

# **COMMUNITY DEVELOPMENT WORKER COURSEBOOK 5**



**Monitoring and Evaluation  
(Steps 5 and 6 of the project cycle)  
CDW C07 and CDW C05**

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 training and awareness	
3 Assist group to analyse their development situation and identify priorities Assist group to develop a project plan for a community activity	Step 1 of project cycle Step 2 of project cycle
4 Facilitate agreements for a community activity Facilitate the start-up of a community activity	Step 3 of project cycle Step 4 of project cycle
5 Monitor community activity Evaluate community activity outcomes	Step 5 of project cycle Step 6 of project cycle
6 Provide mentoring	
7 Facilitate a specialist's visit	
<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.**

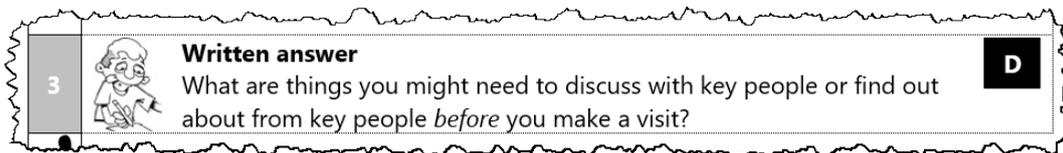
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This series of coursebooks can be used as training handbooks, with trainers to 'train' you how to do it. If you have good trainers, then this is the best way for you to learn how to be a Community Development Worker. However, it is hard to organise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

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



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



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

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

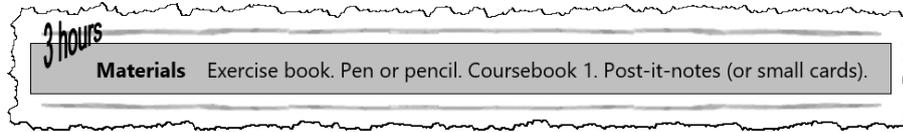
Luksave:

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

## Information for the learner

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

*Luksave:*



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

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

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

*Luksave:*

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

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

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

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



### 'Revision ball'

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



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

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

### HOW TO USE THE COURSEBOOKS AS TRAINING HANDBOOKS

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

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2 hours

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

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

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



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

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

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

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



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

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

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

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

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

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

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1	 <p><b>Discussion</b> Think about a change you have made in your life. Think about how you put each of these six steps into practice when you made the change. Share your ideas with your colleagues.</p>
1	<p>The six steps you need to take to make a change are sometimes called a 'cycle'.</p> <p>A 'cycle' means that when you get to the end, you then go back and start again at the beginning. After step 6 you go back to step 1 and start again to make a new change. The lessons you learn in step 6 will help you when you go back to step 1 and start again.</p> <p>This is how change happens. This is how development happens. Development never stops. Change never stops. The cycle of change keeps turning. Good.</p>
1	 <p><b>Discussion</b> What is a 'project'? Discuss this with your colleagues.</p> <div style="border: 1px solid gray; padding: 5px; margin-left: 20px;"> <p>If this course is being run as a training by a trainer, then many of these discussion activities will be run as general discussions.</p> </div>
1	<p>In <i>tok divelopmin</i> a change is often called a project. A 'project' is anything you do to make a change. The change might be an activity at a church, or a community water supply, or expanding your business, or sending mum to university. <i>Kain kain</i>.</p> <p>If the change is for a family or a group or a community, then for the change to be successful, everyone in the family or group or community needs to participate. <i>Wanman</i> projects never work out. <i>Olgeta mas kamap papa bilong en</i>. We will look at why participation is so important later in the coursebook <i>olsem na stap isi pastaim</i>.</p> 

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



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



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



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



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



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

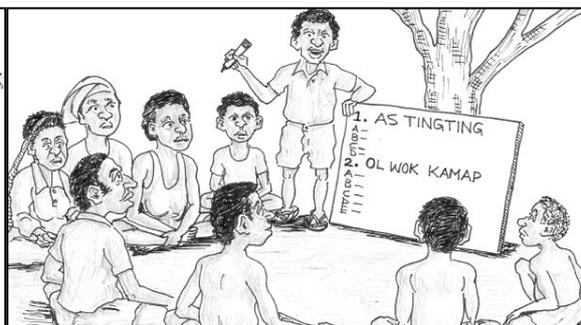


**6. LUKLUK BEK NA SKELIM** Everyone in the group comes together after the project is finished to discuss whether the plan *karim kaikai* and to learn lessons.



## Activity

With your colleagues, look at the 6 pictures below. These pictures show the 6 steps of a participatory project cycle. Which pictures show step 5 (monitor community activity) and step 6 (evaluate community activity outcomes)?



1

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Luk olsem the second last picture is step 5 of the project cycle (monitoring), and the last picture is step 6 of the project cycle (evaluation).



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

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

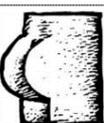
A CDW might be someone who is from *outside* a community who makes visits to help communities and groups and families to help them develop. An agriculture extension officer or a community liaison officer or a health worker or a field worker or an NGO worker or a District officer or a loans officer *o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

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

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

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

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

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



They call it an organisation cycle.

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



### Discussion

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

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

3 Core Unit Co2  
Monitor Community Activity



Element 1 Make preparations  
Element 2 Conduct community entry  
**Element 3 Conduct monitoring**  
Element 4 Prepare a report

Core Unit Co8  
Evaluate Community Activity Outcomes



Element 1 Make preparations  
Element 2 Conduct community entry  
**Element 3 Conduct field evaluation of activity outcomes**  
Element 4 Prepare a report

This means that if you want to meet the Standard when you **monitor a community activity (step 5) or evaluate community activity outcomes (step 6)**, you also need to make preparations, do community entry, and prepare a report in a way that meets the Standard. Definitely.



### Revision discussion

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

## **Conduct monitoring** *Sekim wok* **(STEP 5 of the project cycle)**



*Sekim wok* (monitor implementation of the plan). The plan is being implemented now. While it is being implemented, everyone needs to come together regularly to check (monitor) that everything is okay and to solve any problems.

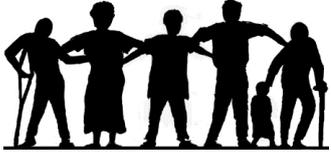
**Wok mak from the PNG National Standard for  
Community Development Workers for UNIT C02  
Monitor Community Activity**

<b>Elements</b>	<b>Performance criteria</b>
<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 Assess whether the work plan and materials for the activities are going to be suitable and make necessary changes 2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities
<b>3</b> <b>Conduct monitoring</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 Explain the purpose of the visit and why it is important that everyone in the group participates to monitor their project 3.6 Work with the group to review the project plan including the project objective, activities, and expected project outcomes 3.7 Work with the group to check progress against the activity schedule 3.8 Assist the group to investigate any problems or issues 3.9 Assist the group to decide on solutions and actions to improve implementation and how to put them into practice 3.10 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.11 Discuss how or if the visit has been useful, and ways it could be improved 3.12 Thank the group, without rushing, and explain again the purpose of the visit
<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>Discussion</b> With your colleagues, look at the four elements that make up this Core Unit (on the previous page). What two elements should you have already put into practice before assisting the group to do this step of a project cycle?</p>
1	<p>This <i>wok mak</i> from the National Standard is <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> 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 everyone in a group to participate in community activities – not just leaders and key people:</p> <ul style="list-style-type: none"> <li>① Participation makes the work more successful</li> <li>② Participation supports inclusive development (equality)</li> <li>③ Participation grows goodwill and trust <i>namel long ol</i></li> </ul>
1	 <p><b>Activity</b> When you did CDW Coursebook 1 (Make preparations, conduct community entry, and prepare a report) you learned how to 'confirm who the key people are and work with them to make arrangements for the visit' (topic 2.3). In topic 2.3 we looked at three big reasons why it is important to encourage everyone in a family, group or community to participate. <i>Tingim</i>. With your colleagues, go back over this again and then answer the three questions below. Take your time. This is very important. <i>Kirapim bek gut tru</i>.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If this course is being run as a training by a trainer, then they will go back over this with you</p> </div>

	<p>1. How does participation by everyone make the work more successful? 2. How does participation by everyone support inclusive development? 3. How does participation by everyone grow goodwill and trust <i>namel long ol</i>?</p>
<p>1</p>	<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 halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela</b></p>
<p>1</p>	 <p><b>Discussion</b> 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>
<p>1</p>	<p><b>THREE BIG REASONS</b> why encouraging and supporting inclusion is important:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <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. Equality. <i>Em wan.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <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> </div> <div style="border: 1px solid black; padding: 5px;"> <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>
<p>2</p>	 <p>The principle of participation and the principle of inclusion go together like two sides of the same coin. When you do community entry (Element 2) you need to make sure you discuss with the key people how to support and encourage as many people as possible to participate in the activities AND you also need to discuss with the key people how to make sure that people from groups that are normally left behind or excluded are also included (inclusion) in the activities. This is performance criteria 2.3. <i>Tingim.</i></p>

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

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



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



**Discussion**

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

2



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



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

2

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

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

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



3



**Discussion**

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

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

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

3

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



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



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



**Written answer**

3

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

C



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

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

3



**Revision discussion**

Some people are just shy. What can you do to help people who are shy to participate effectively during a *kibung*?

1 hour

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

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

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

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



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

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

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



3

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



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

3



**Written answer**

With your colleagues, discuss how seeing key people from their community taking the lead helps the next generation. *Senis bilong yumi.* Next, in your exercise book, write down two good points from your discussion.

D



**Revision discussion**

How does helping key people to take the lead during the activities show respect? Discuss this with your colleagues.

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

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

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



**Activity**

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



3



**Discussion**

4

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

✓ Use a language that everyone understands (use a translator if necessary)

4

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



**Written answer**

4

With your colleagues, discuss what can go wrong if you use big words and 'expensive' English when you work with a *grup long ples.* Next, in your exercise book, write down three things that can go wrong if you use big words and 'expensive' English when you work with a *grup long ples.*

E



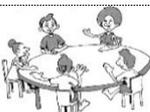
**Revision discussion**

Discuss examples from your own experience of communication by someone (you or someone else) that has been effective. Hit the mark. *Toktok tasol.*

1 hour

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

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

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



**Revision discussion**

*Tingim ples bilong yu.* What are some ways to show respect that you would explain to a *wait meri* who wanted to visit your *ples*?

2 hours

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

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



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

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

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

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

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

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

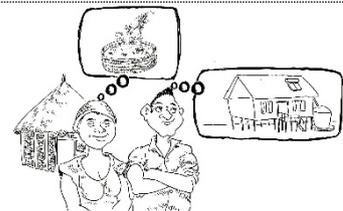
**Step 6 Lukluk bek na skelim.** After you finish, evaluate how it went. Learn lessons.

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



### Discussion

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



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

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

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



This *wok mak* from the National Standard is **explain the purpose of the visit and why it is important that everyone in the group participates to monitor their project.**

A good time to put this *wok mak* into practice is when you start the *kibung* to help the group to monitor their project (step 5 of the project cycle).

When you explain the purpose of step 5 of the project cycle to everyone, it is a good idea to first give a clear explanation of the participatory project cycle so that everyone can see how it all fits together *pisin lukluk kam daun*. Many Community Development Workers explain the 6 steps of a participatory project cycle using the example of a family project cycle. This helps everyone connect it to their everyday lives. For example:

2



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



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



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



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



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



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

2



**Discussion**

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



3		<p>To <i>inapim</i> this <i>wok mak</i> you need to explain the purpose of this step of the project cycle (<i>sekim wok</i>). While the project is being implemented, everyone in the group (and the community) needs to come together to check (monitor) their project to make sure that everyone is okay and to solve any problems. Is everything on track? What can we do to stay on track?</p>
3		<p><b>Activity</b> This <i>wok mak</i> also says you need to explain why it is important that everyone in the group participates, not just the leaders and key people. The principle of participation. <i>Pasin bilong wokim disisen wantaim na wokbung wantaim.</i></p> <p>We looked at why participation (and inclusion) was important at the start of this coursebook (topic 3.1). <i>Tingim.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>1 Participation makes the work more successful</p> <p>2 Participation supports inclusive development (equality)</p> <p>3 Participation grows goodwill and trust <i>namel long ol</i></p> </div> <p>Go back over topic 3.1 in this coursebook to refresh yourselves – so you and your colleagues know how to explain why it is important that everyone in the group participates in this step (and every step) of the project cycle.</p>
3		<p>To <i>inapim</i> this <i>wok mak</i>, everyone needs to understand how participation by everyone in the group (not just the leaders and key people) makes the work more successful, supports inclusive development, and grows goodwill and trust <i>namel long ol.</i></p> <p>If you are following a project cycle - then everyone from the group or community should have already been involved in step 1, step 2, step 3, and step 4 of the project cycle - and they will want to continue to be involved now in step 5. It is their project.</p>  <p>Even if you are working with a <i>grup long ples</i>, it is very important that other people from the community are also involved in monitoring the project. They can share ideas and give <i>stia</i> so you get the whole story. <i>Em wan. Na tu</i> if other people from the community attend it is far more likely that the community will continue to support the project and the <i>grup long ples.</i></p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>→ DON'T FORGET!</p> </div> <p>Don't forget, another <i>wok mak</i> you need to <i>inapim</i> is <b>encourage key people to take the lead during the activities.</b> If you can help key people to <i>go pas</i> to <b>explain the purpose of the visit and why it is important that everyone in the group participates to monitor their project</b>, then <i>yu wok long inapim tupela wok mak long sem taim.</i></p>
4		<p><b>Discussion</b> How often during implementation of a project should everyone in the group or community come together to monitor their project?</p>
4		<p>How often during implementation of a project should everyone in the group or community come together to monitor their project?</p>

The number of times everyone in the group or community needs to come together to monitor their project depends on the size of the project. And if they need your help, it will also depend on how many times you the CDW are available (and your resources).

Normally, it is a good idea for everyone in a group or community to come together to monitor their project not long after the project begins – this is because many problems or issues become obvious early on during implementation. And schedule a monitoring visit after key activities have been completed. And schedule a monitoring visit near the end of project activities.

4



Normally, scheduling a monitoring visit not long after the start of activities, and again in the middle of activities, and again near the end of activities, will be about right.

However, how often everyone in needs to come together to monitor their project also depends on how well things are going. If there are lots of problems, then everyone may need to come together more often to sort it out.



