer</b></p> <p>With your colleagues, go back over the 7 principles of adult learning. Point to each of the posters you have put on the wall and make sure that you are all clear about what each principle is and how to put it into practice. Next, in your exercise book, write down the seven principles of adult learning. <i>Raitim gut.</i></p> </div> <div style="background-color: black; color: white; padding: 5px 10px; margin-left: 10px; font-weight: bold;">H</div> </div>
9	<p>A good way to apply or put into practice the seven principles of adult learning is to follow a <b>lesson plan</b>.</p> <p>A lesson plan sets out what you need to try and do when you teach a topic so that adults learn what you want them to learn.</p> <p>There are different ways to do a lesson plan. In this topic, we will look at one way to do a lesson plan – a four-step lesson plan.</p> 

# The four-step lesson plan

## **INTRODUCE** the participants to what they will be doing.

Do an introduction and make sure everyone understands the key questions (or key points) that you want them to be able to answer by the end. This is also a good time to get everyone to think about how the information they are going to learn will be useful to them and how it connects to their past experiences and what they already know (or have already learned earlier in the training or awareness).



## **EXPLAIN** what you want the participants to learn.

When you conduct training or awareness you should always explain the skill or knowledge by using SHOW and TELL. Sometimes it is best to TELL then SHOW. Sometimes you can SHOW then TELL. Sometimes you can do both at the same time. TELL is your ears. SHOW is your eyes. But don't forget you can also help people to learn by TASTE, TOUCH and SMELL. If you help people to use more than one of their 5 senses when they learn something, then they are more likely to remember it.



## **DO** let participants do something with what they have learned.

The participants will have begun to learn the topic by using their eyes (SHOW) and ears (TELL). Now they need to use what they have learned to DO something. Answering a question or discussing something in a group or doing a practical activity or performing a role play – *kain kain*. The more chances they get to use what they have learned to do something the better they will learn.



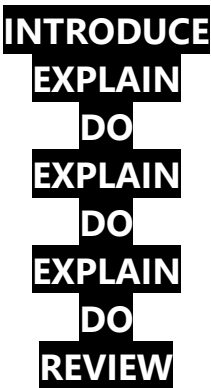

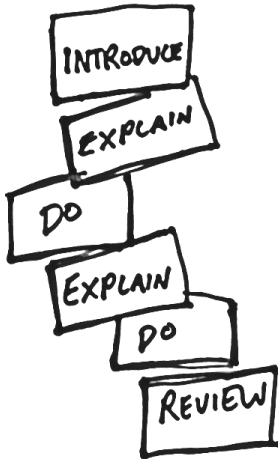


## **REVIEW** Remind the participants of what they did (revision).

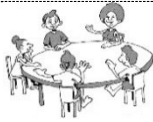
It helps people to learn lessons if they are clear about what lessons they were supposed to learn. Go back over what everyone was supposed to learn and ask the key questions for everyone to answer. This is also a good time to remind everyone again how the information should be useful to them.



## How to demonstrate understanding of how people learn (principles of adult learning) while conducting awareness

9	 <p><b>Discussion</b></p> <p>With your colleagues, compare the four-step lesson plan with the seven principles of adult learning. Look at the posters of the seven principles of adult learning that you have put <i>long ples klia</i>. Can you put into practice each of the seven principles of adult learning if you follow the four-step lesson plan? <i>Sekim</i>.</p>
9	<div data-bbox="309 501 1302 703">  </div> <p>Sometimes the topic you need to cover is long and you need to build towards what you want the participants to learn. Fine. In this case, do something like the following:</p> <div data-bbox="724 846 935 1232">  </div> <p>But don't have a topic that is too long – if there are too many little steps then people will forget the introduction and they won't be able to keep the big picture in mind (what it is you want them to learn.). If you have a topic that you think is too long then break it into separate topics – each with a separate INTRODUCTION, EXPLAIN, DO, and REVIEW.</p>
9	 <p><b>Activity</b></p> <p>With your colleagues, write each of the steps of the four-step lesson plan on separate pieces of paper (like in the picture on the right). Next, place each of the pieces of paper on the floor so that you can jump from step to step. Next, start with the 'introduce' step, say "introduce". Then jump to the 'explain' step and say "explain". Then jump to the 'do' step and say "do". Then jump to the 'explain' step again and say "explain". <i>Igo igo</i> until you end at the 'review' step and say "review". By jumping from step to step and saying the name of each step as you go, will help you and your colleagues to remember the four-step lesson plan. This is because the information is getting into your brain through more than one sense. <i>Tingim</i>.</p> <div data-bbox="1123 1509 1401 1966">  </div>

## How to demonstrate understanding of how people learn (principles of adult learning) while conducting awareness



### Activity

With your colleagues, read the following two scenarios. Which awareness (Samo's or Judy's) is more likely to lead to people growing high energy garden foods? Which steps from the four-step lesson plan did Samo not include?

#### Scenario one:

- ~ Judy has just finished conducting awareness in Ndrasai village on the importance of growing more high energy garden foods to improve health. The awareness was mostly held beneath a tree near a food garden.
- ~ Judy started the awareness by introducing what the awareness would be about and what she hoped everyone would learn from it.
- ~ Judy then asked the participants to form smaller groups to discuss health problems that infants had in their community
- ~ Judy then talked about some of the effects of poor nutrition in their district, particularly the very low weights and growth rates of infants who have just been weaned. Judy explained how eating high energy garden foods could help Ndrasai village tackle the effects of poor nutrition.
- ~ Judy talked about gardening techniques people could use to increase the amount of high energy garden foods they could grow.
- ~ Judy then showed everyone the garden foods that could improve health, and she demonstrated how to plant and look after them in the nearby garden.
- ~ The participants then had the chance to get into groups and try out some of the gardening techniques introduced in the awareness.
- ~ Judy asked everyone to discuss whether they thought people would plant high energy garden foods. She also asked if they had any questions.
- ~ Judy went back over the things she wanted the participants to learn from the awareness. Judy then got ready to leave...





#### Scenario two:

- ~ Samo has just finished awareness in Haiyaru village on growing more high energy garden foods to improve health. The awareness was held in a school classroom.
- ~ Samo talked about some of the effects of poor nutrition in their district, particularly the very low weights and growth rates of infants who have just been weaned.
- ~ Samo also talked about gardening techniques people could use to increase the amount of high energy garden foods they could grow.
- ~ When Samo had told the participants all the information he thanked them and got ready to leave...



## How to demonstrate understanding of how people learn (principles of adult learning) while conducting awareness

9	 <p><b>Activity</b> With your colleagues, look at any topic in this coursebook. Notice how each topic is really just a four-step lesson plan. Introduce, explain, do, explain, do, explain, do, review. <i>Lukim.</i></p>
	
10	<p>This <i>wok mak</i> says that you need to demonstrate understanding of how people learn (principles of adult learning). You won't need all seven principles of adult learning every time you conduct training or awareness, but the more you use the better. If you put these seven principles of adult learning into practice when you conduct training or awareness, then participants should learn what you want them to learn.</p>
10	<div data-bbox="256 734 405 846" data-label="Image"> </div> <p><b>Activity</b> Time to have a go. Time to learn by doing. Prepare a lesson using the four-step lesson plan. The lesson can be about anything. How to make a cup of tea. How to pick your nose. <i>Yupela yet.</i></p> <div data-bbox="1031 741 1401 949" data-label="Text"> <p>If this course is being run as a training by a trainer, then they will ask you to perform your lesson plan.</p> </div> <p>Decide at the start what the key skills or knowledge are that the participants need to know (to pick their nose or make a cup of tea). If you do this then when you did the training you could teach each key skill or knowledge as a separate topic, and each topic can be a separate four-step lesson plan. This is what we have done in this coursebook. However, when you develop your lesson plan for this activity, just CHOOSE ONE of the key skills or knowledge that the participants need to learn (to pick their nose or make a cup of tea) and prepare a lesson plan for this one skill or knowledge. When you do your lesson plan, briefly write down what you plan to do in each step. And try to put as many of the seven principles of adult learning into practice as you can.</p> <div data-bbox="280 1361 1378 1644" data-label="Text"> <p><i>Save moa yet.</i> The expert PNG Community Development Workers who put together the National Standard decided on what the key 'minimum' skills or knowledge where that CDWs need to be able to perform if they want to meet the Standard. If the key skills and knowledge are the 'minimum' skills and knowledge that experts agree need to be demonstrated, then they are called 'competencies' or <i>wok mak</i>. The topics in this coursebook target the competencies or <i>wok mak</i> from the National Standard.</p> </div>
10	<div data-bbox="256 1682 341 1800" data-label="Image"> </div> <p><b>Written answer</b> Copy the lesson plan that you developed in the last activity into your exercise book.</p> <div data-bbox="1331 1688 1401 1756" data-label="Image"> </div>



### Revision discussion




Think about how you yourself learn. Which of the seven principles of adult learning is most important for helping you learn?



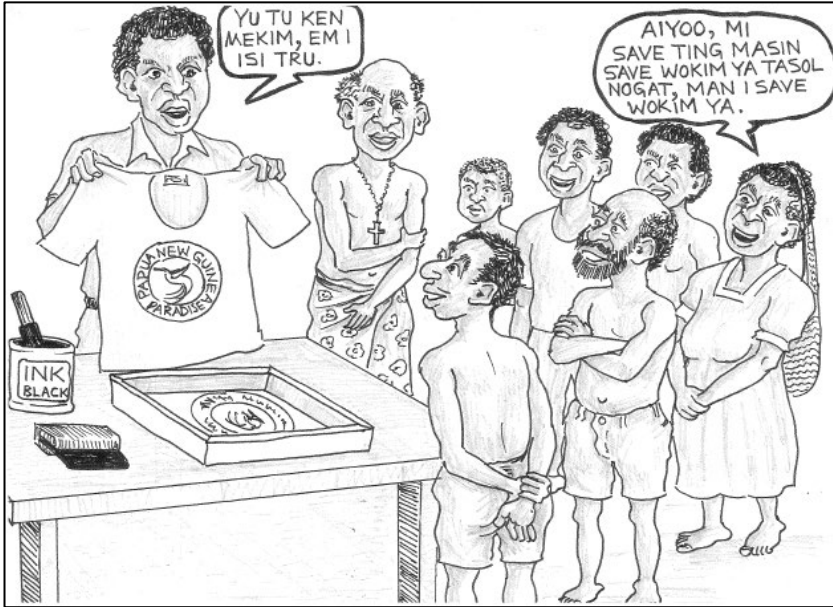
## How to discuss how the awareness information is relevant to the needs of the group