#### Activity

In CDW Coursebook 3 and CDW Coursebook 4 we looked at how Merylyn helped a group through the first four steps of a project cycle. *Tingim*. She is now helping *Mama Kirap na ol lain Hasarai* to monitor their project. With your colleagues, have a look at the activity schedule in the Hasarai project plan (at the end of the coursebook). Imagine you are Merylyn, and you can only make two monitoring visits to help *Mama Kirap na ol lain Hasarai* to monitor their project. When (which months) should you schedule them for?

4



*Luk olsem* February and April are good months (or maybe March and May), but there is no right answer. The best thing to do is discuss when to make the two monitoring visits with the key people from *Mama Kirap*.



#### Written answer

When you start the *kibung* to help the group *sekim wok* (step 5 of the project cycle), you need to **explain the purpose of the visit and why it is important that everyone in the group participates to monitor their project**. Discuss with your colleagues what you would do to put this *wok mak* into practice. Next, in your exercise book, write down three dot points to guide you when you go ahead and do it.

4

G



**Las tok.** Helping a group to monitor their project *taim projek wok long ron* is not the same thing as expert or 'technical' monitoring.

If a project has been funded or supported by an outside organisation, then a water supply expert or a *didiman* or a health expert *o kain olsem* might also come to help the group check on how things are going on the technical side. Often, they will come at the same time and they will monitor the technical side while the Community Development Worker is helping the group to check that everything is okay and to solve any problems.

5



Sometimes the CDW will also have expert skills. They CDW might also be a water-supply expert or a health worker or a pastor or a *didiman o kain olsem*. Great. CDWs often can wear two hats at the same time.



The job of a Community Development Worker is also to facilitate the visit of the technical expert. The group or community needs to understand what the expert will be doing, they need to be involved, they need to know what the expert found out, and they need to help solve any problems. Definitely.

If you need to facilitate the visit of an expert, then there is a Core Unit in the PNG National Standard that will help you to do it in a way that meets the Standard. Unit CDW C10 Facilitate a Specialist's Visit.

5



### Activity

At the end of this coursebook, there is an attachment called 'Unit CDW C10 Facilitate a Specialist's Visit'. It shows the *wok mak* you need to *inapim* if you want to facilitate a specialist's visit in a way that meets the Standard. With your colleagues, have a look at it. *Lukluk tasol*. You will learn about how to *inapim* these *wok mak* in CDW Coursebook 7 *olsem na stap isi pastaim*. You can also visit [pngcdwstandard.com](http://pngcdwstandard.com) for more information.



### Revision discussion

Imagine you play rugby league. At half time, if you want to monitor how things are going in the game, would it be better if you did it with everyone in your team? How will it help if everyone was involved to check-up on how the game was going?



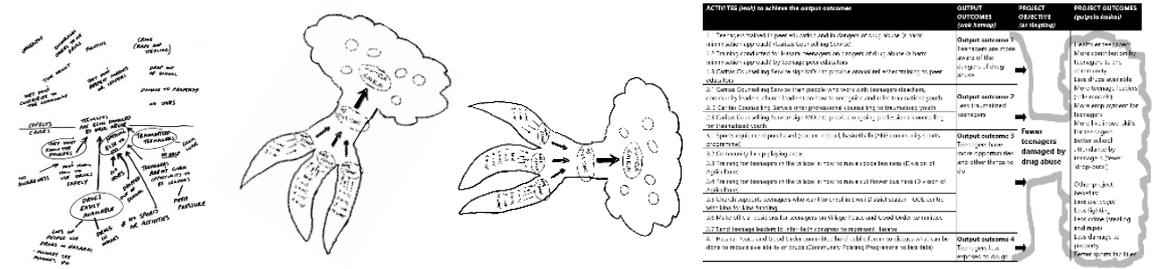
2 hours

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

1	<p>Community Development Workers start the monitoring visit with a <i>kibung</i>. They (or the key people) explain the purpose of step 5 of a project cycle and why it is important that everyone in the group participates. <i>Nau tasol yumi lukim.</i></p> <p>Another <i>wok mak</i> from the National Standard that you can put into practice during the <i>kibung</i> is “work with the group to review the project plan including the project objective, activities, and expected project outcomes”. Everyone has to be very clear why and how the project should <i>strongim sindaun</i> (if completed successfully).</p>	
<h2>Help everyone to review the project plan</h2>		
1	 <p><b>Discussion</b></p> <p>Why do you need to review the project plan with everyone first before helping them to check on how things are going with the project (monitoring)? Discuss this with your colleagues?</p>	
1	 <p>Monitoring is <i>sekim wok</i>. <i>Tasol sekim wanem samting?</i></p> <p>You can't <i>sekim wok</i> unless everyone remembers <i>why</i> the project is being done and how the project should <i>strongim sindaun</i>. And there may be new people involved. Everyone should be singing from the same song sheet. Makes sense.</p> <p>This means you need to help everyone go back over the project plan and review it first. <i>Kirapim bek tingting.</i></p>	
2	<p><i>Tingim gen</i> Marilyn. Marilyn has been helping <i>Mama Kirap na ol lain Hasarai</i> through the steps of a project cycle. Their project objective is 'fewer teenagers damaged by drug abuse'. <i>Luk olsem</i> Marilyn has helped everyone to start-up their project (step 4 of the project cycle). <i>Projek wok long ron</i>. Now Marilyn is helping <i>Mama Kirap na ol lain Hasarai</i> to monitor their project (step 5 of the project cycle). <i>Fit CDW.</i></p>	
2	 <p><b>Discussion</b></p> <p>With your colleagues, have a look at the Hasarai community project plan (at the end of the coursebook). Have a look at the project tree (and shown again below). <i>Lukluk tasol. Kirapim bek tingting.</i></p>	

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

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



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

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

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

## The BONES of a project plan



**ACTIVITIES (WOK)**

**OUTPUT OUTCOMES (WOK KAMAP)**

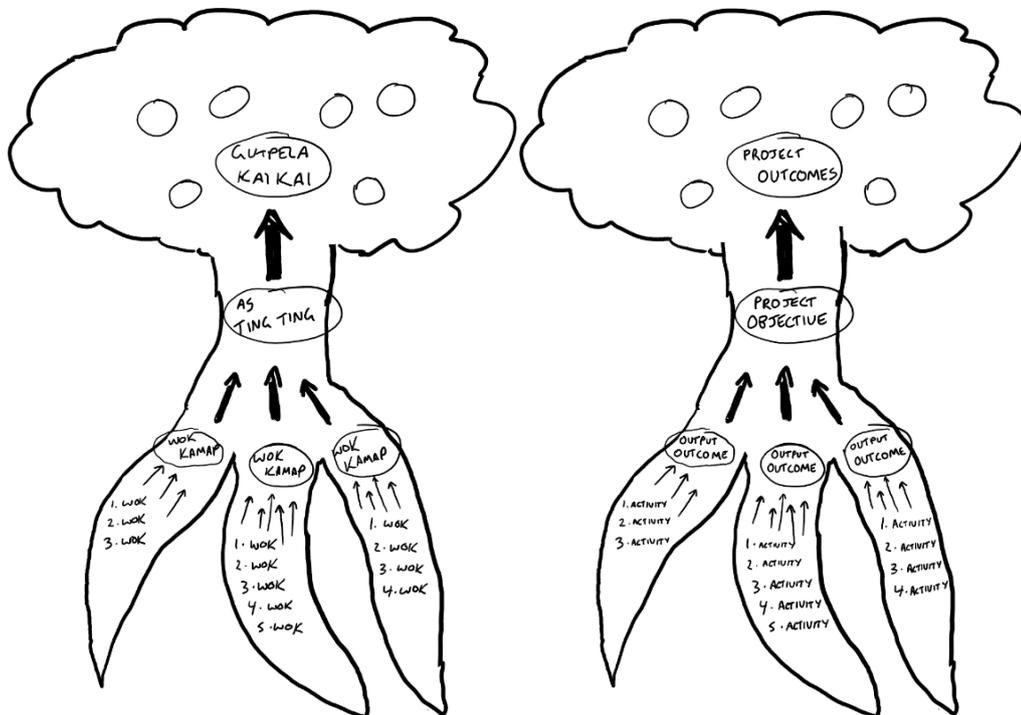
**PROJECT OBJECTIVE (AS TINGTING)**

**PROJECT OUTCOMES (GUTPELA KAIKAI)**

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

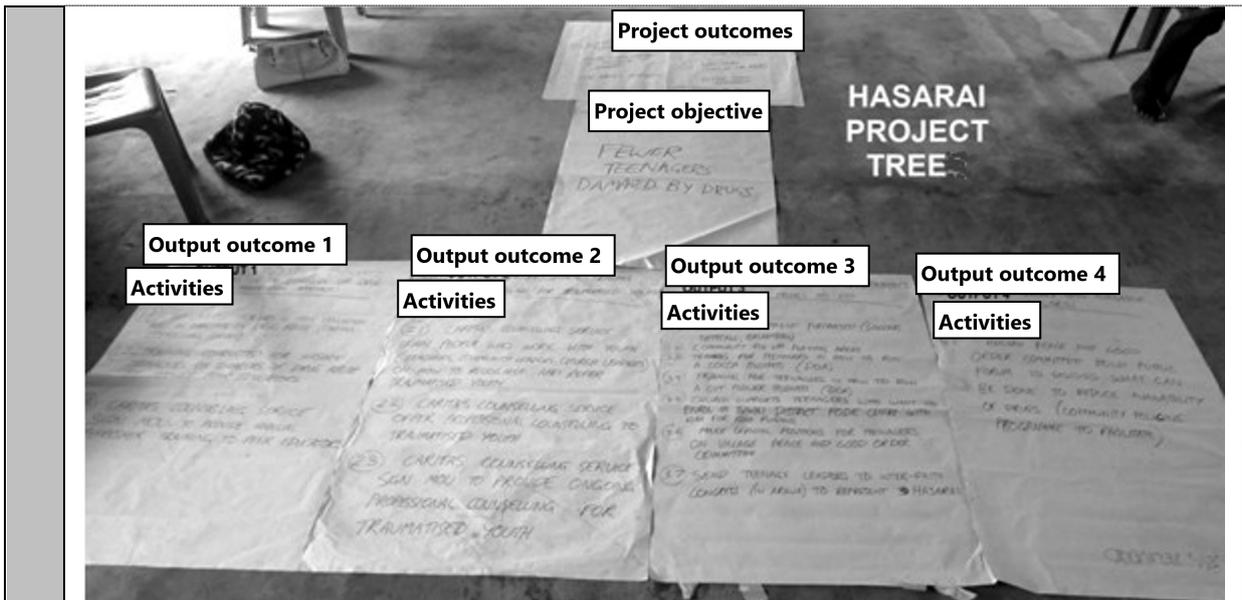
In tok projek yumi save tok olsem:

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



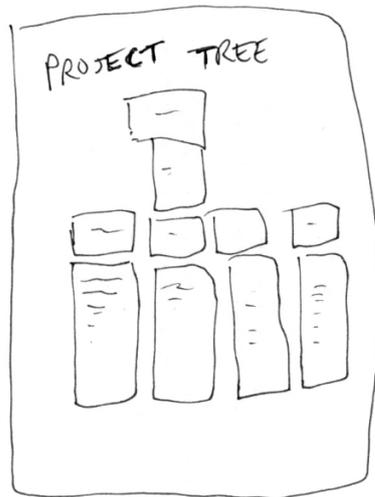
3

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



The project tree is very useful. If you helped the group you are working with to develop a project tree in step 2 of the project cycle (when you helped them develop a project plan), then when you finish *noken boilim na kaikai. Noken tainim brus. Noken putim long liklik opis. Putim gut.* The best way to do this is to put it on a notice board *o kain olsem.*

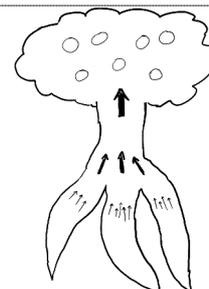
You can use the project tree during project start-up (step 4 of the project cycle) to help everyone confirm what will happen and why. You can use now during monitoring visits (step 5 of the project cycle) to help everyone remember why and how the project should *strongim sindaun* (if completed successfully). *Na tok igo pas* you can also use it during evaluation (step 6 of the project cycle) to help everyone remember why and how the project was supposed to *strongim sindaun.*





### Activity

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



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

3

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

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



3



Don't forget, another *wok mak* you need to *inapim* is **encourage key people to take the lead during the activities**. If you can help key people to *go pas* to **review the project plan including the project objective, activities, and expected project outcomes** then *yu wok long inapim tupela wok mak long sem taim*.



4



### Written answer

With your colleagues, discuss why it is important to remind everyone why and how the project should *strongim sindaun* (if completed successfully) before helping them to check on how things are going with the project (monitoring). Next, in your exercise book, explain what Marilyn did to remind everyone why and how the project should *strongim sindaun* (if completed successfully).

H



### Revision discussion

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

2 hours

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

1 By now, everyone should remember why and how the project should *strongim sindaun* (if completed successfully).  
Now everyone is ready to check if things are on track. Work with the group to check progress against the activity schedule.



1 **Activity**  
With your colleagues, have a look at the Hasarai community project plan (at the end of the coursebook). Have a look at the activity schedule. *Lukluk tasol. Kirapim bek tingting.*



An activity schedule shows **WHO** will be responsible for each activity, **WHEN** each activity will need to be done (timing), and **WHAT** resources will be needed to complete each activity.

During project start-up (step 4 of the project cycle) Marilyn put each root (each output outcome) from the Hasarai project plan on butcher paper to help everyone "update and confirm the activity schedule and budget". *Tingim.* She also helped *Mama Kirap na ol lain Hasarai* to develop an implementation schedule. *Fit CDW. Fit stret.*

And at the end of project start-up, the key people from *Mama Kirap* put the activity schedule (and the implementation schedule) on the Hasarai notice board. *Nais.* Now Marilyn is going to use the activity schedule to help everyone what should have been achieved by the time of the monitoring visit.



1



To help everyone check progress against the activity schedule, start from the beginning (or start from where you left off after the last monitoring visit). For each activity ask everyone what progress has been made.



2



**If the activity has been successfully completed, then tick it**



**If the activity has been partly completed or if something has gone wrong or if something needs follow-up, then put a question mark**

Sometimes there will be disagreement about whether an activity has been completed. If there is no consensus (*wanbel*) that the activity is completed, then put a question mark.

2



**Discussion**

How does it help to have everyone in the group (and the community) involved to check progress against the activity schedule?

2

If you just checked progress of the project with the leaders and key people, they might not know about something that has gone wrong (or how to fix it). Remember CDW Coursebook 1. Everyone touches a different part of the elephant. Everyone has a blind spot. To have the full story you need everyone involved (and participating effectively).

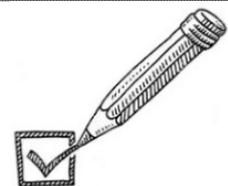
And if everyone is involved, it builds goodwill and trust *namel long ol*. If only the leaders and key people are involved, everyone else will start to say *ino moa projek bilong mipela*. This sort of talk is poison. *Em mak bilong bagarap olgeta*.

2



**Activity**

Below is a table showing the activities for output outcome 1 from the Hasarai project plan. On the right side are dot points which give the story of what has happened so far during implementation for output outcome 1 – the kind of information that everyone might say during the *kibung*. With your colleagues, go through the story of what has happened so far for each activity in output outcome 1 and use it to check progress against the plan. At the end, you should have ticks or question marks next to the activities for output outcome 1 in the activity schedule.



**If the activity has been completed, then tick it**



**If the activity has been partly completed or if something has gone wrong or if something needs follow-up, then put a question mark**

<b>Output outcome 1 – Teenagers are more aware of the dangers of drug abuse</b>	
<p>1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <u>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</u></p>	<ul style="list-style-type: none"> <li>• Completed in January as planned.</li> <li>• The teenagers were keen to be involved and anyone who was interested was selected. There were 7 women and 7 men selected by the Hasarai Peace and Good Order committee.</li> </ul>
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3



**Discussion**

What are indicators? Discuss this with your colleagues.

3

Many project plans that are funded by outside organisations will include a section in the project plan called 'indicators'. Indicators are the requirements for success for the project. The *wok mak* that need to be achieved for the project to be considered successful.

After the project is completed, the funding organisation will want to collect information and evidence to see if the project achieved the *wok mak*. Was it successful or not?

A project plan that is funded by an outside organisation will normally include two or three indicators for the project objective (did the project achieve the project objective?) and one or two indicators for each output outcome (did each root of the solution achieve what it was supposed to achieve?).



Any indicator should also say what the **means of verification** is that will need to be collected to prove or verify if the indicator has been achieved. The evidence might be a receipt, a trainer's report, a copy of a letter, a deposit slip, meeting minutes, a photo. *Kain kain*. Normally the means of verification is included after the indicator and is underlined (or shown in brackets).

3



**Activity**

Below is an indicator for a project objective. The objective of the project was to improve the health of children in the community. What is the means of verification for the indicator?

*Most parents say that the health of their children has improved because of the project. Evaluation report (showing what percentage of parents said this)*

3

Some (complicated) project plans that are funded by outside organisations include **activity indicators**. Activity indicators are the requirements for success (the *wok mak*) for activities. If the activity was training in how to farm elephants, then an indicator of success (and means of verification) might be something like *40 participants received certificates and half were women. Trainer's report (showing number of certificates given)*.



To keep it simple, project plans do not need to have separate activity indicators. Instead include the requirement for success (and means of verification) in the description of the activity.

	<p>For example, when you write the activity in the activity schedule, instead of saying 'training in how to farm elephants' say something like <i>training in how to farm elephants conducted for 40 participants, half to be women</i>. <u>Trainer's report (showing number of certificates given)</u>. If you do this, then you don't need to include activity indicators.</p>
<p>3</p>	 <p><b>Discussion</b> With your colleagues, have a look at the Hasarai project plan (at the end of the coursebook). Are there separate activity indicators? Or are the requirements for success (and means of verification) included in the activity schedule?</p>
<p>3</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 15%; text-align: center;">  </div> <div style="width: 70%;"> <p><i>Yumi raunim liklik tasol kam bek gen</i>. When you help everyone to check progress against the plan, if an activity has been successfully completed then tick it. <i>Em nau yupela klia pinis</i>.</p> </div> <div style="width: 15%; text-align: center;">  </div> </div> <p>However, if project plan has been funded by an outside organisation, then there might be activity indicators in the 'indicators' section of the project plan (or even better the requirement for success might be included in the description of each activity). If there are, it will help everyone decide if an activity has been successfully completed or not.</p> <p><i>Luk olsem</i> if the requirement for success has not been achieved, then put a question mark – you will need to follow-up to find out why and to see if there is a solution or action everyone can take.</p> <p>And if the evidence (means of verification) has not been collected (or does not confirm or verify that the requirement for success has been achieved) then put a question mark. You will need to follow-up to find out why and to see if there is a solution or action everyone can take.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 30%;">  </div> <div style="width: 65%;"> <p><b>Bikpela tok.</b> Don't worry about indicators (and means of verification) when you help everyone check progress against the activity schedule (unless the funding organisation has included them in the project plan). If you want to learn more about indicators (and means of verification) then at the end of CDW Coursebook 3 (Participatory Planning) there is a section called 'more meat' which should help you.</p> </div> <div style="width: 15%; text-align: center;">  </div> </div>
<p>3</p>	 <p><b>Activity</b> With your colleagues, go back to the earlier activity in this topic where you and your colleagues checked the progress of output outcome 1 (using the table of information about what has happened so far during implementation). In the Hasarai project plan, the requirements for success (and means of verification) are included in the description of the activities. <i>Nais</i>. This makes it easy. Use this information to check again if each activity has been successfully completed.</p>
	

4	<p>When you have finished helping everyone to check progress of the activities against the plan, hang on to the butcher papers you used.</p> <p>You can use them again later in the monitoring visit <i>bai yumi luksave long en</i>. And you can use them again in the next monitoring visit. By the next monitoring visit hopefully there will be more ticks (and more of the question marks will be turned into ticks).</p>  <p>It is always a good idea to leave the butcher papers you used to check progress against the plan with the key people. They can put them <i>long ples klia</i> and use them to help stay on track. But if you do this be sure you keep a copy for your report.</p>
4	 <p><b>Discussion</b></p> <p>What information should a Community Development Worker have a record of (in their diary) from the monitoring visit so far?</p>
4	<p>To prepare a report (Element 4) in a way that meets the Standard, you need to “maintain a record of activities and movements according to workplace practices” <i>Tingim</i>. You learned about this is CDW Coursebook 1. By this point in the monitoring visit your diary should already be full of information to help you prepare your report. For example:</p>  <ul style="list-style-type: none"> <li> Dates and times</li> <li> Any information about what you did during community entry including who the key people are you are working with</li> <li> What happened during the <i>kibung</i> – who came, how many men and women, what people said about progress so far</li> <li> What the result was when you checked progress against the activity schedule</li> <li> Copies of any evidence (means of verification) to show that activities completed have been <u>successfully completed</u>.</li> <li> Photos or drawings</li> <li> Any comments or stories or observations</li> </ul>
4	 <p><b>Written answer</b></p> <p>With your colleagues, discuss how to work with the group to check progress against the activity schedule. Next, in your exercise book, answer the following question: When you go through the activity schedule with everyone, when should you put a question mark next to the activity?</p>



**Revision discussion**

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

3 hours

**Materials** Exercise book. Pen or pencil. You also need CDW Coursebook 3.

You have now worked with everyone to check progress of the project against the plan. Nice. But you can't investigate any problems or issues by sitting inside drinking tea. *Nogat*. You (and the key people) have to go outside and have a look at what progress has been made and talk with people. This is the next part of the monitoring visit. The monitoring investigation.



This *wok mak* from the National Standard says **assist the group to investigate any problems or issues**.

1

You will already have an idea if there are any problems or issues. Now you need to end the *kibung* and work with the key people to follow-up and collect more information. The monitoring investigation. *Wok painimaut*.



Before you end the *kibung*, explain what will happen next. Explain that the next part of monitoring a project involves working with the key people to investigate. *Wok painimaut*.

And explain to everyone that at the end of the investigation there will be another *kibung* where everyone will be invited back to look at what you and the key people found out - and to solve any problems or issues together. *Ples klia*.



**DURING THE MONITORING INVESTIGATION YOU WILL NEED TO:**

2



**Follow-up on activities that have ticks to check the evidence, and to collect any more information**



**Follow-up on activities that have question marks so you can go deep to find out what the problem or issue is – and come up with solutions**



**Check to see if there are any new problems or issues that no one thought about (or admitted) at the start – and come up with solutions**



**Check to see if there are any opportunities or ideas for how to improve the project or how to better achieve the project objective**

2



**Written answer**

In your exercise book write down the four things you need to do during the monitoring investigation. *Raitim gut*.

J

Most Community Development Workers spend a day or two working with key people to do the monitoring investigation - but it all depends on how big the project is and who you need to talk with to investigate any problems or issues.

There are three tools that most Community Development Workers use to help key people to investigate any problems or issues (and come up with solutions and actions to take).

2

**1. Interviews**

**2. Focus groups**

**3. Village walks**



**Interviews**

3

An interview involves the CDW sitting down and talking with one (or two) people. Before you sit down with the person you want to interview, it is much better if you think about the key questions you want to ask or the topics you want to cover – this gives the interview structure. In an interview, you can investigate how successful implementation has been by asking the person for their opinion on the success of activities. *Wanem tingting bilong yu?* What is working? What problems or issues have you noticed? What solutions do you have? What ideas do you have? What worries you? What stories can you share? Who else should we talk to? *Kain kain.*

3		<p><b>Discussion</b></p> <p>If you have had experience conducting or participating in an interview, then share this with your colleagues.</p>
3	<p>Some <b>advantages</b> of interviews are:</p> <ul style="list-style-type: none"> <li>• You can establish a more relaxed or natural conversation</li> <li>• You can go into great depth on a particular topic or issue</li> <li>• People can speak confidentially or privately</li> <li>• You can involve key people – or key people can do the interview</li> <li>• It is easy to take notes</li> <li>• You can compare answers from different interviews if you ask the same key questions or cover the same topics</li> </ul> <p>Some <b>limitations</b> of interviews are:</p> <ul style="list-style-type: none"> <li>• It is not possible to interview everyone, so carefully decide and select who should be interviewed and cross-check all information</li> <li>• Sometimes you need to conduct the interview on your own (without a key person) so that the people you interview feel comfortable to talk. This can create suspicion.</li> </ul>	
3		<p><b>Discussion</b></p> <p>What are open-ended questions? Discuss this with your colleagues.</p>
3		<p>When asking questions in an interview, try and ask 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 tell you much about what people know or think.</p> <p>Open-ended questions normally start with "why" or "how" or "what if". Use open-ended questions when you want to dig deep to find out what people know or think about a problem or issue.</p>
3		<p><b>Activity</b></p> <p>Get into pairs with a colleague. Have a go at conducting an interview. One of you be a CDW. Interview your partner about something (for example, "what are our biggest health problems". Before you start, think about the key questions you want to ask or topics you want to cover so that your interview has structure. Don't forget to use open-ended questions. When you have finished, let your partner take their turn to interview you.</p>
		

### Focus groups



4

CDWs always use focus groups to conduct the monitoring investigation. You might want to meet with the key women from a community to discuss the success of activities so far. Or perhaps not many teenagers turned up for training on how to use drugs safely so you might want to meet with a cross-section of teenagers to discuss the problem (and find a solution).

Focus groups need to be planned. This means you need to think about who you want in the focus group. Normally (but not always) the people in the focus group have something in common. For example, they are all young women or all members of the basketball team or all members from one family.

Focus groups should have structure. This means you need to think about the key questions you want to ask or topics you want to cover during the focus group.

4



#### Discussion

If you have had experience conducting or participating in a focus group, then share this with your colleagues.

4

Some **advantages** of focus groups are:

- People in a focus group may be more confident to express an opinion (speaking up in a small group is more like having a conversation)
- People feel more comfortable expressing an opinion among a group made up of people more like themselves (e.g. men separately from women)
- You can better identify issues or opinions specific to different groups (e.g. women, school students, the elderly, widows)
- You can involve key people – or key people can facilitate the focus group discussion
- You can compare answers from different focus groups if you ask the same key questions or cover the same topics
- It is easy to take notes

	<p>Some <b>limitations</b> of focus groups are:</p> <ul style="list-style-type: none"> <li>• It is important to not just get the opinion of one focus group – for example, women. You need to make sure you get a balance of views.</li> <li>• Sometimes you need to conduct a focus group discussion on your own (without a key person) so people feel comfortable to talk.</li> </ul>
<p>4</p>	<div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p><b>Discussion</b></p> <p>The role of a CDW in a focus group is to provide structure and facilitate the conversation. <i>Stiaim toktok</i>. With your colleagues, brainstorm what you think a CDW should do to <i>stiaim toktok</i>. <i>Gespaia</i>. <i>Troimwe tingting</i>.</p> </div>  </div>
<p>4</p>	<p>There are three things you should do when you facilitate a focus group:</p> <p><b>ASK WHY? WHY? WHY?</b> <i>Ol troimwei toktok nau yu askim ol bilong wanem em olsem?</i> What will happen? Why is it like that? Tell me about why you think this worked? What could be another way to do it? Help everyone to dig deep to find out why.</p> <p><b>ENCOURAGE SOLUTIONS.</b> <i>Taim oli autim ol hevi o wari askim ol long tingim gut wanem aidia ol igat long stretim bek.</i> What do you suggest we do? What do they want to do about it? What have you done about it in the past? How can we take advantage of this? Ideas and solutions please.</p> <p><b>ENCOURAGE PARTICIPATION.</b> Everyone in the focus group discussion should have a chance to get involved and <i>autim wanem askim na tingting ol igat</i>.</p> <div style="background-color: black; color: white; padding: 10px; text-align: center; margin-top: 10px;"> <p><b>ASK WHY? WHY? WHY?</b> <b>ENCOURAGE SOLUTIONS</b> <b>ENCOURAGE PARTICIPATION</b></p> </div>
<p>4</p>	<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p><b>Activity</b></p> <p>Have a go at conducting a focus group with your colleagues. One of you be the CDW. Everyone else can be participants in the focus group. Discuss “what are our biggest health problems”. Before starting, the CDW should think about which key questions to ask or topics to cover so that the discussion has structure. Demonstrate how to <i>stiaim toktok</i>: ASK WHY WHY WHY. ENCOURAGE EVERYONE TO THINK OF SOLUTIONS. ENCOURAGE EFFECTIVE PARTICIPATION. And try to use open-ended questions. Fit.</p> </div> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-left: 10px; width: 150px;"> <p>If this course is being run as a training, the trainer will ask you to do this as a role play.</p> </div> </div>
	

### Village walks



5

Go for a walk to see the results of the activities. It is good to do this with a focus group or after (or during) an interview – but it can be done anytime. Any time you have free time then go for a walk to look at something and talk as you go.