2 hours

**Materials** Exercise book. Pen or pencil.

1	 <p><b>Discussion</b> What does the word 'relevant' mean? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
1	<p>'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.</p> <p><b>Learning occurs best when the learner thinks that what you want them to learn will be useful</b></p> <p>We have already learned about this principle of adult learning, but it is so important that <i>ol papamama bilong</i> National Standard made it a <i>wok mak</i>.</p> <p>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.</p>
2	
2	 <p><b>Discussion</b> What is a 'training needs assessment'? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
2	<p>It is always best to start your relationship with any group or community by helping them to analyse their development situation and identify priorities (<i>glasim na skelim sindaun</i>). The group or community analyse their development situation and decide on what their priorities are themselves. Doing this means they take charge of their own development.</p> <p>And once everyone in the group or community has decided what their priorities are, the next step is to help them do a plan for how to achieve their priorities.</p> <p>Helping a group or community to <i>glasim na skelim sindaun</i>, and then to develop a plan, is step 1 and step 2 of the project cycle. You will learn how to help a group or community to do it in the next CDW coursebook <i>olsem na stap isi pastaim</i>.</p> <p>If you help a group or community to do <i>glasim na skelim sindaun</i>, and the focus is on what their training or awareness priorities are, then it is called a <b>training needs assessment</b>. <i>Wankain olsem glasim na skelim sindaun.</i></p>






## How to discuss how the awareness information is relevant to the needs of the group

	<p><i>Tok klia na tok strong</i> the best way to make sure the training or awareness is going to be relevant to the needs of the group is to make sure the group has identified the training or awareness as a priority. Did the group or community <i>glasim na skelim</i> that they needed the training or the awareness? Or did someone else decide they needed it?</p>
2	<p><b>Discussion</b></p> <p>Did you and your colleagues identify the need for this training (Community Development Worker training) or were you told to do it? Does it make a difference to your motivation and your attitude if you choose to participate in training or awareness (instead of being told to do it)?</p>
2	<p>When you conduct training or awareness, you should always be able to explain how the group or community were involved with identifying the need for the training or awareness – at the very least you should be able to explain how the group or community agreed that the training or awareness would be useful.</p> <p><b>You should always be able to explain how the group or community were involved with identifying the need for the training or awareness</b>  <b>At the very least you should be able to explain how the group or community agreed that the training or awareness would be useful</b></p> <p>The group or community should have their hands on the steering wheel. Community-driven development. If you think the training or awareness you are going to deliver is something that the group or community <u>do not want or need</u> then you should seriously consider whether to deliver it – there is not much chance it will be successful anyway.</p> 




## How to discuss how the awareness information is relevant to the needs of the group

2	<div data-bbox="256 271 405 383" data-label="Image"> </div> <p><b>Discussion</b></p> <p>Sometimes, the need for training or awareness comes from outside the group or community. There is a pandemic or a change to Government policy or a new road that is going to be built or an NGO wants to do awareness about the assistance they can provide or a new coffee tree disease that people need to know about <i>o kain olsem</i>. Imagine you were asked to deliver training or awareness that the group or community did not request. What should you do when you make preparations (Element 1)? What should you do during community entry (Element 2)? The <i>wok mak</i> for Element 1 and Element 2 are shown below <i>long kirapim tingting bilong yupela</i>.</p> <table border="1" data-bbox="421 656 1235 1099"> <thead> <tr> <th>Elements</th><th>Performance criteria</th></tr> </thead> <tbody> <tr> <td data-bbox="421 678 580 831"> <b>1</b>  <b>Make preparations</b> </td><td data-bbox="580 678 1235 831">           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         </td></tr> <tr> <td data-bbox="421 831 580 1099"> <b>2</b>  <b>Conduct community entry</b> </td><td data-bbox="580 831 1235 1099">           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         </td></tr> </tbody> </table>	Elements	Performance criteria	<b>1</b> <b>Make preparations</b>	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	<b>2</b> <b>Conduct community entry</b>	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
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2	<p><i>Luk olsem</i> most of the work you need to do to make sure the training or awareness is relevant to the needs of the group happens before you even start the training or awareness.</p> <div data-bbox="1273 1137 1406 1272" data-label="Image"> </div> <p><b>Three things to do before starting training or awareness</b></p> <table border="1" data-bbox="256 1375 1401 1608"> <tbody> <tr> <td data-bbox="256 1375 331 1451">1</td><td data-bbox="331 1375 1401 1451">Try and start your relationship by helping them to do <i>glasim na skelim sindaun</i></td></tr> <tr> <td data-bbox="256 1451 331 1527">2</td><td data-bbox="331 1451 1401 1527">Make preparations for the visit (Element 1) in a way that meets the Standard</td></tr> <tr> <td data-bbox="256 1527 331 1608">3</td><td data-bbox="331 1527 1401 1608">Do community entry (Element 2) in a way that meets the Standard</td></tr> </tbody> </table> <p>If you do these three things first, then when you go ahead and start the training or awareness, <i>luk olsem</i> the training or awareness should be relevant to the needs of the group – at the very least you will know if it is training or awareness that the group or community want or need.</p>	1	Try and start your relationship by helping them to do <i>glasim na skelim sindaun</i>	2	Make preparations for the visit (Element 1) in a way that meets the Standard	3	Do community entry (Element 2) in a way that meets the Standard
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3	<div data-bbox="177 1803 240 1883" data-label="Image"> </div> <p>Young children often need to be told what to do. But as you grow up your motivation should come from inside. This is why Community Development Workers (and teachers and parents and leaders) should always explain WHY you need to do something – not just HOW or WHAT you need to do.</p>						

## How to discuss how the awareness information is relevant to the needs of the group

	<p>Explaining WHY builds internal motivation. <i>"Mi yet mi laik mekim"</i>. Just telling people what to do is external motivation. <i>"Harim tok"</i>.</p> <p>External motivation might get the job done quickly (and sometimes this is necessary), but unless you also build internal motivation people only do the right thing when their teacher or parent or boss or leader tells them to do it (and when they are watching). <i>Tingim</i>.</p> 
3	 <p><b>Discussion</b></p> <p>Sometimes organisations pay people to attend training or awareness. This is called training allowance. If you have to pay people to attend training or awareness, do you think the participants will start with the right motivation to learn?</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>Luk olsem</i> they probably won't have the right motivation to learn – because their motivation to attend is to make money (not to learn).</p> </div>
3	 <p><b>Activity</b></p> <p>Below is a description of how <i>Kirapim Ples</i> (an organisation in Kainantu) delivers agriculture training. Discuss whether you think the participants who attend this training would come with the right motivation to learn? Why?</p> <hr/> <p><i>Before Kirapim Ples conducts training one of their Community Development Workers travels to the community and explains the training that their organisation can deliver – (1) how to look after chickens; (2) how to do fish farming; (3) how to look after pato; (4) how to do coffee pruning and rehabilitation; (5) how to look after rabbits. The Community Development Worker then explains that when 20 participants have registered for the same training – and paid K30 to the local pastor (the agent) – then Kirapim Ples will send a Community Development Worker to conduct the training. Half the participants have to be women.</i></p>
4	 <p><b>Written answer</b></p> <p>In the last topic, we learned a four-step lesson plan that you can use to conduct training or awareness. During what steps in the four-step lesson plan can you discuss how the information is relevant to the needs of the group? Next, in your exercise book, write down your answer.</p> <div style="text-align: center; margin-top: 20px;">  </div>

## How to discuss how the awareness information is relevant to the needs of the group

4	<p>When you deliver the training or awareness, NEVER assume that participants already know how the new information is going to be useful.</p> <p>Even if you did <i>glasim na skelim</i> with everyone first. Even if you made preparations (Element1) in a way that meets the Standard. Even if you did community entry (Element 2) in a way that meets the Standard.</p> <p>When you conduct training or awareness, you always need to make sure you discuss how the new information is going to be useful. Do this at the start of the topic during the INTRODUCTION and again at the end of the topic during the REVIEW. However, you can discuss how the awareness information is relevant to the needs of the group during any of the steps of a lesson plan. The more you do it the better.</p>
	
5	<p>When you discuss how the training or awareness is relevant to the needs of the group, don't just explain to the participants how the information will be useful (one-way communication). Instead, use two-way communication:</p> <div data-bbox="256 972 400 1122">  </div> <ul style="list-style-type: none"> <li>✓ Give everyone else opportunities to speak</li> <li>✓ Listen carefully to what people say</li> <li>✓ Ask and encourage questions</li> </ul> <p>Ask participants themselves how or if the information will be useful. Doing this is a good idea because:</p> <ol style="list-style-type: none"> <li>1. You can check to make sure participants have understood how the information could be useful to them.</li> <li>2. You can see if the participants agree that the information is useful.</li> <li>3. You give the participants a chance to share their own ideas about how or if the information is useful.</li> <li>4. You give everyone a chance to hear what everyone else thinks about whether the information is useful or not. If everyone <i>together</i> agrees that the new information is useful, it is a powerful motivation for everyone to learn it (and put it into practice).</li> </ol>
5	<div data-bbox="256 1688 336 1798">  </div> <p><b>Written answer</b></p> <p>In your exercise books, write down four reasons why it is a good idea to ask the participants themselves how or if the information will be useful.</p> <div data-bbox="1331 1688 1402 1749" style="background-color: black; color: white; padding: 2px 5px; text-align: center;">K</div>



### Revision discussion

If you have delivered or participated in training or awareness that HAS NOT been relevant to the needs of the group, share it with your colleagues.

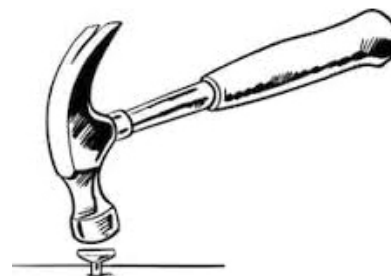
3 hours

**Materials** Exercise book. Pen or pencil.

1

Training or awareness techniques are the different tools that a Community Development Worker uses to help the participants learn.

Just as a carpenter has tools like a hammer or a saw to do their job, a Community Development Worker uses different techniques to help the participants learn what they want them to learn. You don't need lots of different techniques – as long as you have a few in your toolbox (and you know how to use them) then you will be able to work in a way that meets the Standard.



In this topic, we will look at some of the most common techniques that Community Development Workers use to conduct training and awareness.

1



## Discussion

What are some different techniques you can use to conduct training or awareness? Brainstorm. *Troimwe tingting*.

If this course is being run as a training by a trainer, then they will run this discussion as a whole group brainstorm activity (to prepare you for what comes next).



## Brainstorm

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 when you do the INTRODUCTION. However, you can use brainstorm any time you like.

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

2

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.