A village walk will encourage people to talk openly. Most people find it easiest to talk in a relaxed and informal situation – such as going for a walk. A village walk is also a chance for the CDW to learn about the local area and the people. You get a context (a background) so you can understand what people are saying about their *sindaun*.

5



#### Discussion

If you have had experience conducting a village walk, then share this with your colleagues.

5

Some **advantages** of village walks are:

- You kill two birds with one stone – you get to see something (observation) and you can talk with people at the same time. *Kilim tupela pisin wantaim wanpela ston.*
- You can follow-up on the key questions you asked in the interviews or focus group discussions – but it is important to let the conversation flow
- By talking with people as you walk, they are put at ease and are more likely to express their ideas and opinions
- Asking people to show you what they are proud of (like their garden) is a great way to build trust and encourage participation
- You get to make friends *na lukim ples*

Some **limitations** of village walks are:

- Normally you are escorted by just a few people so you won't get the full story
- It can be hard to take notes as you go on a village walk. You need to take time after the village walk to take notes about what you found out.

5	 <p><b>Activity</b> Get into pairs with a colleague. Have a go at conducting a village walk. One of you be a CDW. Go on a walk to look at something (or just spin or go and chew <i>buai</i>). Have a relaxed conversation as you walk (or chew). As you walk, ask your partner to discuss “what are our biggest health problems”. When you have finished, discuss with your colleagues how village walks can help you find out different information to interviews and focus groups.</p>						
6	  <p><b>Activity</b> Below is the story of the Hasarai project until the end of April – but only for output outcome 1. On the right side are dot points which give the story of what has happened so far during implementation for output outcome 1 – the kind of information that the key people would say to you when you sat down with them (with a nice cup of tea). <i>Em nau yumi lukim pinis</i>. Imagine you have finished working with key people to check on progress against the plan. Now you need to conduct the monitoring investigation. With your colleagues, answer the following three questions:</p> <ol style="list-style-type: none"> <li>1. Which people would you want to talk to using the interview tool?</li> <li>2. Which focus groups would you want to meet with?</li> <li>3. How would you use the village walk tool?</li> </ol>  <table border="1" data-bbox="255 1164 1396 2002"> <thead> <tr> <th colspan="2" data-bbox="255 1164 1396 1254"><b>Output outcome 1 – Teenagers are more aware of the dangers of drug abuse</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="255 1254 614 1590">           1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <u>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</u> </td> <td data-bbox="614 1254 1396 1590"> <ul style="list-style-type: none"> <li>• Completed in January as planned.</li> <li>• The teenagers were keen to be involved and anyone who was interested was selected. There were 7 women and 7 men selected by the Hasarai Peace and Good Order committee.</li> </ul> </td> </tr> <tr> <td data-bbox="255 1590 614 2002">           1.1.2 Ten teenagers (5 men and 5 women) trained as peer educators and in dangers of drug abuse (a harm minimisation approach) (5 days) (Caritas Counselling Service). <u>Training report by Caritas Counselling Service.</u> </td> <td data-bbox="614 1590 1396 2002"> <ul style="list-style-type: none"> <li>• 12 teenagers were trained (5 women and 7 men). 2 of the women who were selected dropped out.</li> <li>• The training started 5<sup>th</sup> February and finished 9<sup>th</sup> February.</li> <li>• The Caritas Counselling Service trainers (2 men) have yet to submit their training report.</li> <li>• The teenagers who were trained said it was a good training, and the impression of the community was that everything went well.</li> <li>• The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts</li> </ul> </td> </tr> </tbody> </table>	<b>Output outcome 1 – Teenagers are more aware of the dangers of drug abuse</b>		1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <u>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</u>	<ul style="list-style-type: none"> <li>• Completed in January as planned.</li> <li>• The teenagers were keen to be involved and anyone who was interested was selected. There were 7 women and 7 men selected by the Hasarai Peace and Good Order committee.</li> </ul>	1.1.2 Ten teenagers (5 men and 5 women) trained as peer educators and in dangers of drug abuse (a harm minimisation approach) (5 days) (Caritas Counselling Service). <u>Training report by Caritas Counselling Service.</u>	<ul style="list-style-type: none"> <li>• 12 teenagers were trained (5 women and 7 men). 2 of the women who were selected dropped out.</li> <li>• The training started 5<sup>th</sup> February and finished 9<sup>th</sup> February.</li> <li>• The Caritas Counselling Service trainers (2 men) have yet to submit their training report.</li> <li>• The teenagers who were trained said it was a good training, and the impression of the community was that everything went well.</li> <li>• The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts</li> </ul>
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	<p>1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) (2 x 3 days) by teenage peer educators. At least 40 participants in each training. <u>Training report by peer educators.</u></p>	<ul style="list-style-type: none"> <li>• The teenage peer educators decided that the men peer educators would work together to conduct one training for the male teenagers and the women peer educators would conduct a second training for the female teenagers.</li> <li>• Only one 3-day training has been conducted (by the men peer educators). There were 23 participants.</li> <li>• The men peer educators submitted a brief training report.</li> <li>• A neighbouring village asked if the men peer educators could also come and conduct training for their teenagers on the dangers of drug abuse.</li> <li>• The 3-day training by the women peer educators was cancelled at the last minute because three of the women peer educators said they weren't confident to do it.</li> <li>• The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts.</li> </ul>
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<p>6</p>	<p>It can be a big help to have a CDW from outside help to monitor a project. This is because they can see things with fresh eyes. But PNG also needs people <i>long ples</i> who understand how to help a family or group or community through the steps of a project cycle, including how to do monitoring (<i>wok sekup</i>).</p> <p>This is why <b>encourage key people to take the lead</b> is a <i>wok mak</i> in the PNG National Standard for Community Development Workers. <i>Tingim</i>.</p> <p>Interviews and focus groups and village walks are tools that key people should be able to use themselves next time they need to do a monitoring investigation. When you do the monitoring investigation, don't forget to do it with the key people and show them what to do.</p>	
<p>6</p>	<p> <b>Written answer</b></p> <p>With your colleagues, discuss how to use interviews, focus groups, and village walks to conduct the monitoring investigation. Next, in your exercise book, write down the three tools you can use to conduct the monitoring investigation (interviews, focus groups, village walks) and for each tool write down how to use it.</p>	<p><b>K</b></p>

By the end of the monitoring investigation, you should have worked with the key people to do the following:

- |   |   |  |
|---|---|--|
| 6 |  | <b>Follow-up on activities that have ticks to check the evidence, and to collect any more information</b>  |
|   |  | <b>Follow-up on activities that have question marks so you can go deep to find out what the problem or issue is – and come up with solutions</b> |
|   |  | <b>Check to see if there are any new problems or issues that no one thought about (or admitted) at the start – and come up with solutions</b>    |
|   |  | <b>Check to see if there are any opportunities or ideas for how to improve the project or how to better achieve the project objective</b>        |



**Discussion**

What information should a CDW have a record of in their diary after the monitoring investigation? Discuss this with your colleagues.



6

After the monitoring investigation your diary should be full of information about what you and the key people found out:

- |   |   |   |
|---|---|---|
| 6 |  | Dates and times   |
|   |  | A record of what you did and who you talked with during the investigation   |
|   |  | A record of any problems or issues that were identified during the investigation                                    |
|   |  | A record of any solutions or actions that were proposed   |
|   |  | Your own observations   |
|   |  | A record of whether the investigation confirmed that the activities had been completed (and successfully completed) |
|   |  | Photos or drawings  |



**Revision discussion**

Share an example of when you worked with a group, and you could see a problem or issue (because of your experience or fresh eyes) that they couldn't?

2 hours

**Materials** Exercise book. Pen or pencil. You also need CDW Coursebook 3.

<p>1</p>	<p>Most Community Development Workers start the monitoring visit with a <i>kibung</i>. They explain the purpose of this step of a project cycle and why it is important that everyone in the group participates. They help everyone review the project plan. And they help everyone check on progress against the activity schedule. <i>Pes toktok</i>.</p> <p> Next, most Community Development Workers work with key people to conduct the monitoring investigation. During the monitoring investigation, they help the key people to identify any problems or issues (and come up with solutions and actions to improve implementation). <i>Wok painimaut</i>.</p> <p>Finally, when it is time to decide on solutions and actions to take, most Community Development Workers get everyone back together for another <i>kibung</i>. It is very important that everyone in the group or community find out the results of the monitoring investigation, and it is very important that everyone <i>together</i> agrees on the solutions and actions to take to improve implementation. <i>Las toktok</i>.</p>
<p>1</p>	<p> <b>Written answer</b> In your exercise book, write down the three steps that most CDWs take (above) during a monitoring visit. <i>Raitim gut</i>.</p>
<p>1</p>	<p>If everyone in the group (and the community) says <i>mi tu mi papa bilong projek</i> then <i>luk olsem projek bai karim gut</i>. <i>Mak bilong</i> effective participation.</p> <p>If there are problems or issues, and only key people or the Community Development Worker decide what to do about them, then everyone else will start to say <i>ino moa projek bilong mipela</i>. <i>Mak bilong bagarap</i>.</p> <p>And if only key people or the Community Development Worker decide what solutions and actions to take and how to put them into practice, then you won't have the full story.</p> <p> Don't forget your role as a Community Development Worker is not to make decisions. You can give advice - but your role is to help the group to monitor their own project.</p> <p></p>
<p>2</p>	<p>To meet the Standard, you need to <b>assist the group to decide on solutions and actions to improve implementation and how to put them into practice</b>.</p>

# How to assist the group to decide on solutions and actions to improve implementation and how to put them into practice

The *kibung* at the start may have highlighted problems or issues. And checking progress of activities against the plan will have raised question marks. And during the monitoring investigation, you worked with key people to investigate problems or issues. *Nais*.



Now it is time to conclude the monitoring visit with a final *kibung* so that everyone *together* can decide on solutions and actions to improve implementation and how to put them into practice.

The first thing to do during the final *kibung* is present what was found out during the monitoring investigation. Put everything *long ples klia*. Do the following:

- ✓ For each activity you investigated explain what the monitoring investigation found out about how successful implementation has been
- ? For each activity you investigated explain what the monitoring investigation found out about any problems or issues – and possible solutions
- ! For each activity you investigated explain any new problems or issues that no one thought about (or admitted) at the start – and possible solutions
- 😊 For each activity you investigated explain any opportunities or ideas for how to improve the project or how to better achieve the project objective



### Activity

Below is the information that the key people had in their heads when they checked progress of activity 1.2 (output outcome 1) against the plan.

When Marilyn and the key people from Hasarai checked progress of activity 1.2 against the plan, they gave it a question mark because *luk olsem* there were problems or issues.

2

1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) (2 x 3 days) by teenage peer educators. At least 40 participants in each training.  
Training report by peer educators.



- The teenage peer educators decided that the men peer educators would work together to conduct one training for the male teenagers and the women peer educators would conduct a second training for the female teenagers.
- Only one 3-day training has been conducted (by the men peer educators). There were 23 participants.
- The men peer educators submitted a brief training report.
- A neighbouring village asked if the men peer educators could also come and conduct training for their teenagers on the dangers of drug abuse.
- The 3-day training by the women peer educators was cancelled at the last minute because three of the women peer educators said they weren't confident to do it.
- The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts.

## How to assist the group to decide on solutions and actions to improve implementation and how to put them into practice

During the monitoring investigation, Marilyn and the key people followed-up on the problems or issues to do with activity 1.2. Below is a page of notes from Marilyn's journal that she took during the monitoring investigation. With your colleagues, read Marilyn's notes carefully, then answer the questions that follow.

APRIL 2ND

FOCUS GROUP DISCUSSION WITH MALE PEER EDUCATORS. 9am - 11am AT SPA CHURCH. ALL 7 MEN ATTENDED.

- ALL THOUGHT THE PEER EDUCATION THEY DELIVERED WAS VERY EFFECTIVE - "LOTS OF OUR FRIENDS CAME AND THANKED US" 😊
- WHEN ASKED ABOUT WHY THE FEMALE PEER EDUCATORS DIDN'T DELIVER THE PEER EDUCATION TRAINING THEY SAID "THEY WERE SCARED."
- ONE MALE PEER EDUCATOR VOLUNTEERED TO HELP THE FEMALE PEER EDUCATORS TO DO THE TRAINING "TO GIVE THEM SUPPORT AND CONFIDENCE."
- MALE PEER EDUCATORS ASKED IF THEY WOULD BE PAID IN THE FUTURE \*

APRIL 2ND - FOCUS GROUP DISCUSSION WITH PEACE AND GOOD ORDER COMMITTEE 1-2pm. ELEMENTARY CLASSROOM. ALL MEMBERS ATTENDED.

- COMMITTEE WERE VERY HAPPY WITH THE PEER EDUCATION TRAINING DELIVERED BY MALE PEER EDUCATORS TO YOUNG MALES. THEY SAID MANY PARENTS HAD COME UP AND THANKED THEM
- COMMITTEE SUGGESTED THAT ONE OF THE MALE PEER EDUCATORS COULD ASSIST THE FEMALE PEER EDUCATORS TO DELIVER THEIR TRAINING - "THIS WILL GIVE THEM SUPPORT THAT THEY NEED BECAUSE THEY LACK CONFIDENCE"
- COMMITTEE SHOWED ME THE RECEIPTS FOR THE TRAINING MATERIALS AND ALL IS AS IT SHOULD BE - TOOK PHOTOS OF THE RECEIPTS!

GOOD IDEA!

SEMI-STRUCTURED INTERVIEW WITH LEADER OF NEIGHBOURING VILLAGE (JOHN SAMOSA) THAT REQUESTED PEER EDUCATORS TO COME TO THEIR VILLAGE. INTERVIEW CONDUCTED AT PRIMARY SCHOOL. APRIL 3RD 9-9.30am.

- HE SAID THEIR VILLAGE COULD DO FUNDRAISING TO PAY FOR TRAINING MATERIALS IF THE PEER EDUCATORS WERE HAPPY TO VOLUNTEER.
- HE SAID "WE HAVE HEARD GREAT THINGS ABOUT THE PROJECT"

FOCUS GROUP WITH FEMALE PEER EDUCATORS, APRIL 3rd 10-11am. MET AT CLINIC. CECILY COULDN'T MAKE IT BUT THE REST TURNED UP.

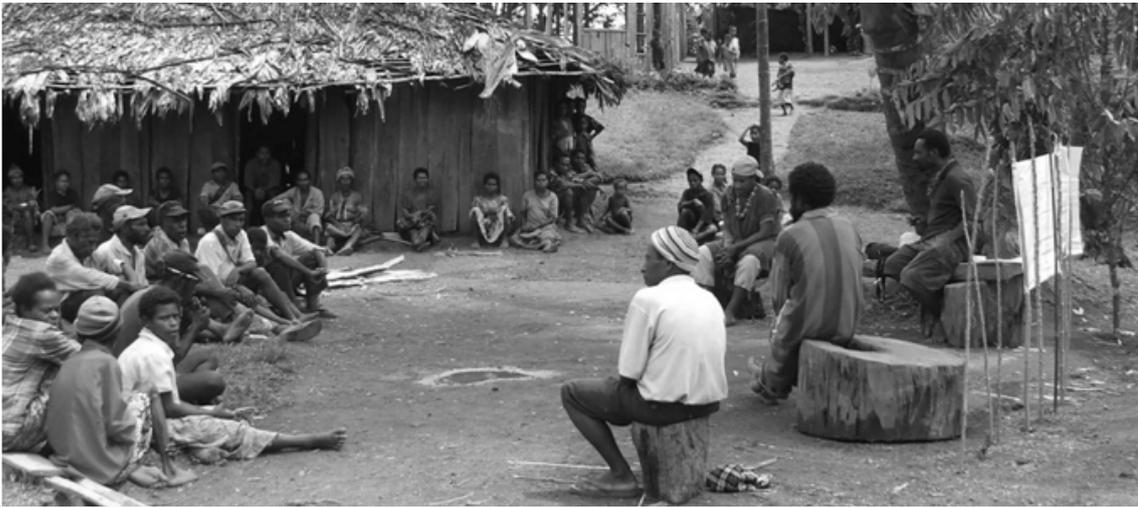
- THEY SAID IT WAS HARD FOR THEM TO DO THE TRAINING BECAUSE THEY LACKED CONFIDENCE
- RAISED THE IDEA OF ONE OF THE MALE PEER EDUCATORS HELPING THEM AND THEY SAID THEY LIKED THE IDEA \*
- ALL SAID THEY WANT TO DELIVER THE TRAINING NOW!

FOCUS GROUP WITH PARTICIPANTS FROM THE PEER EDUCATION TRAINING (MALE TEENAGERS). 1-1.30pm (AT HALF TIME IN BASKETBALL). 6 WERE PRESENT.

- THEY SAID THE TRAINING WAS EXCELLENT - IT REALLY HELPED US "
- SAID THAT NONE OF THE PARTICIPANTS HAD "KISIM TAIM" SINCE
- 2 OF THE TEENAGERS WANTED TO BECOME PEER EDUCATORS

1. When Marilyn and the key people present the results of the investigation, what should they say still needs to happen before activity 1.2 can be given a tick?

2. What solution can Merilyn suggest that would help solve the problem of the female peer educators lacking confidence to deliver the peer education training?
3. When Merilyn and the key people present the results of the investigation, what is a new problem or issue that no one thought about (or admitted) at the start?
4. When Merilyn and the key people present the results of the investigation, what is one opportunity to improve the project that they could discuss?



If there are any problems or issues (there always is!) then the next thing to do is assist everyone to decide on what solutions and actions to take. *Wok mak tok olsem.*

- ✎ Perhaps you found that there is not enough money for an activity? Everyone will need to decide whether to raise funds or cut back on the activity.
- ✎ Perhaps there is a community dispute that is causing a problem, and everyone needs to decide what to do about it
- ✎ Perhaps the water taps are being left on and the tanks are emptying, and everyone will need to decide about what to do
- ✎ Perhaps the rainy season has ended early so you can begin some activities earlier than expected – but everyone needs to agree to the change
- ✎ Perhaps you saved money on one activity that could be used elsewhere – but everyone needs to discuss and agree on how to spend it
- ✎ Perhaps someone has used the *wokabout* sawmill to cut extra timber for his house. A decision will need to be made about what to do.
- ✎ Perhaps the Member is so impressed with how the project is going that she wants to contribute extra water tanks for a water supply project. Everyone will need to discuss this and agree on what to do.

3	 <p><b>Discussion</b></p> <p>The best way for everyone to decide what solution or action to take is by consensus. <i>Toktok gut tru na kamapim wanbel</i>. But make sure it is <i>trutru wanbel</i>. Sometimes <i>tubel</i> is obvious - there are people who don't agree with the final decision, and they say or show they don't agree. But sometimes <i>tubel</i> is not obvious. There are people who don't agree, but they are too shy, or they feel they can't speak up. Discuss with your colleagues what can you do if a group makes a decision about a solution or action to take, but you think that <i>ino trutru wanbel na tubel istap yet?</i></p>
3	<p>If there is no consensus, then encourage everyone to keep talking. But make sure everyone has a chance to have their voices heard. It is sometimes a good idea to put everyone into smaller groups (<i>man, meri, yut man, yut meri</i>) to talk about their concerns, then bring everyone back together to report what they discussed, and then see if the whole group can agree on a decision.</p> <p>If there is still no consensus, then you can put it to an open vote. A show of hands. A show of hands is okay, but you still end up with winners and losers. And another problem with a show-of-hands is that it can be hard to go against what powerful people and leaders say (and there can be consequences if people do). Women can find it hard to go against their husbands. Youth can find it hard to go against their parents. People with disability can find it hard to go against their family or their carers.</p> <p> If you put it to an open vote, it is a good idea to ask women (and youth and people living with a disability) to <i>soim han pastaim</i> so they won't have to go against anyone. </p>
3	 <p><b>Activity</b></p> <p>Merilyn helped <i>Mama Kirap na ol lain Hasarai</i> to make a decision about a solution to a problem with their project. There were two solutions to the problem <i>na luk olsem tubel istap yet</i>. Merilyn put everyone into smaller groups (<i>man, meri, yut man, yut meri</i>) to talk about their concerns but there was still a dispute. <i>Oli pulim taitim yet</i>. The key people decided that instead of putting it to an open vote (a show of hands) it would be better to have a <i>hait vot</i>. With your colleagues, read how Merilyn helped everyone make a <i>hait vot</i>. Do you think this was a good method to use?</p> <hr/> <p>Merilyn asked the key people whether everyone at the <i>kibung</i> should make the decision, or just members of <i>Mama Kirap</i>. The key people decided everyone at the <i>kibung</i> should be involved so everyone had ownership. Merilyn did the following:</p> <ol style="list-style-type: none"> <li>1. Merilyn wrote the two solutions on paper and drew a quick picture so people who found it hard to read could see what each solution was.</li> <li>2. She then put the two pieces of paper behind a wall and gave every person one pebble (or seed or leaf o <i>kain olsem</i>).</li> </ol>

# How to assist the group to decide on solutions and actions to improve implementation and how to put them into practice

3. Marilyn asked everyone one at a time to put their pebble on the paper with the solution they agreed with. Marilyn made sure that no one could see what was happening behind the wall.
4. Marilyn then counted the pebbles to find which solution won the *hait vot*.

3		<p>In the end, what method you use to help everyone make the decision will be up to you (and the key people).</p> <p>No matter what method you choose, try and <i>kamapim wanbel</i>.</p> <p>And try and make sure that women and youth and people living with a disability have their voices heard. Unless we make sure they have their voices heard, they won't be able to catch-up. And if they don't catch-up, PNG won't have inclusive development <i>na yumi olgeta bai kisim taim</i>.</p> <p style="text-align: center;"><b>The kumul needs two wings to fly</b> <b>People with disabilities need the chance to fly</b> <b>The next generation needs to learn how to fly</b></p>
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3		<p><b>Written answer</b></p> <p>With your colleagues, discuss how you would make sure that women and youth and people living with a disability are included when everyone decides on solutions and actions to improve implementation and how to put them into practice. Next, in your exercise book, write down your answer.</p>	M
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4		<p>This <i>wok mak</i> says you need to <b>assist the group to decide on solutions and actions to improve implementation and how to put them into practice</b>.</p> <p>Make sure, when everyone decides on a solution or action to take, that you also help everyone decide on how to put it into practice. <b>WHO</b> will do what. <b>WHEN</b> will they do it. <b>WHAT</b> will they need. Point fingers.</p> <p>You may need to change your activity schedule and budget (and your implementation schedule). If so, make the changes with everyone <i>long ples klia</i>.</p>
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4	 <p><b>Discussion</b> Discuss with your colleagues what you should do if everyone agrees on a decision or action that will change the budget?</p>
4	<p>Projects almost always need to change in some way while they are being implemented. You can't expect a vegetable garden to grow exactly as planned or to be harvested exactly on the day expected. In the same way, you can't expect activities to progress exactly according to the project plan. Expect things to change.</p> <p>Changes to a project plan are normally okay if everyone agrees, and if the change will help to achieve the project objective, and if it does not really affect the budget.</p> <p><b>BUT</b>  If a solution or action that everyone wants to take will affect the budget, or if the change won't help to achieve the project objective, then think carefully first.</p> <p>If a funding organisation is helping to fund the project, and a solution or action that everyone wants to take will affect the budget, or if the change won't help to achieve the project objective, then you will need to check first if it is okay. If you can call someone to check then do so. <i>Maski long dilei.</i> If not, follow-up after the visit.</p> <p> Don't forget to take good notes of any decisions that are made to change how the project is being implemented. You should always explain any decisions made to change the implementation of a project, why the decision was made, and how it was made, in your monitoring report.</p>
4	 <p><b>Discussion</b> Imagine you are working with Hasarai community to monitor their project. An opportunity was identified during the monitoring investigation – a neighbouring village asked if the Hasarai peer educators can conduct training on the dangers of drug abuse with their youth. They say they will raise the funds to pay for the cost of any training materials. Some people in Hasarai say "YES" they should be allowed, but others say "NO" because the neighbouring village didn't do anything to help get the project started in the beginning. With your colleagues, discuss what you would do if you were Merilyn to try and help everyone reach consensus?</p>
4	<p> Don't forget, another <i>wok mak</i> you need to <i>inapim</i> is <b>encourage key people to take the lead during the activities</b>. If you can help key people to <i>go pas</i> to <b>assist the group to decide on solutions and actions to improve implementation and how to put them into practice</b>, then <i>yu wok long inapim tupela wok mak long sem taim</i>.</p>
	

# How to assist the group to decide on solutions and actions to improve implementation and how to put them into practice

**Las tok.** In CDW Coursebook 4 Marilyn helped *Mama Kirap na ol lain Hasarai* to start-up their project (step 4 of the project cycle). When she did this, she also helped everyone to do a community participation and support plan and a good governance plan. *Tingim.*



A **community participation and support plan** is done with everyone in the community to identify ideas for how the community can be involved in the project and support the project *taim projek wok long ron*. A **good governance plan** is how the project will put into practice principles of good governance *taim projek wok long ron*.

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

5



If you are helping a group to monitor their project and they have a community participation and support plan or a good governance plan, then you should definitely go through these plans with everyone to monitor how they are going.



These plans include ideas and *wok mak* that the group planned to put into practice *taim projek wok long ron*. *Nogut plen islip nating. Olsem na sekim wok.*



### Revision discussion

Share an example of when you gave advice to a family or group or community to help them improve a project or activity that they were doing?

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



1 hour

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

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



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

**Written answer**  
With your colleagues, discuss the final three *wok mak* that you need to put into practice when you help a group to monitor their project. Next, in your exercise book, briefly explain each of the final three *wok mak*.



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

**How to discuss how or if the visit has been useful, and ways it could be improved**

**How to thank participants, without rushing, and explain again the purpose of the visit**

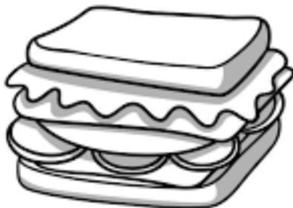


**Las tok.** The way Marilyn helped *ol lain* Hasarai to monitor their project was like a sandwich. *Ino olsem tasol wankain:*

Start with a *kibung*. Explain the purpose of the visit and why everyone in the group needs to participate to monitor their project. Review the project plan. And check progress against the activity schedule. *Pes toktok.*

**End the *kibung* and then work with key people to investigate any problems or issues. *Wok painimaut.***

Finish with another *kibung*. Present the results of the investigation and ask everyone to decide on solutions and actions to improve implementation. *Las toktok.*



The monitoring visit is finished. There are many ways to help a group to monitor their project - and many ways to *inapim* the *wok mak* from the PNG National Standard for Community Development Workers. But if you try your best to put into practice what we have looked at in this coursebook (what Marilyn did) then you will easily meet the Standard. *Luk olsem.*

2



### Revision discussion

What could happen if only the key people or the Community Development Worker decide what to do about any problems or issues to do with the project?



**Activity**

In CDW Coursebook 4 we learned about the PNG Government’s six principles of good governance. *Tingim*. These are the six principles that the PNG Government wants every organisation in PNG to make part of the *kastom* of their organisation – *olgeta femili na grup long ples na bisnis igo antap long Gavman*.

*Tok save* if this course is being run as a training by a trainer, then they will go back over the six principles of good governance with you

<b>PARTICIPATION</b>	<i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>
<b>TRANSPARENCY</b>	<i>Pasin bilong mekim na putim olgeta samtig long ples klia</i>
<b>ACCOUNTABILITY</b>	<i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>
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<b>RESPONSIVENESS</b>	<i>Pasin bilong bekim tingting na askim na senis wantaim aksen</i>

These six principles will improve how well a group monitors their project (if the group puts them into practice). With your colleagues, discuss how each of the six principles of good governance would make the monitoring better.



## Evaluate community activity outcomes

### Lukluk bek na skelim (STEP 6 of the project cycle)



After the project plan is completed, everyone needs to come together to look at whether the project achieved what everyone wanted it to achieve – and to learn lessons for next time. This is called evaluation (*lukluk bek na skelim*).