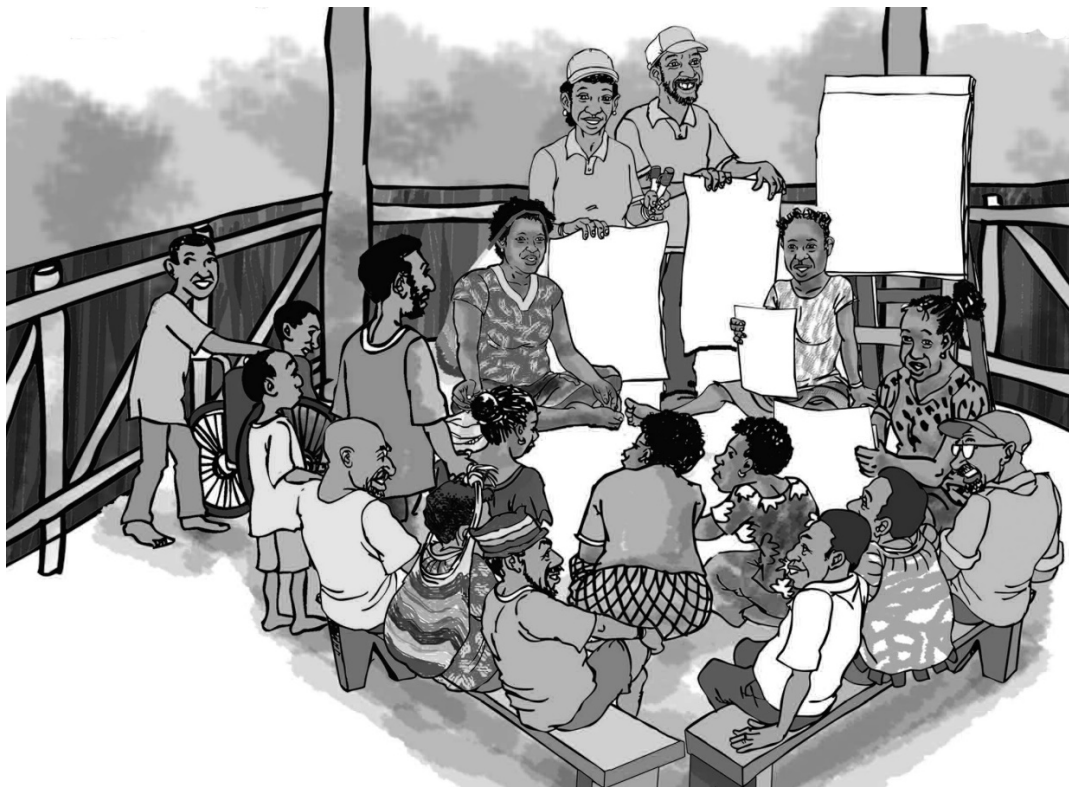


*Tok save* you can also use the brainstorm technique without writing down all the ideas that participants come up with – for example, you might be working with people who find it hard to read or you don't have butcher paper or a white board. *Em orait*. If you do this then just skip out the last rule (rule 5).



## Activity





With your colleagues, have a go at running a brainstorm. You will need butcher paper or a whiteboard. One person is the trainer and another person be the scribe (the person who writes down the ideas that people come up with on butcher paper or a whiteboard). You may need to rope in a few more people to be the 'participants' for this activity. Follow the FIVE SIMPLE RULES for brainstorm (above). Brainstorm the topic "what makes a good man". If you are the trainer, make sure you control what is happening so the scribe has time to write down what participants say.










Brainstorm *igat kain kain gutpela kaikai long en:*

- ✎ Brainstorm involves all the participants
- ✎ Brainstorm helps get people thinking
- ✎ Brainstorm can generate new ideas
- ✎ Brainstorm should be lots of fun
- ✎ Brainstorm lets people come up with ideas without feeling threatened – *traim tasol*
- ✎ Brainstorm helps the trainer learn what people already know or think



	 <p>Brainstorm opens the way for more discussion. Often you can use the ideas that were generated during brainstorm to teach the whole lesson. Go back to the butcher paper or whiteboard, highlight the 'correct' answers, <i>na adim toktok antap long strongim wanem tok yu laik mekim</i>. If you do this, it gives <i>ol lain long ples</i> confidence that they can do it because the 'correct' answer came from them.</p>	
2	 <p><b>Written answer</b> In your exercise book, write down the heading 'Brainstorm', then write down FIVE SIMPLE RULES for a brainstorm to be effective.</p>	L
3	 <p><b>Discussion</b> What is an icebreaker? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>	
3	<h2>Icebreaker</h2> <p>People come to training and awareness with lots of anxiety:</p> <div style="text-align: center;">  <p><i>I don't know anyone! I hope no one asks me a hard question! Everyone will find out I don't know anything! Will I make a fool of myself! Did I lock the house before I came?</i></p> </div> <p>Often Community Development Workers will begin training or awareness by asking each participant to say their name and introduce themselves. While this is a good thing to do, it can be boring, and it can make people even more anxious.</p> <p>An <b>icebreaker</b> is a technique you can use at the start of training or awareness to help participants get to know each other. If they already know each other, then you can also use an icebreaker to reveal interesting information that they may not already know about each other. An icebreaker breaks the silence (the ice). It reduces anxiety. It helps everyone relax. And it helps everyone get to know you the Community Development Worker. <i>Rausim pret. Rausim wari. Rausim guria. Brukim ais.</i></p>	

3	 <p><b>Activity</b></p> <p>At the end of this coursebook, there is a section called 'Icebreakers and energisers'.</p> <p>With your colleagues, go through each of the icebreakers that are shown. If you know another icebreaker you can use, then explain how to do it. At the end, choose one icebreaker and try it out. Put it into practice.</p>	<p>If this course is being run as a training by a trainer, then they will ask you to run your icebreaker with the whole group.</p>
3	 <p><b>Written answer</b></p> <p>In your exercise book, write down the heading 'Icebreaker', then write down how to do one icebreaker that you want to try out next time you conduct training or awareness. <i>Raitim gut.</i></p>	M
		
4	 <p><b>Discussion</b></p> <p>What is an energiser? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>	
4	<p><b>Energiser</b></p> <p>An <b>energiser</b> is a technique that you can use any time during training or awareness when the participant's energy level is low, or their minds are beginning to wander or there is tension.</p> <p>Energisers are designed to get people's minds and bodies warmed up and active.</p> <p>Energisers are really good to do after a lunch break. After people eat, their stomach does the thinking instead of their brain. Doing an energiser after lunch helps the blood to flow back to the brain. <i>Pulim blut ikam antap gen.</i></p> <p>Energisers should be energetic and active - and take no more than 10 minutes.</p>	
4	 <p><b>Activity</b></p> <p>At the end of this coursebook, there is a section called 'Icebreakers and energisers'.</p> <p>With your colleagues, go through each of the energisers that are shown. If you know another energiser you can use, then explain how to do it. At the end, choose one energiser and try it out. Put it into practice.</p>	<p>If this course is being run as a training by a trainer, then they will ask you to run your energiser with the whole group.</p>
4	 <p><b>Written answer</b></p> <p>In your exercise book, write down the heading 'Energiser', then write down how to do one energiser that you want to try out next time you conduct training or awareness. <i>Raitim gut.</i></p>	N



## Presentation

5

Presentation is the most often used (and misused) technique.

A principle of adult learning is that learning occurs best when the trainer explains by SHOW and TELL. Community Development Workers normally use the presentation technique to explain new information by SHOW and TELL.

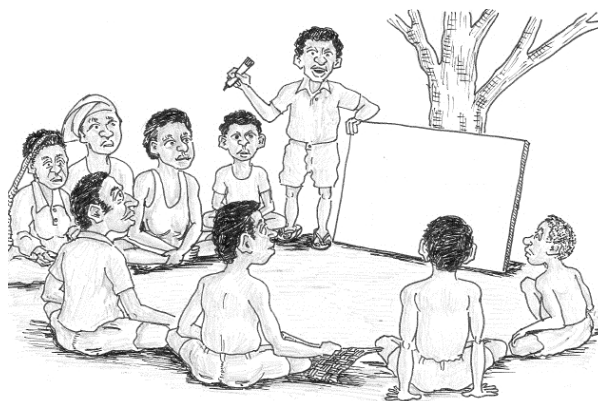


There are four ways to make your presentation work.

## Four ways to make your presentation work

5

- ① Keep the presentation short
- ② Use SHOW and TELL for the presentation
- ③ Focus on key points during the presentation
- ④ Try and keep the presentation interesting





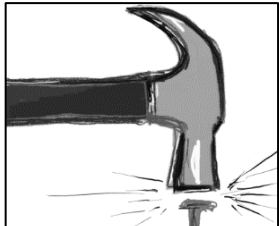










### ① Keep the presentation short

5



A presentation should be less than 5 minutes long – and shorter is better. If you need more than 5 minutes to explain the information to the participants, then break it up into *hap* step and after each *hap* step get the participants to DO something with what they have learned. Remember the four-step lesson plan from earlier in the course. INTRODUCE, EXPLAIN, DO, EXPLAIN, DO, REVIEW. Each EXPLAIN *hap* step should be a separate presentation. A good idea is to give each EXPLAIN *hap* step a separate focus - a key point or key skill or knowledge that you want participants to remember. Best.

**INTRODUCE**  
**EXPLAIN**  
**DO**  
**EXPLAIN**  
**DO**  
**REVIEW**

5	 <p><b>Activity</b></p> <p>Each topic in this handbook uses the INTRODUCE, EXPLAIN, DO, EXPLAIN, DO, REVIEW lesson plan. <i>Luk save</i>. And each EXPLAIN <i>hap step</i> is about enough information for a 5-minute presentation. <i>Luk save</i>. And each EXPLAIN <i>hap step</i> is separated by discussions or activities where the participants DO something with the information they have just learned (or they DO something ready for the next EXPLAIN <i>hap step</i>). <i>Luk save tasol</i>.</p>
	<p><b>② Use SHOW and TELL for the presentation</b></p> <p>It is important that participants SEE what you are saying and hear you TELL them. SHOW and TELL is a principle of adult learning. <i>Em nau yupela save pinis</i>.</p> <p>As you TELL new information, also write key points on butcher paper so they can also SEE with their eyes.  As you TELL new information, use a handout or a poster or a picture so they can also SEE with their eyes.  As you TELL new information, use body language to emphasise key points so they also SEE with their eyes.  As you TELL new information, do a practical demonstration so they also SEE with their eyes.  As you TELL new information, put a different hat on your head so they also SEE with their eyes.</p>   <p>If you are writing something on butcher paper or a whiteboard, then it is a good idea to try and finish writing first before you turn around and start talking. <i>Nogut yu givim beksait long ol manmeri</i>.</p>
5	 <p><b>Discussion</b></p> <p>If you have to read new information, you are not using SHOW and TELL. Your eyes are doing the work, but your ears are not. This is why at the start of this coursebook, we suggested that when you go through the coursebook, you and your colleagues should read out loud the information as you go. <i>Tingim</i>. If you do this, do you think it would help you to learn?</p>
	<p><b>③ Focus on key points during the presentation</b></p> <p>Your presentation should also focus on the key points. Keep hitting the nail on the head. You can't expect people to remember everything, but if you keep hitting the key points during your presentation, then they will remember the key points. Key points should line up with the key skills and knowledge that you want participants to learn.</p> 