**Wok mak from the PNG National Standard for  
Community Development Workers for UNIT C08  
Evaluate Community Activity Outcomes**

Elements	Performance criteria
<p><b>1</b> Make preparations</p>	<p>1.1 Find out information about the place and people to be visited 1.2 Communicate effectively and respectfully with key people from the place to be visited 1.3 Prepare a suitable work plan 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit</p>
<p><b>2</b> Conduct community entry</p>	<p>2.1 Confirm who the key people are, and work with them to make arrangements for the visit 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities 2.4 Communicate effectively and respectfully with key people 2.5 Show respect for local culture and be sensitive to gender roles 2.6 Assess whether the work plan and materials for the activities are going to be suitable and make necessary changes 2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities</p>
<p><b>3</b> Conduct field evaluation of activity outcomes</p>	<p>3.1 Support and encourage effective participation and inclusion during the activities 3.2 Encourage key people to take the lead during the activities 3.3 Communicate effectively and respectfully during the activities 3.4 Work in a way that is appropriate to local culture during the activities 3.5 Explain the purpose of the visit and why it is important that everyone in the group participates to evaluate their project 3.6 Work with stakeholders to review the project plan including the project objective, activities, and expected project outcomes 3.7 Work with stakeholders to identify what the actual project outcomes were 3.8 Work with stakeholders to evaluate the impact of the actual project outcomes, including how well the project objective was achieved 3.9 Work with stakeholders to investigate the impact of the project 3.10 Work with stakeholders to identify lessons learned and what will be done to sustain the impact of the project 3.11 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.12 Discuss how or if the visit has been useful, and ways it could be improved 3.13 Thank the group, without rushing, and explain again the purpose of the visit</p>
<p><b>4</b> Prepare a report</p>	<p>4.1 Maintain a record of activities and movements according to workplace practices 4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations 4.3 Report outcomes clearly 4.4 Provide an analysis of outcomes 4.5 Provide recommendations for future action based on analysis</p>

2 hours

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

<p>1</p>	 <p><b>Discussion</b></p> <p>With your colleagues, look at the <i>wok mak</i> at the top of this page. The first topic is 3.5 (not 3.1). <i>Luk olsem</i> there are four <i>wok mak</i> that we have missed out. On the previous page, it shows all the <i>wok mak</i> for Element 3 from Unit C08. What are the four <i>wok mak</i> that we have missed out? Why did we miss them out?</p> 
<p>1</p>	<p>This topic is topic 3.5 (not topic 3.1). This is because the first four <i>wok mak</i> in Element 3 for this Unit are the same in every Core Unit from the PNG National Standard for Community Development Workers. We covered them already earlier in this coursebook (when we looked at how to conduct monitoring). <i>Tingim. Maski long ripitim gen.</i></p>  <p>Don't forget, whenever you help a group to evaluate their project, you need to make sure you put the following four <i>wok mak</i> into practice:</p> <p><b>Support and encourage effective participation and inclusion during the activities</b></p> <p><b>Encourage key people to take the lead during the activities</b></p> <p><b>Communicate effectively and respectfully during the activities</b></p> <p><b>Work in a way that is appropriate to local culture during the activities</b></p>
<p>1</p>	<p><b>Written answer</b></p>  <p>With your colleagues, look at topics 3.1, 3.2, 3.3, and 3.4 from Element 3 Unit C02 (at the start of this coursebook). Go through each topic again to refresh yourselves. <i>Kirapim bek tinging.</i> Next, in your exercise book, write the heading 'Unit C08 Evaluate community activity outcomes', and then underneath write the first four <i>wok mak</i> that you need to <i>inapim</i> (below).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>3.1 Support and encourage effective participation and inclusion during the activities</p> <p>3.2 Encourage key people to take the lead during the activities</p> <p>3.3 Communicate effectively and respectfully during the activities</p> <p>3.4 Work in a way that is appropriate to local culture during the activities</p> </div>
<p>2</p> 	<p>This <i>wok mak</i> from the National Standard is <b>explain the purpose of the visit and why it is important that everyone in the group participates to evaluate their project.</b> You can't help a group to evaluate their project if they don't know why they are doing it.</p>

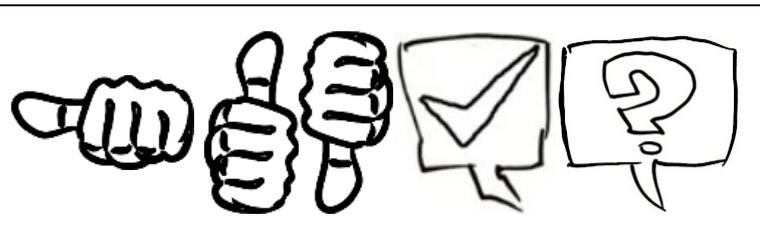
When you explain the purpose of step 6 of the project cycle to everyone, it is a good idea to first give a clear explanation of the participatory project cycle so that everyone can see how it all fits together *pisin lukluk kam daun*. Many Community Development Workers explain the 6 steps of a participatory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

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



This unit in the National Standard for Community Development Workers is 'Evaluate community activity outcomes'. Step 6 of the participatory project cycle. Sometime after the activities for a project have been completed, everyone needs to come together to discuss what the project achieved, to discuss how to sustain the impact of the project, and to learn lessons.

*Lukluk bek na skelim projek ikarim olsem wanem? Swit bilong en em olsem wanem? Hau bai yumi kaikai igo yet? Wanem lesson long lainim?*



2



**Discussion**

What is the difference between monitoring and evaluation?

2	<p>Although this coursebook covers both step 5 and step 6 of the project cycle, this does not mean that monitoring and evaluation are done together during the same visit. Monitoring and evaluation are never done together.</p> <p><b>Monitoring</b> is done during a project to make sure things are on track and to solve any problems. The purpose of monitoring is to improve the implementation of a project.</p> <p><b>Evaluation</b> is done some time after the project is completed to see what the project achieved, to discuss how to sustain the impact of the project, and to learn lessons. You need to wait long enough for the project to have the impact that everyone wanted before you conduct evaluation.</p> <div data-bbox="300 775 1043 1057" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Save moa yet.</b> Some very big projects funded by funding organisation have mid-term evaluations. In mid-term evaluations you need to <i>lukluk bek na skelim</i> what has been achieved so far in the project – although you won't be able to get the full story of the impact of the project because it is still being implemented.</p> </div> <div data-bbox="1114 734 1401 1070" style="float: right;">  </div>
2	<div data-bbox="252 1122 338 1234" style="float: left;">  </div> <p><b>Written answer</b></p> <p>In your exercise book write down the purpose of step 6 of the project cycle. Explain it in a way that <i>ol lain long ples</i> would understand.</p> <div data-bbox="1334 1122 1401 1178" style="float: right; background-color: black; color: white; padding: 2px 5px; text-align: center;">P</div>
	
3	<div data-bbox="252 1317 405 1435" style="float: left;">  </div> <p><b>Discussion</b></p> <p>With your colleagues, discuss how long you should wait after the project has been fully implemented before conducting evaluation?</p>
3	<p>The answer is it depends. It depends on what the project is and how long is needed after the last activities for most of the expected benefits to show up.</p> <p>Most Community Development Workers like to conduct evaluation with a group or community between 6 and 12 months after the last activities have been completed. This gives time for the project to <i>karim kaikai</i>. And people in the group or community will have had time to consider the impact of the project (and to learn lessons). But if it is longer than 12 months the details get blurry.</p>
3	<div data-bbox="252 1832 405 1951" style="float: left;">  </div> <p><b>Activity</b></p> <p>With your colleagues, have a look at the project plan for Hasarai community (at the end of the coursebook). How long after the last activities have been completed do you think the evaluation should occur? (Hint: if you check the evaluation indicators that might give you a clue).</p>

*Luk olsem* the evaluation should be done at least 6 months after the last activities have been completed. One reason is because one of the evaluation indicators for the project is “number of teenage drug related crimes brought before the village court in the 6 months after the project is lower than in the 6 months before the project”.



4 When you help a group or community to evaluate their project, you need to get everyone from the group or community together in a *kibung*. Everyone from the group or community should have already been involved in steps 1, 2, 3, 4 and 5 of the participatory project cycle. They will want to continue to be involved. It is their project.

4 Even if you are working with a *grup long ples*, it is very important that other people from the community attend the evaluation *kibung* - as many people as possible. They can share ideas and give *stia* so you get the whole story. *Em wan. Na tu* if other people from the community attend it is far more likely that the group (and the community) will try and look after what the project achieved – and help put into practice lessons learned.

4



**Discussion**

The group or community that implemented the project need to be involved in the project evaluation. *Em klia*. Who else should be involved?

4 The ‘stakeholders’ of a project are everyone who has helped with the project or supported the project or benefitted from the project. For example:

- ✓ The group or community that the project belongs to
- ✓ The main group of people who were supposed to benefit from the project. *Ol lain husat kaikai pes kaikai long en*. The direct beneficiaries.
- ✓ Other people who were supposed to benefit from the project. *Ol lain husat kaikai nambatu kaikai long en*.
- ✓ Any *outsait* people or organisations that funded or supported the project (including the Community Development Worker).

All the project stakeholders should be invited to participate in the evaluation. Definitely. They will want to see what the impact of the project was. They will want to discuss what the group or community will do to sustain the impact of the project (*hat wok long wokim gen*) and they will want to learn lessons.



4



**Activity**

With your colleagues, have a look at the activity schedule for the Hasarai project to reduce the damage from teenage drug abuse. Who are the stakeholders for this project (that you should invite to the evaluation *kibung*?)



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

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

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

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



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

5



**Discussion**

What is the principle of inclusion? We learned about this earlier in the coursebook.

Participation is important because it supports inclusive development (equality).

As PNG develops, we need to make sure there are not groups of people who are being left behind. If the gap between the people stepping forward and the people stepping back gets wider, then *luk olsem* we are not really developing. Including everyone matters:



5

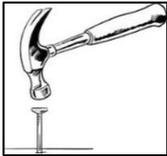
1 It matters because it's not fair. *Tarangu. Wari. Tok bilong Jisas.* Have a heart. *Mi sori long ol.* Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. Equality. *Em wan.*

2 *Na tu,* it matters because *bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem.* People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. *Hangre tu save mekim.* They can become dependent on other people and the Government. *Yumi ol lain long fran bai yumi yet kisim bagarap.*

3 *Na tri,* it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant!) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.

The government wants every organisation in PNG to make the principle of inclusion a part of the *kastom* of their organisation – *Gavman ikam daun long ol komiuniti na grup long ples na femili tu*. The principle of inclusion is:

**Pasin bilong halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela**



Time to hit the nail on the head. When we put into practice the principle of inclusion, there are three groups of people that our PNG Government wants everyone to help step forward: Women, people living with disabilities, and youth.

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



**Discussion**

Below is a goal for community development (we learned about in CDW Coursebook 1). With your colleagues, discuss what this goal means about who should definitely be involved whenever you help a group to evaluate their project?

5

**THOSE PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED SHOULD BENEFIT MOST FROM WHAT THE COMMUNITY DOES AT THE VERY LEAST WHAT THE COMMUNITY DOES SHOULD NEVER MAKE THEM EVEN MORE LEFT BEHIND OR EXCLUDED AND THE PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED NEED TO BE INCLUDED WHENEVER DECISIONS ARE MADE BECAUSE THEY KNOW BEST WHAT HELP THEY NEED "NOTHING FOR US WITHOUT US"**

5

Hopefully, the project has had a positive impact for women and youth and people living with a disability. At least, hopefully it didn't make the gap wider.

But you can't know if a project has had a positive impact for women and youth and people living with a disability unless they are involved in the evaluation. *Em klia*.

If the project has been supported by the government or another outside organisation, then they will definitely want to know if the project has had a positive impact for women and youth and people living with a disability. *Mak bilong* inclusive development.



**Activity**

In some communities *kastom istap strong yet*. You might need to conduct some parts of the evaluation with men and women in separate groups. If you did this, would it be better if there was both a male and female Community Development Worker present to help conduct the evaluation?



5

*Luk olsem* it is always a good idea to have both a male and female CDW to help conduct the evaluation. Don't forget, work in a way that is appropriate to local culture is a *wok mak* that you always need to try and put into practice. Even if you are working with a community where men and women are happy to mix, it is still a good idea to have both a male and female CDW. Men are more likely to be open with another man. Women are more likely to be more open with another woman.



**Las tok.** Helping a group to evaluate their project (the job of a Community Development Worker) is not the same thing as expert or 'technical' evaluation.

If a project has been funded or supported by an outside organisation, then an evaluation specialist or a water supply expert or a *didiman* or a health expert *o kain olsem* might also come to help the group evaluate their project on the technical side. Often, they will come at the same time, and they will evaluate the technical side while the Community Development Worker is helping the group to evaluate their project.

6



Sometimes the CDW will also have expert skills. They CDW might also be an evaluation specialist or water-supply expert or a health worker *o kain olsem*. Great. CDWs often can wear two hats at the same time.



The job of a Community Development Worker is also to facilitate the visit of the technical expert. The group or community needs to understand what the expert will be doing, they need to be involved, they need to know what the expert found out, and they need to help solve any problems. Definitely.



**Activity**

If you need to facilitate a specialist's visit, then there is a unit in the PNG National Standard that will help you to do it. Unit CDW C10 Facilitate a Specialist's Visit. Earlier in this coursebook, you looked at the attachment (at the end of this coursebook) called 'Unit CDW C10 Facilitate a Specialist's Visit'. It shows the *wok mak* you need to *inapim* if you want to facilitate a specialist's visit in a way that meets the Standard. If you and your colleagues want to have another look, then do so.

6



Technical experts often use research tools to help collect the technical information they need. Research tools include things like household census, soil samples, formal surveys, genealogy, water samples, checklists, transects, GPS, and formal interviews. *Kain kain*.

6

Research tools are useful for comparing different places (if you use the same tools in different places) and to see how things change over time (if you use the same tools in the same place over time). For example, research tools are often used to collect evidence *before* a project is implemented (baseline study) and then again *after* a project has been implemented to see if there are differences (changes to the 'baseline'). This is a great way to tell how successful a project has been.



**Revision discussion**

What would happen if a group didn't evaluate their project at the end?