5	 <b>Discussion</b> With your colleagues, discuss ways to make your presentation more interesting? Brainstorm. <i>Troimwe tingting.</i>
5	<div> <div> <b>④ Try and keep the presentation interesting</b> </div> <div> <p>☺ Don't just read from a handout or book or poster. <i>Ol bai ai slip.</i></p> <p>☺ Tell stories and jokes</p> <p>☺ Tell them about your personal experiences</p> <p>☺ Move around – don't just stand in one place</p> <p>☺ Change the speed and loudness of your voice</p> </div> <div>  </div> </div> <p>            Don't worry if you don't have a strong voice or are not good at controlling your voice – it just means you will need to spend more time doing everything else that you can do to make your presentation work.         </p>
5	 <b>Activity</b> With your colleagues, prepare a short presentation on "what I love about PNG" or "how to scratch your head" or anything you like. When you do your presentation make sure you (1) keep the presentation short, (2) use SHOW and TELL for the presentation, (3) focus on key points during the presentation, and (4) try and keep the presentation interesting. Practice.
5	 <b>Written answer</b> In your exercise book, write down the heading 'Presentation', then write down the four ways to make your presentation work. <i>Raitim gut.</i> <div>  </div>
6	 <h2>Small groups</h2> <p>Getting people to work in small groups is a very common technique used by Community Development Workers when they conduct training or awareness.</p> 



	<p><b>Small groups</b> are made up of three to six people. If you have more than six people in a group, then everyone may not have a chance to participate</p>
6	<div>  <p><b>Discussion</b> With your colleagues, brainstorm the advantages of getting participants to work in small groups? <i>Troimwe tingting.</i></p> </div> <div> <p>If this course is being run as a training by a trainer, then the trainer will ask two participants to run brainstorms (like this one) for the whole group. Practice.</p> </div>
6	<h2>The advantages of small groups</h2> <ul style="list-style-type: none"> <li>Everyone is involved in small groups</li> <li>Small groups make it easier for people to learn from each other</li> <li>Small groups help participants to get to know each other</li> <li>Small groups are a good technique to use when you want people to DO something with what they have learned</li> <li>Small groups allow people to try out ideas and test what they think</li> <li>Small groups promote and develop teamwork and responsibility</li> <li>Small groups allow you to get participants that may be shy or feel left out into a group with people that will support and encourage them</li> <li>Small groups allow you to find out what different types of participants think about an issue or topic (e.g. women or men or youth)</li> </ul>
6	<div>  <p><b>Written answer</b> In your exercise book, write down the advantages of small groups. <i>Raitim gut.</i></p> </div> <div>P</div>
6	<p>There are two ways to form small groups – planned and unplanned.</p> <p><b>Unplanned</b> Unplanned small groups are formed at random. The easiest way to form unplanned groups is to ask everyone to get into groups <i>long laik</i> (of 5 or 6 or whatever number you choose). <i>Isi.</i></p> <p>However, sometimes you may need to help by going around and giving each person a number. For example, if you want three small groups then go around and give everyone a number from 1 to 3 - then ask all the 1's to get in a group and all the 2's to get in a group and all the '3's to get in a group.</p> <p><b>Planned</b> Planned small groups are groups where you decide who is in each group. <i>Mastamainim.</i></p>

You may want to plan groups so that each group has similar people in it – such as women or people from the same region or people from the same organisation. Or you may want to plan groups so that you can put a more experienced person with less experienced people. Or you may want to plan groups so that you can avoid the same people getting into the same small groups all the time. Or you may want to plan groups so that each group has a similar mix of age, gender, background, education, age, etc.



### Activity

With your colleagues, read the story below. If you were Jacky, what small groups would you put participants into? Why? Are these small groups planned or unplanned?

Jacky is a Community Development Worker. She is conducting awareness on how to prune coffee with 10 men and 10 women from Tunepi village. During community entry, Jacky noticed that men in Tunepi village tend to dominate, and most women are shy.

During the icebreaker, Jacky discovered that four of the male participants used to be coffee extension workers. *Ol ikisim trenin long wok kopi ekstensin olsem na pasin bilong ol tu em ipasin bilong tok isi isi na sapotim ol narapela.*

After the introduction, Jacky explained how to do coffee pruning using show and tell. Jacky now wants to put everyone into small groups so they can have a go at doing it. Jacky plans to give each small group a set of coffee pruning tools to use.

## The role of the facilitator during small group work

➤ **Set tasks clearly** before putting participants into small groups, and inform groups of the time available for the task. Remind people of the time a few minutes before the end of the task so they can finish what they are doing.

➤ **Set any roles within the group** such as group leader, spokesperson, writer (scribe) and reporter. The Community Development Worker can select these people, or the group can select who does what role. It is good to change these roles each time so different people get to experience, and you should especially encourage women and young people to take on roles.

➤ **Provide groups with any materials** they may need for the task (such as paper or butchers paper or pens).



➤ **Be available to assist the groups.** It is a good idea to move between small groups to make sure that everyone understands the task, and to make sure that a few people aren't dominating the group, and to encourage quieter participants to join in. However, stay in the background and only get involved if you see a problem or you get asked a question.

➤ **Provide time for small groups to report back to the whole group.** You can ask one person from each group to report back (the spokesperson). Give them a time limit. If you have several groups reporting on the same topic, then select one group to report back and ask the other groups just to add any extra comments that haven't already been covered.



## Pairs

8

When two participants work together to do something it is called **pairs**. Getting people to work in pairs is a very common technique used by Community Development Workers when they conduct training or awareness.



8



## Discussion

What are some advantages of getting participants to work in pairs? Discuss this with your colleagues. Brainstorm. *Troimwe tingting.*

## The advantages of working in pairs

8

↗ 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.



A good idea is to first ask people to discuss a question or issue in pairs. Then ask two or three pairs to get together in a small group to discuss the same question or issue. The advantage of doing this is that everyone in the small group should already have an opinion or answer to bring to the discussion.

8



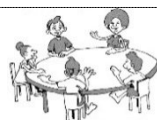
### Written answer

In your exercise book, write down the advantages of working in pairs.  
*Raitim gut.*

Q



9



### Activity

In the topic on the principles of adult learning (topic 3.5) you and your colleagues prepared a lesson plan to teach something (anything) using the four-step lesson plan. *Tingim.* And you wrote the lesson plan that you came up with into your exercise book (written answer question '1'). *Tingim.* With your colleagues, have a look again at this lesson plan in your exercise books. Look at what you planned to do in each of the steps of your lesson plan. With your colleagues, discuss which techniques you could use to help you in each step? (icebreaker, energiser, presentation, small groups, pairs). If you know how to use other training techniques, then feel free to include them (but make sure you explain to your colleagues how to use them).

**INTRODUCE**  
**EXPLAIN**  
**DO**  
**EXPLAIN**  
**DO**  
**REVIEW**







### Revision discussion




This *wok mak* says 'share the awareness information using effective techniques'. What makes a technique an 'effective' technique?

2 hours

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

1	<p>When you conduct training or awareness it is your responsibility to try and find out if the participants have understood the information that you want them to learn. And if people do not understand or are confused, then you need to do something about it.</p> <p><i>Sapos yu troimwei tasol na yu no mekim sampela samting long sekim ol ikisim gut o nogat luk olsem yu no inapim wok mak. Na sapos ol ino kisim nau na yu no mekim sampela samting long halavim ol long kisim gut luk olsem yu no inapim wok mak.</i></p>	
		
2	<div data-bbox="256 842 405 952">  </div> <p><b>Discussion</b></p> <p>With your colleagues, brainstorm ways to find out if people have misunderstood or are confused during training or awareness?</p>	
2	<p>Finding out what participants have not understood or are confused about is difficult because people often say they understand when they don't. And participants often don't know what they don't know. <i>Tingim.</i> To try and find out if there is confusion there are some things you can do:</p> <p><b>How to find out if there is misunderstanding or confusion</b></p> <ul style="list-style-type: none"> <li>Ask participants what they are confused about (but also ask the quiet ones).</li> <li>Ask questions about the topic. If lots of people are trying to answer when you ask a question then you are probably on track. If only one or two people answer, and it takes a while to get a response, then dig a bit deeper to check everyone is on track.</li> <li>Direct questions at participants you think are struggling – but be careful not to single people out and make them feel embarrassed. A good way to do this is to go to participants you think are struggling and quietly check how they are going. You can be sure that if one participant doesn't get it, then there are others who are having the same problem.</li> <li>Check body language and facial expressions – experienced trainers can see (and hear) quickly if people are getting it by their non-verbal communication</li> <li>Put people into small groups. Often participants will find it easier to open up and say what they are confused about in a small group. If you want to 'test the water', then get everyone into small groups and ask each small group to come up with a list of things that people are confused about.</li> </ul>	



	<ul style="list-style-type: none"> <li>Use a comments box or exercise book or poster so people can make anonymous comments about anything they are unclear about.</li> <li>Nominate 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. The key people then pass it on to the trainer. Go-betweens.</li> <li>Have a male and female Community Development Worker – women in particular will feel more comfortable to share their problems or concerns with another woman.</li> <li>Make it clear to the participants that they can approach you anytime they like.</li> <li>But best of all is to create a learning environment where people are comfortable to make mistakes and comfortable to ask questions.</li> </ul>	
2	 <b>Written answer</b> In your exercise book, write down three ways to find out if there is misunderstanding or confusion that you want to try next time you conduct training or awareness?	R
2	<p>If someone has misunderstood or is confused, then don't blame them for not understanding. The golden rule when responding to any misunderstanding or confusion is to never ever make the person feel ashamed or embarrassed.</p> <p><b>Never make a participant feel ashamed or embarrassed</b></p> <p>And be careful of non-verbal communication. Your non-verbal communication can make someone feel ashamed or embarrassed as easily as words.</p>	
2	 <b>Activity</b> With your colleagues, look at the pictures below. They show bad ways to respond to a participant's misunderstanding or confusion. If a trainer responds in these ways, how would it make the participant who misunderstood or was confused feel? How would it make the rest of the participants feel to see the Community Development Worker respond to another participant in this way?	
		





Most misunderstanding or confusion is simply a matter of people missing the point. However, 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.