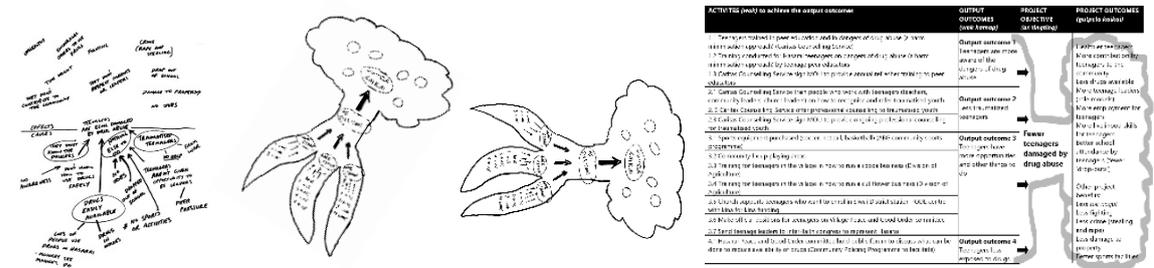
1 hour

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

1	<p>Most Community Development Workers start the evaluation visit with a <i>kibung</i>. They (or the key people) explain the purpose of step 6 of a project cycle and why it is important that everyone in the group participates. <i>Nau tasol yumi lukim</i>.</p> <p>Another <i>wok mak</i> from the National Standard that you can put into practice during the <i>kibung</i> is “work with the stakeholders to review the project plan including the project objective, activities, and expected project outcomes”. Everyone has to be very clear why and how the project should <i>strongim sindaun</i> (if it was completed successfully).</p>	
<h2 style="text-align: center;">Help everyone to review the project plan</h2>		
1	<p><b>Discussion</b></p> <p>Why do you need to review the project plan with everyone first before helping them to evaluate their project? Discuss this with your colleagues?</p>	
1	<p>Evaluation is <i>lukluk bek na skelim</i>. <i>Tasol lukluk bek na skelim wanem samting?</i></p> <p>You can't <i>lukluk bek na skelim</i> unless everyone remembers how the project was supposed to <i>strongim sindaun</i>. <i>Wanem as bilong project na projek sapos long karim wanem kaikai?</i> And there may be new people involved. Everyone should be singing from the same song sheet. Makes sense.</p> <p>This means you need to help everyone go back over the project plan and review it first. <i>Kirapim bek tingting</i>.</p>	
		
2	<p><i>Tingim gen Merylyn</i>. Merylyn has been helping <i>Mama Kirap na ol lain Hasarai</i> through the steps of a project cycle. Their project objective is ‘fewer teenagers damaged by drug abuse’. <i>Luk olsem</i> the project is completed. Now Merylyn is helping <i>Mama Kirap na ol lain Hasarai</i> to evaluate their project (step 6 of the project cycle). <i>Fit CDW. Fit stret</i>.</p>	
2	<p><b>Discussion</b></p> <p>With your colleagues, have a look at the Hasarai community project plan (at the end of the coursebook). Have a look at the project tree (and shown again below). <i>Lukluk tasol. Kirapim bek tingting</i>.</p>	

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

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



2



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

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

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

## The BONES of a project plan



**ACTIVITIES (WOK)**

**OUTPUT OUTCOMES (WOK KAMAP)**

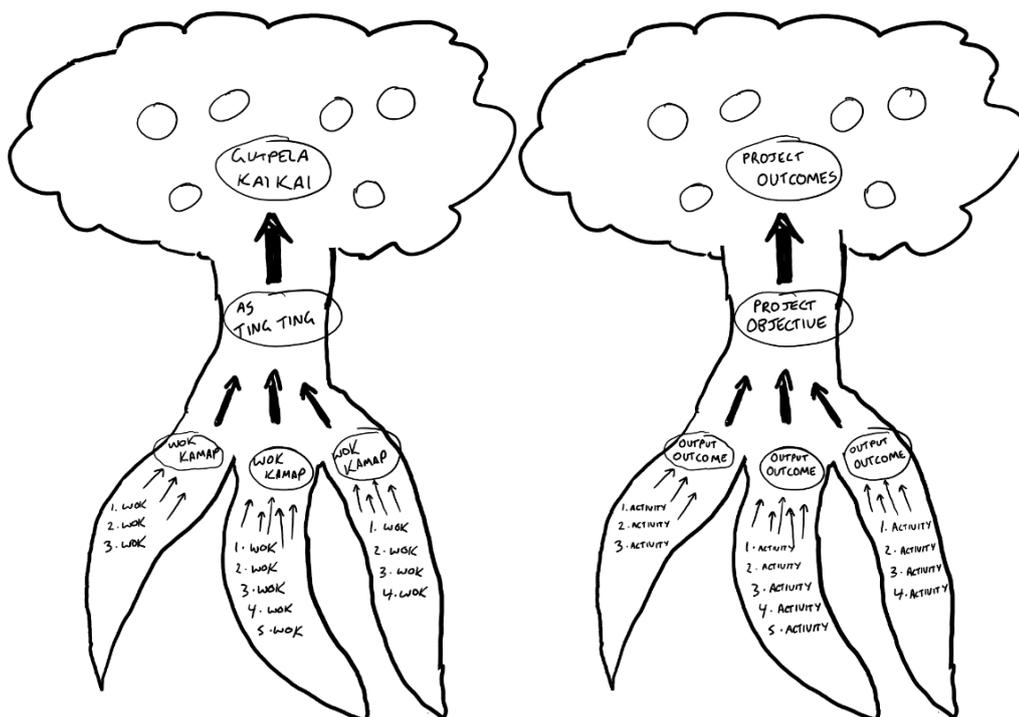
**PROJECT OBJECTIVE (AS TINGTING)**

**PROJECT OUTCOMES (GUTPELA KAIKAI)**

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

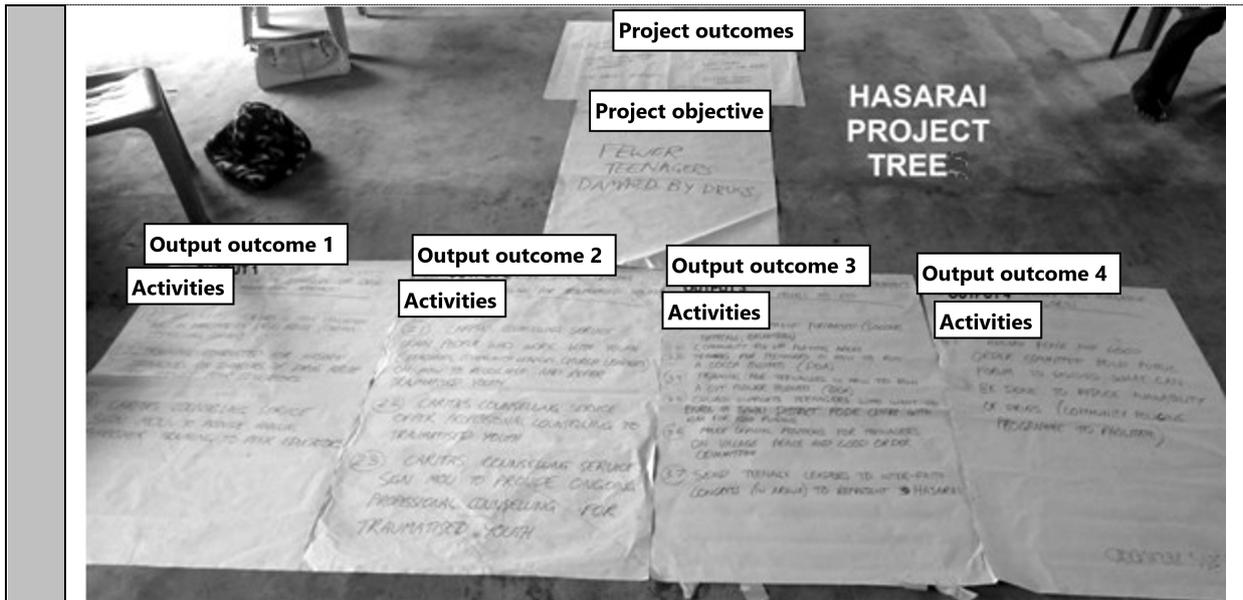
In tok projek yumi save tok olsem:

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



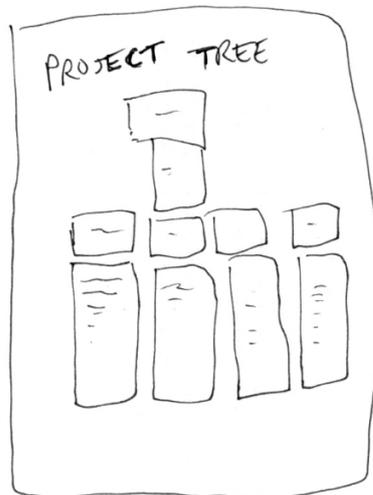
3

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



The project tree is very useful. If you helped the group you are working with to develop a project tree in step 2 of the project cycle (when you helped them develop a project plan), then when you finish *noken boilim na kaikai. Noken tainim brus. Noken putim long liklik opis. Putim gut.* The best way to do this is to put it on a notice board *o kain olsem.*

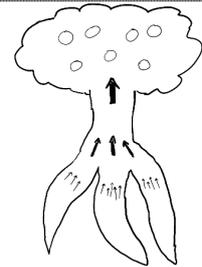
You can use the project tree during project start-up (step 4 of the project cycle) to help everyone confirm what will happen and why. You can use it during monitoring visits (step 5 of the project cycle) to help everyone remember why and how the project should *strongim sindaun* (if completed successfully). And you can use it now during evaluation (step 6 of the project cycle) to help everyone remember why and how the project was supposed to *strongim sindaun.*





### Activity

You should already have the Hasarai project tree on butcher paper (you did it earlier in the coursebook). If not, then put it on butcher paper now. When you put the Hasarai project tree on butcher paper, don't forget to turn it on its side and set it out like a tree again (like on the previous page). *Mekim klia.*



With your colleagues, pretend you are Marilyn. Use the Hasarai project tree to remind *ol lain Hasarai* of why and how the project was supposed to *strongim sindaun*.

3

Explain how:

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

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

3



Don't forget, another *wok mak* you need to *inapim* is **encourage key people to take the lead during the activities**. If you can help key people to *go pas* to **review the project plan including the project objective, activities, and expected project outcomes** then *yu wok long inapim tupela wok mak long sem taim*.

3



### Written answer

With your colleagues, discuss why it is important to remind everyone why and how the project was supposed to *strongim sindaun* before helping them to evaluate their project. Next, in your exercise book, explain what Marilyn did to remind everyone why and how the project was supposed to *strongim sindaun*.

Q



### Revision discussion

Do you think it is better if the key people *go pas* to remind everyone why and how the project was supposed to *strongim sindaun* (instead of the Community Development Worker)? Why? How will it help?

1 hour

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

<p>1</p>	<p>Everyone at the <i>kibung</i> should already be clear about two things:</p> <ul style="list-style-type: none"> <li>☺ The purpose of this step of the project cycle and why it is important that everyone in the group participates (what are we here for)</li> <li>☺ The project plan including the project objective, activities, and expected project outcomes (why and how the project was supposed to <i>strongim sindaun</i>)</li> </ul> <p><i>Set pinis.</i> Now everyone needs to <i>lukluk bek na skelim</i> what came out of the project, good and bad. What were the actual project outcomes (expected and unexpected)?</p>
	
<p>2</p>	<p><b>Discussion</b></p> <p>What are expected project outcomes? Discuss this with your colleagues.</p>
<p>2</p>	<p>The project plan should have included expected project outcomes. These are the good things that everyone expected would come out of the project (if the activities were implemented successfully).</p> <p>Expected project benefits. Expected project outcomes. Sometimes the project plan just says "project outcomes". <i>Wankain samting.</i> But when you work with <i>ol lain long ples</i> just say "<i>gutpela kaikai</i>" (<i>bilang projek</i>). <i>Mekim isi long ol.</i></p> <p>The most important expected project outcomes are those that help the people targeted by the people-centred project objective. For example, if the project objective is 'fewer teenagers are damaged by drug abuse' then the most important expected project outcomes are those that help teenagers.</p> <div style="display: flex; align-items: flex-start;">  <div> <p><i>Tok save</i> sometimes a project plan will list two kinds of expected project outcomes. The first list are those that help the people targeted by the people-centred project objective (e.g., teenagers). This list of expected project outcomes is sometimes called "direct beneficiaries" (the direct benefitters) of the project. <i>Ol gutpela kaikai bilang husat kaikai nambawan kaikai bilang projek.</i></p> <p>And the second list includes those expected project outcomes that help <u>everyone else</u>. This list is expected project outcomes is sometimes called the "indirect beneficiaries". <i>Ol gutpela kaikai bilang husat kaikai nambatu kaikai bilang projek.</i></p> </div> </div>

**comeout  
outcome**

2	 <p><b>Discussion</b> The <i>wok mak</i> says 'work with stakeholders to identify the "actual" project outcomes'. What is the difference between "expected" and "actual" project outcomes? Discuss this with your colleagues.</p>
2	<p>The expected project outcomes are listed in the project plan. This is what everyone expected would come out of the project when they developed the project plan. The expected project outcomes are what <i>ol lain Hasarai</i> included in the <i>kru</i> of the solution tree. <i>Gutpela kaikai</i>.</p>  <p>The expected project outcomes <b>ARE NOT</b> the actual project outcomes.</p> <p>The <b>actual project outcomes</b> are all the benefits (and problems) that actually came out of the project (whether everyone expected them or not). Actual means "real" or <i>trutru</i>.</p> <p><b>The actual project outcomes are all the benefits (and problems) that actually came out of the project (whether everyone expected them or not).</b></p>  <p>The actual project outcomes might be outcomes that everyone expected (when they developed the project plan) AND they might be outcomes that were not included in the project plan (because no one expected them). Don't forget, actual project outcomes can be <i>gutpela kaikai</i> or <i>kaikai nogut</i>. Good and bad.</p> 
3	
3	 <p><b>Discussion</b> What are focus groups? We learned about focus groups earlier in this coursebook. <i>Kirapim bek tingting</i>.</p>
3	<p>Helping everyone to identify the actual project outcomes (and problems) is a matter of asking everyone. <i>Projek ikarim wanem kaikai?</i></p> <p>To do this, most Community Development Workers put people into focus groups. What focus groups you use will depend on the project and the group or community you are working with. Most Community Development Workers make sure that (1) the direct beneficiaries of the project (the people targeted by the people-centred project objective), (2) men, and (3) women are in separate focus groups.</p> <p>If you can, it is also a good idea to put (4) young men, and (5) young women into separate focus groups. <i>Tasol yu yet</i>.</p> 

<p>3</p>	 <p><b>Discussion</b> Discuss with your colleagues why you think that most Community Development Workers put the direct beneficiaries of the project in their own focus group, separate from everyone else, when they ask everyone to identify the benefits (and problems) that came out of the project?</p>
<p>3</p>	<p>The direct beneficiaries are the target of the project (the people targeted by the people-centred project objective).</p> <p>For example, the direct beneficiaries of the Hasarai community project are teenagers. <i>Tingim</i>.</p> <p>It is very important to find out from the direct beneficiaries if they thought they were helped by the project and how. If you put the direct beneficiaries of the project in their own focus group, then they will be able to give their own opinion without influence from anyone else.</p> 
<p>3</p>	 <p><b>Activity</b> With your colleagues, have a look at the Hasarai project plan (at the end of this coursebook). If you were a Community Development Worker helping the Hasarai community to evaluate their project, which focus groups would you want to break everyone into to help them identify the actual project outcomes?</p>
<p>4</p>	  <p>Merilyn put <i>ol lain Hasarai</i> into focus groups. Then she asked each focus group to discuss the following two questions - and to write down their answers on butcher paper:</p> <p style="text-align: center;"><b><i>Wanem gutpela bin kamaut long projek?</i></b> <b><i>Wanem nogut o hevi bin kamaut long projek?</i></b></p> <p>When Merilyn did this she wrote down the expected project outcomes from the project plan and put them <i>long ples klia</i> to remind everyone of the <i>gutpela kaikai</i> that everyone expected would come out of the project (when they developed the project plan).</p> <p>At the end, Merilyn asked each focus group to report back to the whole group.</p> <p>Everyone was very interested to see what each of the different focus groups thought. Everyone was very interested to see if the <i>gutpela kaikai</i> they expected to come out of the project did actually come out. Everyone was very interested to see what other <i>gutpela na nogut kaikai</i> came out of the project (that no one expected).</p>

When you put people into focus groups, don't forget to keep a record of what they came up with. It is very important that you record what (1) men and (2) women and (3) the direct beneficiaries of the project thought were the actual project outcomes. To do this, Merilyn asked each focus group to write which focus group they were on their butcher paper. Women or men or teenagers o *kain olsem*. Easy.