If there is misunderstanding or confusion, it is best to just assume that everyone has misunderstood or is confused and explain the point again to everyone. This is because it doesn't single out any one participant (and revision is always a good thing anyway). When you explain the point again *long kliarim ol*, try some of the following:



- ✓ See if another participant can explain it first – ask them to use *tok ples* if necessary
- ✓ Change your explanation so that it is easier for people to understand
- ✓ Focus on what is important – *noken sait sait*
- ✓ Use *tok piksa* and *tok bokis*
- ✓ Use more examples
- ✓ 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



## Discussion

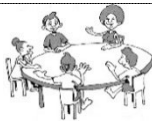
When you explain the point again *long kliarim ol*, it is a good idea to see if another participant can explain it first. There are a few reasons why this is a good idea – see if you and your colleagues know what some of them are.

For example: (1) They are probably a local and know how to best explain it to another local person; (2) It is always good for participants to see that someone from their own group or community can do it; (4) It gives the trainer time to think about how they will explain the point again themselves; (5) It breaks down the silly idea that the trainer is the only one who knows; (6) the participants see who they can get help from if they misunderstand or are confused again.

Most misunderstanding or confusion is simply a matter of people missing the point.

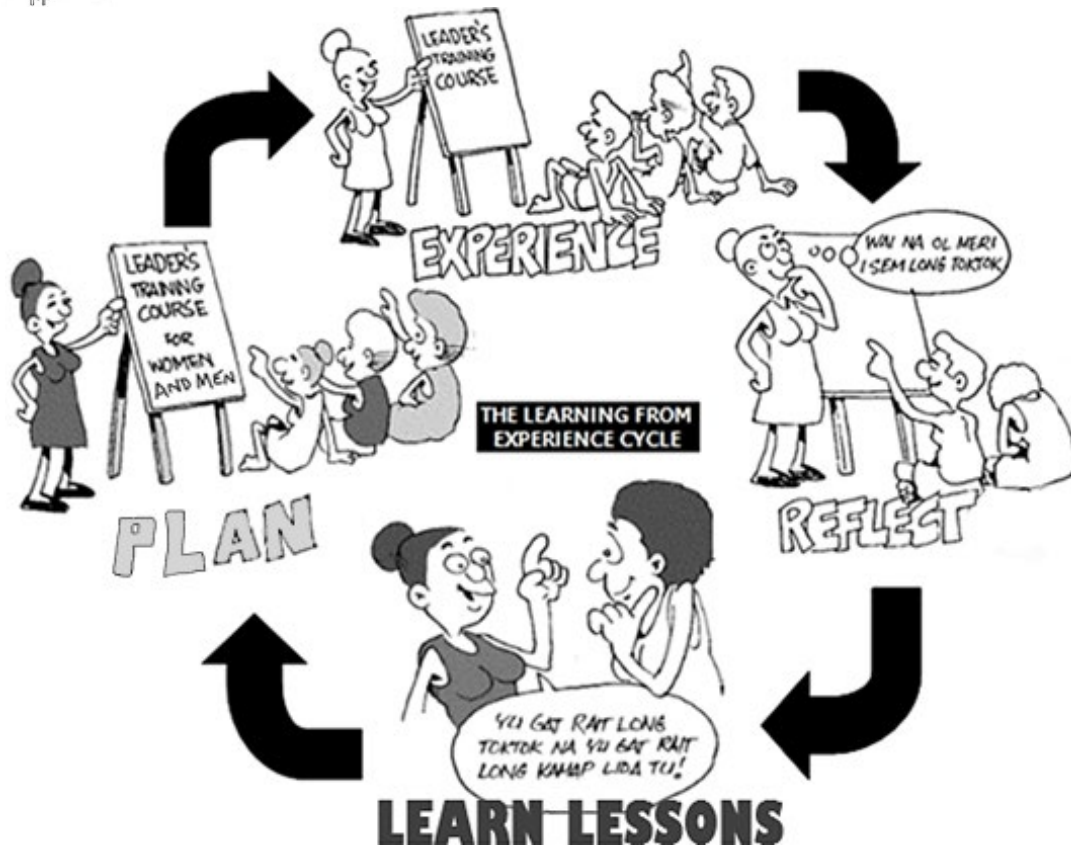


But sometimes when people misunderstand or are confused you won't know why. To find out why you will need to go deep to explore what has gone wrong.



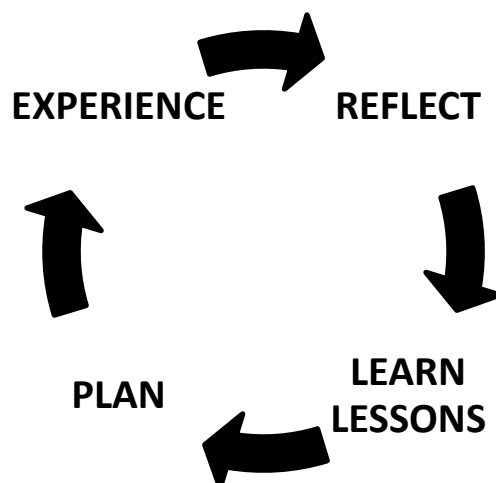
### Activity





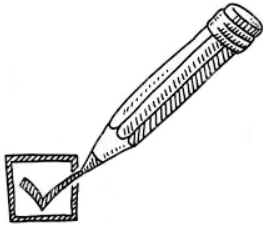

With your colleagues, look at the picture below. What is it telling us?



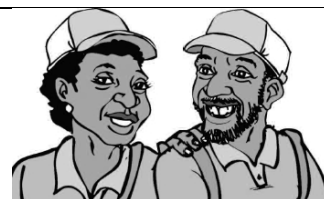
## The learning from experience cycle

Experience is the best teacher but only if we learn from it. We only learn from our experiences when we reflect upon the experience, learn lessons, and put the new lessons into practice in future. This is called the **learning from experience cycle**.



3	<p>For example, think about a game of soccer. Playing soccer is the EXPERIENCE. After the game (or at half time) you need to REFLECT on how well you are playing and LEARN LESSONS to improve your game. Finally, when you next play you need to PLAN how to put those lessons into action. This is the learning from experience cycle.</p> <p>It is called a 'cycle' because next time you play soccer, the whole learning from experience cycle starts again. The more you go through the learning from experience cycle when you play soccer (or conduct training or cook dinner or be a father or make a garden or catch fish) the better you become. <i>Em sapos olsem.</i></p>
3	 <p><b>Discussion</b></p> <p>With your colleagues, come up with a good example to demonstrate the learning from experience cycle.</p>
3	<p>It is very important for all Community Development Workers to take the time to reflect on their experience and learn lessons.</p> <p>If you are conducting the training or awareness with colleagues, then involve them when you reflect on how it is going. This is called de-brief. What is not working? What are people not getting? What can we do better? Reflect. Learn lessons.</p> <p>You definitely need to reflect and learn lessons at the end of the training or awareness, but you should also do it every chance you get – while the participants are involved in an activity, or during a break, or at the end of the day.</p> <p>As you get more experienced you will find that you don't need to wait for a break – you will find that you are constantly turning the learning from experience cycle around in your head. This is called thinking on your feet.</p> 
3	 <p><b>Written answer</b></p> <p>In your exercise book, draw the learning from experience cycle.</p> <div style="background-color: black; color: white; padding: 2px 5px; float: right;">S</div>
	
4	<p>The hardest part of the learning from experience cycle is what lessons to learn.</p> <p>When you conduct training or awareness, a good way to learn lessons is to use the <i>wok mak</i> from the National Standard as a checklist. Chances are that if there has been misunderstanding or confusion – if something has gone wrong – then going through this checklist will show you where the problem lies. <i>Em bai soim long ples klia wanem samting yupela abrus long en.</i></p> 
4	 <p><b>Discussion</b></p> <p>What are the seven principles of adult learning? <i>Kirapim bek tinging.</i></p>

When you conduct training or awareness, a good way to learn lessons is to use the *wok mak* from the National Standard as a checklist. *Em bai soim long ples klia wanem samting yupela abrus long en.*



## A checklist for learning lessons from training or awareness



Did I support and encourage effective participation and inclusion? (wok mak 3.1)



Did I encourage key people to take the lead? (wok mak 3.2)



Did I communicate effectively and respectfully? (wok mak 3.3)



Did I work in a way that was appropriate to local culture? (wok mak 3.4)



Did I demonstrate understanding of how people learn (principles of adult learning)? (wok mak 3.5)



Did I do an introduction, so they knew what they were supposed to learn? (principle 1)



Did I help them to see how the skill or knowledge would be useful? (principle 2)



Did I start with what the learners already know? (principle 3)



Did I explain the skill or knowledge properly? Did I use SHOW and TELL? (principle 4)



Did I give them a chance to use what they learned to DO something? (principle 5)



Did I review what they were supposed to learn at the end (revision)? (principle 6)



Did they feel comfortable and supported? (principle 7)



Did I discuss how the information is relevant to the needs of the community? (wok mak 3.6)



Did I share the information using effective techniques? (wok mak 3.7)



Did I respond to any misunderstanding or confusion? (wok mak 3.8)









Did I confirm what the next steps following the visit will be and who will be responsible for making them happen? (wok mak 3.9)



Did I discuss how or if the visit has been useful, and ways it could be improved? (wok mak 3.10)



Did I thank the group, without rushing, and explain again the purpose of the visit? (wok mak 3.11)

4	 <b>Written answer</b> In your exercise book, copy down the checklist for learning lessons from training or awareness. <i>Raitim gut.</i>	T
		
5	<p>In order to learn from experience, it helps to maintain a record of your experience.</p> <p>When you conduct training or awareness, make sure you maintain a diary or journal of what you did and what worked or what didn't work. Use this diary or journal to help you and your colleagues learn lessons – and to help you write your report.</p>   <p>Remember CDW Coursebook 1. Keeping a diary or journal is a <i>wok mak</i> that all Community Development Workers need to <i>inapim</i> if they want to prepare a report (Element 4) in a way that meets the Standard. <i>Tingim.</i></p>	
5	 <b>Activity</b> This <i>wok mak</i> is 'respond to any misunderstanding or confusion when conducting awareness'. Time to have some fun. With your colleagues, develop a role play to show a Community Development Worker responding badly to a participant who is confused about something (you choose). Next, redo the role play, but this time show the Community Development Worker responding in a good way.	
5	<p><i>Las tok.</i> There is no point going through the learning from experience cycle unless you PLAN how to put the lessons you learned into action. This is the final step of the learning from experience cycle. Change what you do based on lessons learned.</p> <p>Don't be afraid to try new things. Some people never try new things – they keep their heads down and just keep doing what they learned to do at school or when they first started in the job. <i>Pas pas.</i></p> <p>The mark of a great Community Development Worker is that they always try new things. Sometimes when you try new things it fails. Fine. As long as you learn lessons. We learn more lessons from our mistakes. If wisdom is the sum of all the lessons that you have learned in your life – and we learn more lessons from our mistakes – then the more mistakes you make in your life the wiser you will be (as long as you learn lessons along the way).</p> 	



### Revision discussion

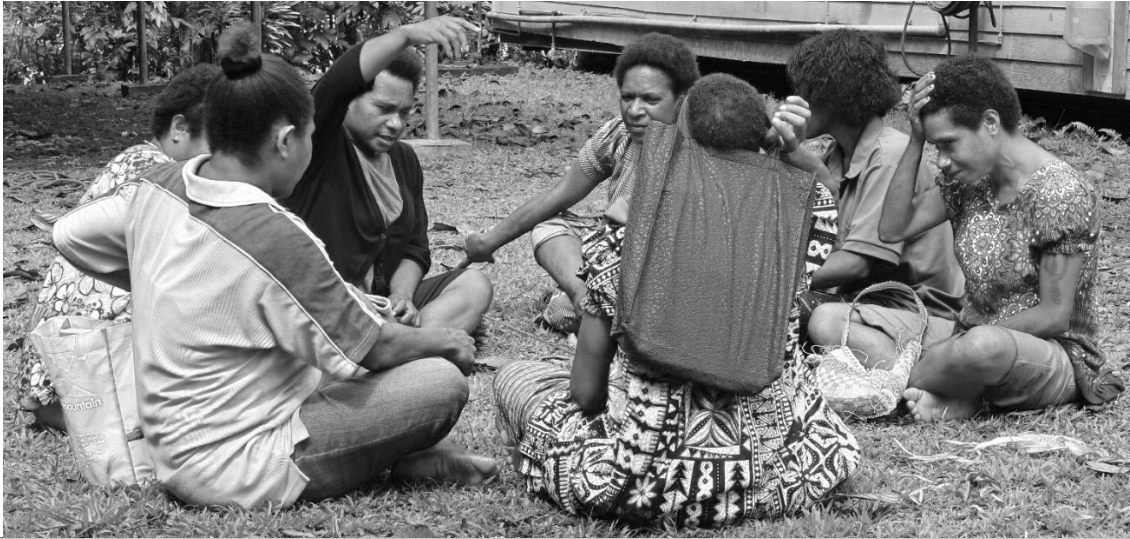


Share an experience of how a teacher or trainer responded to your confusion or misunderstanding. How did the way they responded make you feel?



# How to confirm what the next steps will be following the visit and who will be responsible for making them happen



1 hour

**Materials** Exercise book. Pen or pencil.




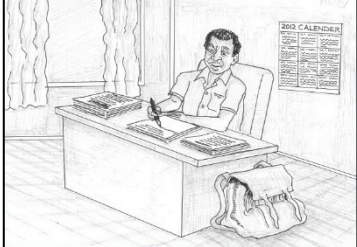









1	<p>Before you end training or awareness, you need to confirm with everyone what the next steps will be and who will be responsible for making them happen. <i>Wok mak em olsem.</i></p> 
1	<p><b>Discussion</b></p> <p>With your colleagues, brainstorm what the next steps could be following a training or awareness visit? <i>Troimwe tingting.</i></p>
1	<p>Sometimes the training or awareness 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 for the next visit.</p> <p>Sometimes the training or awareness 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.</p> <p>Always, a next step is for the participants to put the training or awareness into practice. Take time and help everyone think about how they can put the training or awareness into practice. This is called an 'action plan'.</p> <div data-bbox="252 1839 427 2002">  </div> <p>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.</p> 



## How to confirm what the next steps will be following the visit and who will be responsible for making them happen

1	 <p><b>Discussion</b></p> <p>When you work with a group or community it is always a good idea to encourage key people to take the lead whenever you can. How can you encourage key people to take the lead to confirm what the next steps will be and who will be responsible for making them happen? Discuss this with your colleagues.</p>
2	 <p><i>Nogut trenin kapsait nating.</i> It is always a good idea to help participants to think about how they will put the training or awareness into practice. This is called an 'action plan'.</p> <h3>How to do an action plan to put help everyone put what they have learned into practice</h3> <ol style="list-style-type: none"> <li>1 Put participants into small groups – <i>man na meri na yut man na yut meri o kain olsem.</i></li> <li>2 Next, ask small groups to brainstorm how to put what they have learned into practice.</li> <li>3 Next, get everyone back together and ask each small group to present their ideas.</li> <li>4 Next, ask everyone as a whole group to agree on a final list of ideas to put into practice.</li> <li>5 For each idea, ask everyone to decide who will be responsible for making it happen.</li> <li>6 For each idea, ask everyone to decide when it should happen (timing)</li> <li>7 For each idea, ask everyone to decide what resources are needed and how to get them</li> <li>8 Finally, on butcher paper, write down the final list of ideas, and for each idea write who will be responsible for making it happen, when it will happen, and what resources are needed. Then put the action plan <i>long ples klia</i> so that the participants (and the key people) can refer to it later on.</li> </ol>

## How to confirm what the next steps will be following the visit and who will be responsible for making them happen

2		<p><b>Discussion</b></p> <p>Do you think helping everyone to do an action plan will help the training or awareness <i>karim kaikai</i>? Discuss this with your colleagues.</p>
2		<p><b>Written answer</b></p> <p>In your exercise book, copy down how to do an action plan. <i>Raitim gut.</i></p> <p><b>U</b></p>
		
3	<p>Normally, a next step for a Community Development Worker after conducting training or awareness is to prepare a report.</p> <p>Sometimes this is a verbal (spoken) report, but normally it has to be written so that it becomes a historical record.</p> <p>Preparing a report is not difficult. You learned how to prepare a report in a way that meets the Standard in the last CDW coursebook. <i>Tingim.</i> Preparing a report in a way that meets the Standard starts with maintaining a diary or journal during your visit.</p>	
3		<p><b>Discussion</b></p> <p>What information should a CDW have in their journal or diary after visiting a community to conduct training or awareness?</p>
3	<p>Preparing a report in a way that meets the Standard starts with maintaining a diary or journal during your visit. This requires discipline. By the end of the training or awareness visit you should have good notes about:</p> <ul style="list-style-type: none"> <li> How community entry was conducted. When, who, what was done?</li> <li> How the training or awareness was conducted? What happened and when.</li> <li> How many participants? How many women? How many men?</li> <li> The results of the evaluation. We will look at how to evaluate training or awareness in the next topic <i>olsem na stap isi pastaim.</i></li> <li> Any observations you made or issues that arose or lessons learned</li> <li> A copy of the action plan (if you helped everyone develop an action plan)</li> <li> Photos. Photos make your report come alive.</li> </ul>	


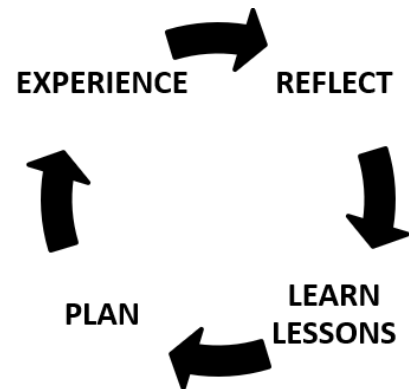

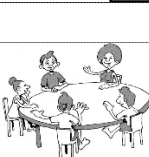


### Revision discussion

What could go wrong if everyone isn't clear about what the next steps are and who will be responsible for making them happen?

3 hours

Materials Exercise book. Pen or pencil.

1	 <p><b>Discussion</b> With your colleagues, remind yourselves of the learning from experience cycle from earlier in the coursebook. <i>Kirapim bek tingting.</i></p>
1	<p>Learning from experience is the best teacher, but only if you make the effort to reflect on the experience, learn lessons, and put the lessons into practice next time.</p> <p>This is called the learning from experience cycle.</p> <p>This <i>wok mak</i> is 'discuss with the group how or if the visit has been useful for them'.</p> <p><i>Wanem gutpela na wanem nogut long en.</i></p> <p>After training or awareness, the best way to help everyone reflect on their experience, and learn lessons, is to conduct an <b>evaluation</b>. <i>Lukluk bek na skelim.</i></p> <div data-bbox="992 674 1402 1061">  <pre> graph TD     EXPERIENCE --&gt; REFLECT     REFLECT --&gt; LEARN LESSONS     LEARN LESSONS --&gt; PLAN     PLAN --&gt; EXPERIENCE </pre> </div> 
1	 <p><b>Discussion</b> What are some of the benefits of conducting evaluation of training or awareness? Brainstorm. <i>Troimwe tingting.</i></p>

Conducting evaluation of training or awareness is very important because:

- ✓ You can see if the participants learned what they were supposed to learn
- ✓ You can learn lessons to improve your own performance
- ✓ The content of the training or awareness can be improved
- ✓ Your line manager can see if the training or awareness was worthwhile
- ✓ Any organisations involved in the training or awareness can learn lessons
- ✓ Going back over what they were supposed to learn at the end (evaluation) will help the participants to learn. This is a principle of adult learning. Principle 6. *Tingim*.
- ✓ The participants get the chance to *autim bel long wanem samting ol i bin lainim*. And they get the change to *lukim bel bilong ol narapela*
- ✓ Giving the participants the chance to *autim bel* shows that you respect them
- ✓ You can include what the participants thought (the evidence) in your report



To conduct evaluation, there are two methods that most Community Development Workers use: **Ranking** and **feedback**.

## Ranking

1. Give everyone a post-it note or a piece of paper.
2. On the top of their post-it note, ask men to write 'man' and woman to write 'meri'. If you have participants from different villages or Wards or groups, then you can also ask them to write which villages or Ward or group they are from on the top of their post-it note. It all depends on how you want to disaggregate (separate) the evaluation information. *T*

3. On the board or butcher paper draw the five faces on the right. Don't forget to include the letters A, B, C, D, E. Point to each face and explain what it means:



"A means you are **KLIA OLGETA (full bar)**"

"B means you are **KLIA TASOL SAMPELA HAP INO YET**"

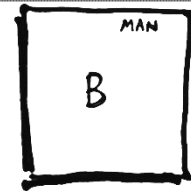
"C means you are **NAMEL STRET**"

"D means you are **KLIA LIKLIK TASOL BIKPELA HAP INO YET**"

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

4. Next, remind everyone of what the training or awareness was all about. Go over the training or awareness again briefly so that everyone is reminded of what they learned. *Kirapim bek tingting*. Then point to the training or awareness objective (you should always put the objective on a poster at the start of the training or awareness and leave it *long ples klia* so everyone can see what they are supposed to be learning *taim trenin wok long ron*).

5. Next, ask everyone how well they understand (or can do) the objective. Ask them to write which letter lines up with how they feel. For example, if they are '*klia tasol sampela hap ino yet*' they should write 'B' on their post-it note. Remind everyone to be honest. Tell them that you can only learn lessons if they are honest.

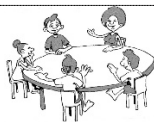


6. At the end, collect all the post-it notes. Draw a table (like the one below) on butcher paper. Use a cross for men and a tick for women (or you can use a different colour marker for men and women).

7. Encourage everyone to look at the ranking poster. The participants will want to see what everyone else thought. Evaluation is for everyone. *Ples klia.*

✕ = man    ✓ = meri	A 	B 	C 	D 	E 
<b>Training objective:</b> 'Understand how to build a canoe'	✕	✕ ✕ ✕ ✕ ✕ ✕ ✕	✓	✓	

2



### Discussion

Why do you think the participants were not asked to write their own names on their post-it note? Discuss this with your colleagues.

It is always best if the ranking method is **anonymous**.

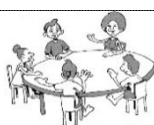
Anonymous means that no one knows who gave what ranking. The other participants don't know. The Community Development Worker doesn't know. No one. *Ples hait.* If people can witness what other people say or think then it can influence what ranking people give. This is why evaluation information that is anonymous is better quality information – it can be trusted.



2

- ✎ Less powerful people might be influenced by leaders or key people
- ✎ People might want to please (or punish) the trainer instead of being honest
- ✎ Women might be influenced by what their husbands think
- ✎ It is hard for one person to go against what everyone else thinks. If everyone else thinks the training or awareness was easy (A), then you are more likely to put A.
- ✎ And people can get very anxious if they know other people *wok long putim ai.*

*Tok save.* You can also put the ranking poster in a place that is hidden (behind a door or *kain olsem*), and then ask participants one at a time to place their tick or cross directly on to the poster. *Em orait liklik.* But if you do this be aware that it is not truly anonymous. If everyone who placed their tick or cross on the poster before you indicated that the training or awareness was (A) then you are more likely to put your own tick or cross closer to A. *Tingim.*

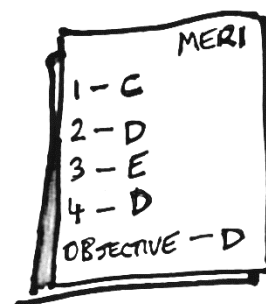


### Activity

If your training or awareness is broken up into topics, then at end, when you do the evaluation, you can also find out how well the participants understood (or could do) each of the topics. This will give you more evaluation information, but it takes longer to do.

Jenny has just finished conducting training on how to build a canoe. She identified the key skills and knowledge that she wanted participants to learn (*fit meri*) and then when she did the evaluation she used the ranking method to find out how well everyone understood each of the topics and also the training objective.

Jenny used the same method as before to do the ranking, but on their post-it notes, she asked the participants to write down each topic number and then their ranking for each of the topics - and she asked them to write down 'objective' and then their ranking for the training objective. *Luksave*:



At the end, Jenny drew up a ranking poster. *Luksave*:

	A 	B 	C 	D 	E 
x = man    ✓ = meri					
Topic 1: Get the right materials to build a canoe	x	xxxxxxx	x✓		
Topic 2: Build a canoe	xxx	xxx	xx✓	✓	
Topic 3: Decorate a canoe	xxx	xx	xxx	✓	✓
Topic 4: Test a canoe		xxxxxxx	✓xx	✓	
Training objective: 'Understand how to build a canoe'	x	xxxxxxx	x✓	✓	

Don't forget to prepare your ranking poster in advance so you don't waste time.

If you have a co-trainer to assist you (always a good idea), or a key person from the group or community (also a good idea), then while you are running the rest of the evaluation, they can be preparing the ranking poster to show everyone at the end.



And don't forget to keep the ranking poster – you will need it to help you prepare your report. *Noken tainim brus. Noken putim long liklik opis. Noken boilim na kaikai. Putim gut.*





**Activity**

With your colleagues, have a look at the ranking poster that Jenny prepared (above). *Luk olsem* there are only two women (✓) but eight men (✕). And women also ranked their understanding of the topics and the training objective as lower than the men. (1) Why do you think not many women were included in the training? (2) Why do you think women ranked their understanding as lower than men?

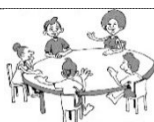
2

(1) Perhaps women did not see it as their role to build canoes (even though a woman was the trainer). Perhaps when Jenny talked with key people when she made preparations (Element 1) and during community entry (Element 2), she did not explain why it was important for both men and women to participate and be included (or the key people did not agree).

(1) Perhaps the two women found the training harder because the needs of women were not considered properly when the activity plan and materials were prepared. Perhaps the men did not really understand better, but they felt that because all men should know how to build a canoe, they ranked their understanding as higher than it really was. Perhaps women did understand, but because they felt it was not their role to build canoes, or that there must be special knowledge that only the men have, they gave a lower ranking than they should have.

If the people you are working with find it difficult to read and write, then there are other ways to do ranking that a Community Development Worker can use.

2

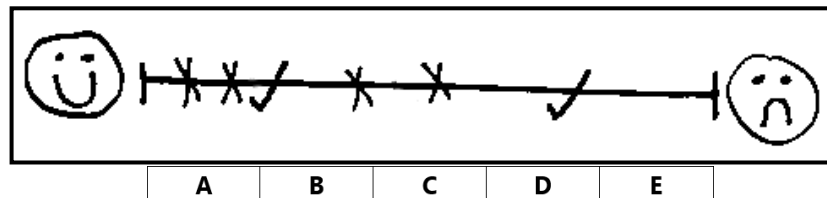


**Activity**

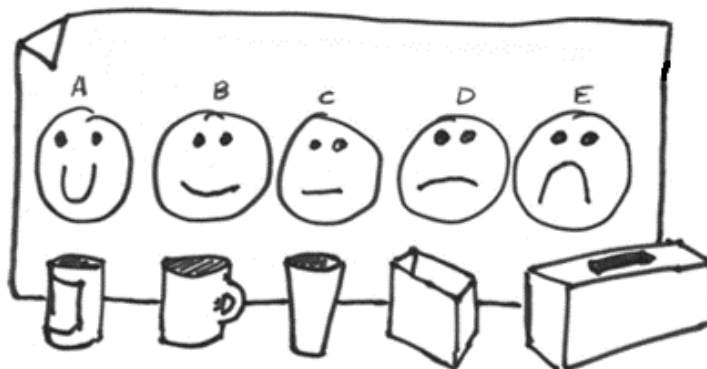
Compare the three ranking methods shown below. If you conducted training or awareness with people who find it difficult to read or write, which method would you use? If you know another method you can use to do ranking with people who find it difficult to read or write, then share it with your colleagues.

2

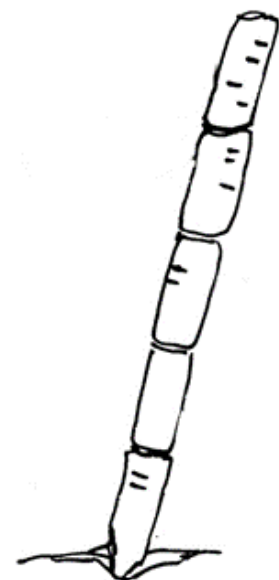
**Line ranking:** Get participants to place a mark somewhere on a line (like below) to represent how well they understand (or can do) the training or awareness (the objective). You could ask women to use a tick and men to use a cross (or they could use a different colour pen). To avoid women being influenced by men, invite women to place their tick on the line first (then afterwards men can place their cross). If you want to work out how many people thought it was A, B, C, D or E, then after the evaluation divide the line into 5 equal sections and count how many ticks or crosses are in each section. The line ranking method is easy to use, but it is difficult to make it anonymous – although it helps to put the poster behind a screen.



**Container ranking:** Put five tins or cups *o kain olsem* under a poster that has five faces on it (A,B,C,D,E) so that each tin or cup is below one of the faces. Give each man a pebble (*o kain olsem*) and each woman a leaf (*o kain olsem*). Then ask them one at a time to put their pebble or leaf in the tin or cup that lines up with how well they understand (or can do) the training or awareness (the objective). The container ranking method can be anonymous if you put it behind a screen – and if you ask participants to not look in the tins or cups before placing their own stone or leaf inside.



**Stick ranking:** Cut a piece of bamboo (or sugar cane or *pitpit*) so that there are five segments. Sharpen one end and put it in the ground. Ask women to use a red permanent marker and ask men to use a blue permanent marker. To avoid women being influenced by men, invite women to place their marks first (then afterwards men can place their marks). Explain to everyone that if you put your mark in the top segment (A) it means you are *klia olgeta* (full bar). If you *kisim tasol sampela hap ino yet* put your mark in the segment second from the top (B). If you are *namel stret* put your mark in the middle (C). If you *kisim liklik tasol bikpela hap ino yet* put your mark in the segment second from the bottom (D). If you are *lus olgeta* (no bar - out of the network area) put your mark in the bottom segment (E). The stick ranking method is easy to use, but it is difficult to make it anonymous – although it helps to put the stick behind a screen.



## Feedback

3

The feedback method is another great way to collect evaluation information. The first thing to do is to think of evaluation questions you want to ask the participants. Try and avoid questions with a 'yes' or 'no' answer. A 'yes' or 'no' answer will not give you much information (they are closed questions). Good questions are:

1. One comment I would make about the way the trainer did the training is...
2. The topic or part I found really useful was...
3. The topic or part I am most confused about is...
4. One change that should be made to improve the training is...
5. Any other comments...

3



### Written answer

In your exercise book, write down five feedback questions that you think would be good to ask next time you conduct training?

V

3

Once you have selected the questions you want to ask, next write each question on the top of a separate poster. It is a good idea to also include a number for each question.

Next, give each participant post-it notes to write their answers on. They need to use one post-it for each question. Tell them to write down the number of the question on the post-it so they don't lose track.

When everyone has finished, get them to put their post-it notes on each of the feedback posters. At the end invite everyone to have a look at what people have said.





Don't forget to prepare your feedback posters (and post-it notes) in advance so you don't waste time at the end. And remember to keep the feedback posters to help you prepare your report. Roll them up together and wrap sticky tape around them is best.



## Discussion

Is this feedback method anonymous? Could you also track feedback from men and feedback from women? How? Discuss this with your colleagues.

3

*Luk olsem* this feedback method is anonymous because the participants haven't been asked to write their names on the post-it notes. You could track feedback from men and feedback from women if you asked men and women to write 'man' or 'meri' on top of each of their post-it notes (or ask men to use a black pen, and women to use a red pen – or use different colour post-it notes for men and women).

3

If the training or awareness was short, or if there are too many participants, or if people find it hard to read or write, then you could use the feedback poster method just with the key people. If you do this, then it is a good idea if you (the trainer) are not present so that key people feel free to *autim bel*. This method won't be anonymous *tasol nogat narapela we nau. Em bai inap.*



4



## Activity

In CDW Coursebook 1 you learned how to prepare a report (Element 4) in a way that meets the Standard. *Tingim*. The *wok mak* for Element 4 are shown below. With your colleagues, go through the *wok mak* again. *Kirapim bek*.

	<p><b>4</b> <b>Prepare a report</b></p>	<p>4.1 Maintain a record of activities and movements according to workplace practices</p> <p>4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations</p> <p>4.3 Report outcomes clearly</p> <p>4.4 Provide an analysis of outcomes</p> <p>4.5 Provide recommendations for future action based on analysis</p>
<p>4</p>	<p>You now should have all the evidence (the ranking and feedback information) that you need to evaluate the training or awareness.</p> <p>The ranking and feedback information will also help you to prepare your report.</p> <p><i>Tingim:</i></p> <div data-bbox="268 840 354 940"> </div> <p>When you report what was done during the visit, also include the ranking and feedback information (the evidence). This is relevant measurable information and includes comments (and maybe stories) (<i>wok mak</i> 4.2).</p> <div data-bbox="268 996 354 1097"> </div> <p>Next, report outcomes clearly (<i>wok mak</i> 4.3). Outcomes are the expected and unexpected results or effects of an activity (such as conducting training or awareness). <i>Tingim.</i> By looking at the ranking and feedback information, you should be able to report outcomes like the following:</p> <p><b>If participants (men and women) learned what they were supposed to learn</b>  <b>What participants (men and women) found most useful</b>  <b>What participants (men and women) found hardest to understand</b>  <b>What participants said would improve the training or awareness</b></p> <p>And when you report these outcomes, don't forget to explain how the evidence (the ranking and feedback information) supports what you say. For example, an outcome might be that men found the training easier than women because 7 out of 8 men ranked the training objective as 'A' or 'B', but both women ranked the training objective as 'C' and 'D'.</p> <div data-bbox="268 1608 354 1709"> </div> <p>And when you report outcomes, also explain why the outcome happened or what it means. This is your analysis (<i>wok mak</i> 4.4). For example, explain why you think men found the training easier than women – and what this could mean for future training or how you work with the group in the future or how the training will be put into practice. <i>Brukim tingting.</i></p> <div data-bbox="268 1843 354 1944"> </div> <p>And finally, you need to provide recommendations based on the analysis (<i>wok mak</i> 4.5). For example, (1) Design the training so it is more relevant for women; (2) Spend more time during community entry explaining how the community will benefit if both men and women are included in the training.</p>	<div data-bbox="865 490 1396 784"> </div>



4



### Discussion

What is the best way of all to know if the participants have learned what they were supposed to learn? Discuss this with your colleagues.

If you use the ranking and feedback methods, you should have a good idea if the participants feel they have understood (or can do it). Excellent.

But sometimes participants feel that they understand something (or can do it) but it turns out that they can't really. Sometimes this is because the training or awareness has made it seem too simple, and has missed out on important skills and knowledge essential for putting it into practice. Sometimes there are reasons *long ples* that no one thought of that make it hard for people to put the training or awareness into practice.



The best way to evaluate training or awareness is to return to the group or community some time afterwards – to see if participants have put the training or awareness into practice. *Em karim kaikai o emi kapsait nating?*

At the end of this coursebook, you will get to do a coursebook evaluation. But the only way to really know if you can put what you have learned into practice is for an experienced Community Development Worker to observe you when you go ahead and conduct training or awareness. *Tingim.*

4



### Revision discussion

*Luk olsem* you have all been involved in a training evaluation before – as a participant or as the trainer. Was it a good evaluation? *Stori gut.*



1 hour

**Materials** Exercise book. Pen or pencil.

The final *wok mak* from the PNG National Standard for Community Development Workers is obvious - yet it is often done poorly.

By thanking people, without rushing, and explaining again the purpose of the visit, you exit the community on a good note. You will be welcome to come back, and people will value what you did with them more highly. *Pasin tasol*.

1



1



### Written answer

In your exercise book, write down the final *wok mak* you need to *inapim* if you want to conduct training or awareness in a way that meets the Standard.

W



### Revision discussion

Some Community Development Workers say that community exit is just as important as community entry. What do you and your colleagues think?



## **Conduct community awareness**

The topics in this coursebook cover the *wok mak* that a Community Development Worker is expected to be able to perform when they conduct training or awareness. Although this coursebook helps you to understand what to do – to really become confident and competent you will need to put into practice what you have learned.

It is the responsibility of your employer to help you put the *wok mak* from the National Standard for Community Development Workers into practice.

If you put into practice the *wok mak* for conducting training or awareness, then the training or awareness you deliver will be more successful *tok i dai*.

To meet the National Standard when you conduct awareness (or training) you must:

- ✓ Support and encourage effective participation and inclusion during the activities
- ✓ Encourage key people to take the lead during the activities
- ✓ Communicate effectively and respectfully during the activities
- ✓ Work in a way that is appropriate for local culture during the activities
- ✓ Demonstrate understanding of how people learn (principles of adult learning) when conducting awareness
- ✓ Discuss how the awareness information is relevant to the needs of the community
- ✓ Share the awareness information using effective techniques
- ✓ Respond to any misunderstanding or confusion when conducting awareness
- ✓ Confirm what the next steps following the visit will be and who will be responsible for making them happen
- ✓ Discuss how or if the visit has been useful, and ways it could be improved
- ✓ Thank the group, without rushing, and explain again the purpose of the visit



**Activity**

With your colleagues, teach something. Find a group of colleagues (or friends or family) and ask them for an hour of their time. Teach something small – how to open an envelope or how to wash your hands or how to avoid spreading germs when you cough or sneeze. Before you begin, make sure you prepare your lesson plan. Use the four-step lesson plan. Think about how you will demonstrate some of the principles of adult learning. Think about what training techniques you will use. *Yu save.*

**INTRODUCE**  
**EXPLAIN**  
**DO**  
**EXPLAIN**  
**DO**  
**REVIEW**

Go through each *wok mak* in the National Standard and try and do one or two things to put each *wok mak* into practice. Just a taste. You can't do everything. Do your best. Your course facilitator may ask you to video your training, and to show it to them when you meet.

- 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



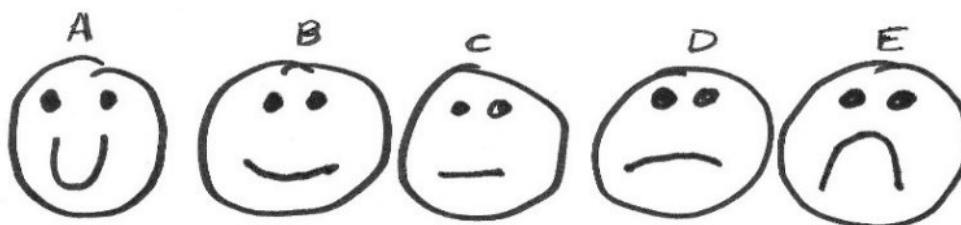


### Written answer

X

Congratulations. You have finished coursebook 2. Time to evaluate coursebook 2. This is not a test. The purpose of these questions is for you (and your organisation and the course facilitator) to evaluate the learning experience that you have been through. With your colleagues, answer the questions below. Don't forget to write your answers in your exercise book.

1. Which *wok mak* from CDW Unit C01 (Conduct Community Awareness) are you most confused about? What are you confused about?
2. What topic in the coursebook did you find the most useful? Why?
3. What change do you recommend to improve the course or the coursebook?
4. What advice can you give to the course facilitator to help them learn lessons?
5. What more support do you need from your organisation (or the course facilitator) to help you put what you have learned into practice?
6. Any other comments?
7. Use the rating scale below to rate overall how well you understand how to conduct awareness (or training) in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.



### Some icebreakers you can use

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

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

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

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

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

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

#### **Icebreaker: JIGSAW PIECES. Materials: Shapes on paper – such as circles, squares, names, or animal shapes.**

1. Make some shapes on paper such as circles, squares, names, or animal shapes. Cut them into two and mix them up.
  2. Each participant then chooses one piece.
  3. Tell everyone to find the person with the other half of their shape. When they find their match, they can get to know each other.
  4. After two or three minutes ring a bell and participants have to return their shape and choose another shape. This can be repeated again so that everyone meets everyone else. Otherwise, you can do it once and ask them to introduce their partner to the group.
- 

#### **Icebreaker: RACETRACK. Materials: None**

1. This is a good game if there are a lot of participants. Get everyone to stand in a circle. Starting at one end, get the first person to say their first name – let's say David. Then the next person repeats David's name, and then the next person also repeats David's name, and then keep getting the next person to repeat David's name until you get back to David (the beginning).
2. Then get them to do it again but faster. The sound of David's name being quickly repeated around the circle will sound like a car going around a racetrack.

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

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

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

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

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

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**Some energisers you can use are**

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

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

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**Energiser: STORY BAG. Materials: Put five unrelated items into a bag. Suggestions for materials include a condom, bottle cap, hat, diaper, kitchen item, food item, school item, tool, coins, video disc, toy, leaf, flower, stick, beer bottle, sock, etc.**

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



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

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

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

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

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

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

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

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

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

1. Get everyone in pairs.

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

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

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

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

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

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**Energiser: GOTCHA. Materials: None**

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

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

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

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

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

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

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

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

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

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

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**Energiser: CHINESE WHISPERS. Materials: None**

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

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

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

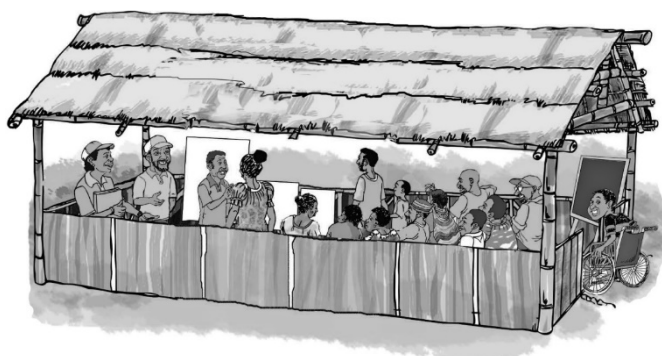
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**Energiser: PASS THE CLAP. Materials: None**

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

## NATIONAL OCCUPATIONAL SKILLS STANDARDS

# Community Development Worker



### What is the National Standard for Community Development Workers?

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

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

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

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

### The format for the National Standard

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

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

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

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

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

### How can the National Standard be used?

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

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

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



## Steps for organisations that use CDWs

**STEP 1** Visit the NATTB at [nattb.org](http://nattb.org) and the PNG CDW ITC at [pngcdwstandard.com](http://pngcdwstandard.com). Read the *CDW Workplace Assessment Handbook*, available for download at [pngcdwstandard.com](http://pngcdwstandard.com).



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



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



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



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



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



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

## NATTB accreditation

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

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

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

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



For more information visit [pngcdwstandard.com](http://pngcdwstandard.com) or phone the NATTB CDW Trade Test Coordinator on 3017631 or visit [nattb.org](http://nattb.org)