**Written answer**

4

With your colleagues, discuss how to work with stakeholders to identify the actual project outcomes. Next, in your exercise book, first explain what the difference is between expected project outcomes and actual project outcomes. Then write down which focus groups are good to put people into to identify the actual project outcomes. Finally, write down the two questions that Merilyn asked the focus groups to discuss (to help them identify the actual project outcomes).

R

**Las tok.** If there are stakeholders from outside the community at the evaluation *kibung* (for example, representatives from a funding organisation or from the government), then you can ask them to be involved in the different focus groups to give *stia*. But it is very important that they don't influence what the different focus groups come up with.

4



Or you can put the stakeholders from outside the community in their own focus group (and if you are a Community Development Worker from outside the community then join them). You can all come up with an 'outsiders' list of actual project outcomes that you all think came out of the project. *Nais*.

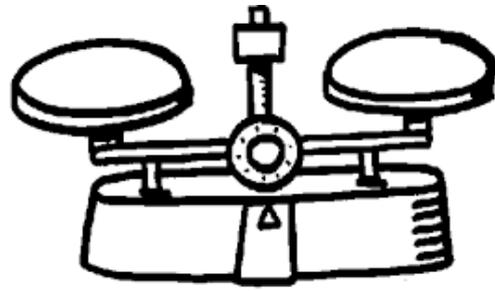


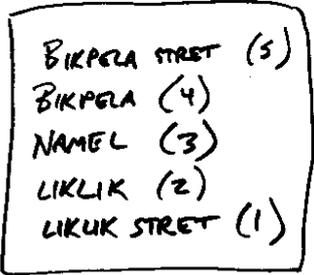
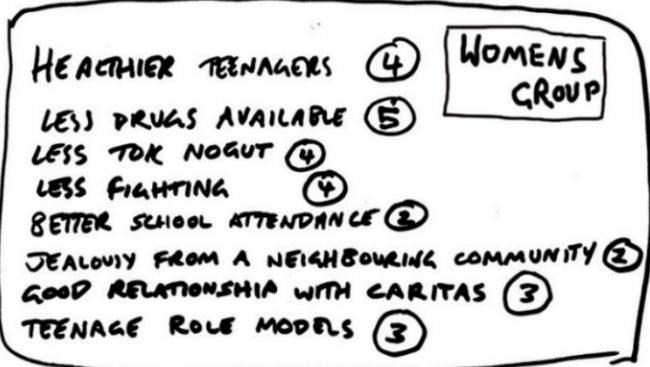
**Revision discussion**

Do you think that stakeholders from outside the community will be able to come up with actual project outcomes (even though they are from outside the community)? What sort of things might they say? Discuss this with your colleagues.

3 hours

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

1	<p>By now the stakeholders have identified the actual project outcomes – the benefits (and problems) that they think actually came out of the project. <i>Ol kaikai trutru bilong projek.</i></p> <p>The next thing that you need to do is help everyone <i>skelim</i> the impact of the actual project outcomes, including how well the project objective was achieved.</p>													
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>1 Evaluate the impact of the actual project outcomes</b></td> </tr> <tr> <td style="text-align: center;"><b>2 Evaluate how well the project objective was achieved</b></td> </tr> </table>	<b>1 Evaluate the impact of the actual project outcomes</b>	<b>2 Evaluate how well the project objective was achieved</b>											
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1	<div style="display: flex; align-items: center;">  <div> <p><b>Discussion</b></p> <p>How can you explain 'impact' in <i>tok pisin</i>? Discuss this with your colleagues.</p> </div> </div>													
1	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>1 Evaluate the impact of the actual project outcomes</b></td> </tr> </table> <p>Evaluating the impact of the actual project outcomes (good and bad) requires rating how large the impact was. Was it a large impact or a <i>namel</i> impact or a small impact? <i>Wanwan kaikai ikamaut long projek emi swit o ino swit olsem wanem? Yupela pilim strong bilong en olsem wanem? Emi bikpela o namel o liklik?</i></p> <div style="text-align: right; margin-right: 50px;">  </div> <p>Most Community Development Workers keep people in the same focus groups they were in when they identified the actual project outcomes, and they ask them to use a rating scale to rate each of the actual project outcome that they identified. If focus groups think of more actual project outcomes as they go, then fine. <i>Nogat samting.</i></p> <p>Some Community Development Workers use a three-level rating scale (1-3) to help everyone rate how large the impact was. Most use a five-level rating scale (1-5), especially if the project has been funded by an outside organisation.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">A three-level rating scale you can use</th> <th style="text-align: center;">A five-level rating scale you can use</th> </tr> </thead> <tbody> <tr> <td><i>Bikpela</i> benefit or problem (3)</td> <td><i>Bikpela stret</i> benefit or problem (5)</td> </tr> <tr> <td><i>Namel (hap hap)</i> benefit or problem (2)</td> <td><i>Bikpela</i> benefit or problem (4)</td> </tr> <tr> <td><i>Liklik</i> benefit or problem (1)</td> <td><i>Namel (hap hap)</i> benefit or problem (3)</td> </tr> <tr> <td></td> <td><i>Liklik</i> benefit or problem (2)</td> </tr> <tr> <td></td> <td><i>Liklik stret</i> benefit or problem (1)</td> </tr> </tbody> </table>	<b>1 Evaluate the impact of the actual project outcomes</b>	A three-level rating scale you can use	A five-level rating scale you can use	<i>Bikpela</i> benefit or problem (3)	<i>Bikpela stret</i> benefit or problem (5)	<i>Namel (hap hap)</i> benefit or problem (2)	<i>Bikpela</i> benefit or problem (4)	<i>Liklik</i> benefit or problem (1)	<i>Namel (hap hap)</i> benefit or problem (3)		<i>Liklik</i> benefit or problem (2)		<i>Liklik stret</i> benefit or problem (1)
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1	<p><b>Activity</b></p> <p>Merilyn used a five-level rating scale. She drew the scale on butcher paper and wrote numbers (1-5). This five-level scale is shown on the right. Merilyn then asked each focus group to write 1 or 2 or 3 or 4 or 5 next to each actual project outcomes that they had identified, to indicate how large the impact had been. With your colleagues, look at the actual project outcomes identified by the Hasarai women focus group (below). What is a problem they identified and what rating did they give it? Which benefit did they think had the biggest impact?</p>  <p>BIKPELA STREET (5) BIKPELA (4) NAMEL (3) LIKLIK (2) LIKUK STREET (1)</p>  <p>HEALTHIER TEENAGERS (4)    WOMENS GROUP LESS DRUGS AVAILABLE (5) LESS TOK NOGUT (4) LESS FIGHTING (4) BETTER SCHOOL ATTENDANCE (2) JEALOUSY FROM A NEIGHBOURING COMMUNITY (2) GOOD RELATIONSHIP WITH CARITAS (3) TEENAGE ROLE MODELS (3)</p>
1	<p>You can also help everyone to <i>skelim</i> how well the impact of actual project outcomes will be sustained over time.</p> <p>Give each focus group a different colour marker. Ask them to give a second rating for each actual project outcome, but this time ask them to rate what they think the impact will be in 10 years time (<i>o samting olsem</i>). They might think the impact will die away. Or they might think the impact will remain or get stronger over time. Benefits from a project that have impacts that last over time are the best project outcomes.</p>
1	<p><b>Written answer</b></p> <p>With your colleagues, discuss what Merilyn did to help stakeholders to evaluate the impact of actual project outcomes. Next, in your exercise book, write down some dot points to guide you when you put this <i>wok mak</i> into practice.</p>
2	<p>You have helped everyone to evaluate the impact of the actual project outcomes. The next thing to do is help everyone <b>evaluate how well the project objective was achieved</b>. <i>Yumi inapim as tingting bilong projek o nogat?</i></p> <p><b>2 Evaluate how well the project objective was achieved</b></p>

Write the project objective on butcher paper *na putim long ples klia* so that everyone can see what the project objective was. If necessary, *tainim igo long tok pisin o tok ples*.

Keep people in their focus groups. Ask each focus group to use the same rating scale to rate how well the project objective was achieved. If they used a five-level rating scale earlier, then use the same scale again. If they used a three-level rating scale earlier, then use the same scale again. *Yu save*. Tell everyone that if they think the project objective has not been achieved at all then they can always put a '0'.

A three-level rating scale you can use	A five-level rating scale you can use
<i>Inapim stret</i> (3)	<i>Inapim stret</i> (5)
<i>Namel (hap hap)</i> (2)	<i>Inapim</i> (4)
<i>Liklik</i> (1)	<i>Namel (hap hap)</i> (3)
	<i>Liklik</i> (2)
	<i>Liklik stret</i> (1)

2



**Activity**

The coursebook objective for step 5 of the project cycle was for you the participants to “understand how to help a group to monitor a community activity”. With your colleagues, use the five-level rating scale to come up with a rating that you and your colleagues all agree with. *Skelim*.

Each focus group should come up with a rating that represents what everyone in their focus group thinks - not what each person thinks (although you can also do this if you think it will help). At the end ask each focus group to report back to the whole group.



Everyone will be very interested to see what each focus group came up with.

2

You can also help everyone to *skelim* how well the impact of the project objective will be sustained over time. Give each focus group a different colour marker and ask them to give a second rating for how well the project objective will be achieved, but this time ask them to rate what they think the impact will be in 10 years time (*o kain olsem*). They might think the impact will die away. Or they might think the impact will remain or get stronger. If a project objective has an impact that everyone thinks will remain or get stronger over time then that is a very good sign. Best.

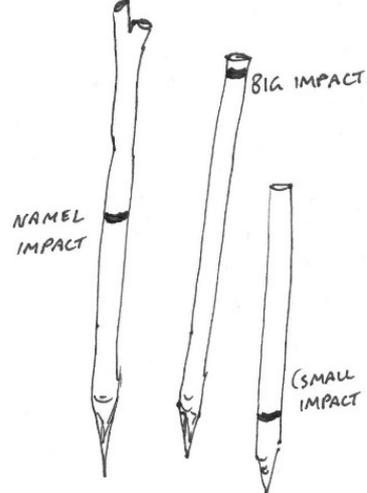
Don't forget to keep a record of what different focus groups thought the impact of the actual project outcomes was, and how well the project objective was achieved. Ask each focus group to write which focus group they are on their butcher paper, so it is easy to keep track. Women or men or teenagers *o kain olsem*.



3  **Discussion**  
Sometimes you need to work with people who find it hard to read and write. What five-level (or three-level) rating scale could they use to rate how well the project objective was achieved? Discuss this with your colleagues.

3 Another method you can use to evaluate how well the project objective was achieved is **rating sticks**.

Give each focus group a stick. With a knife sharpen the bottom of the stick (so that it is clear which end is at the bottom). Next, give each focus group a marker and ask them to rate how well the project objective was achieved. If the project objective was strongly achieved, then the mark should go near the top of the stick. If it was *namel (hap hap)*, then the mark should go nearer to the middle. If the project objective was not achieved, then the mark should go at the bottom (or they can make no mark at all).

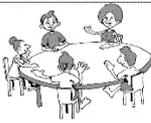


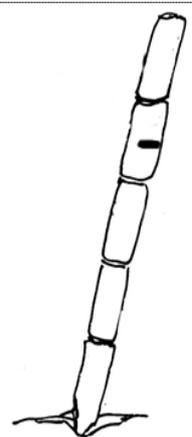
At the end line up all the different rating sticks so everyone can see what the other focus groups thought. Don't forget to keep track of which rating stick belongs to which focus group (sticky tape the name of each focus group to their rating stick).



Later on, in your own time, turn the rating stick into a rating scale by dividing each stick into five (or three). If they made their mark in the top fifth, then it is *inapim stret* (5). If they made their mark in the middle fifth, then it is *namel (hap hap)* (3). *Yu save*.

And if you want to use the rating sticks method to help focus groups *skelim* how much the impact will be sustained over time (for example in 10 years time), get them to make a second mark with a different coloured marker. *Em nau wankain long bipo*.

3  **Activity**  
Instead of a rating stick, some Community Development Workers like to give a stick of bamboo or sugar cane or *pitpit* to each focus group. If you use a three-level rating scale, then each stick needs to have three segments. If you use a five-level rating scale, then each stick needs to have five segments. *Tingim*. With a knife sharpen the bottom (so that it is clear which end is at the bottom). Then, when each focus group makes their mark, they need to place it in the segment that lines up with how they feel. With your colleagues, have a look at the bamboo stick on the left. Which rating (1, 2, 3, 4, or 5) did this focus group give for how well the project objective was achieved?

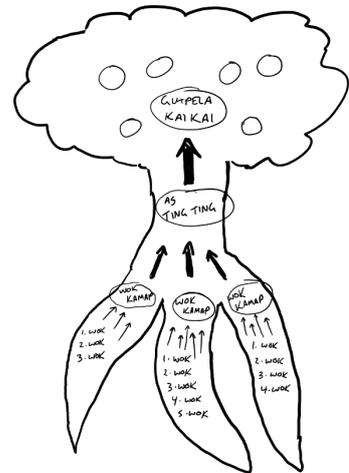


3	<p>Some Community Development Workers like to use mobile phone bars as a five-level rating scale. <i>Luksave:</i></p> <table border="1" data-bbox="252 459 1401 649"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Liklik stret</i> (1)</td> <td><i>Liklik</i> (2)</td> <td><i>Namel (hap hap)</i> (3)</td> <td><i>Inapim</i> (4)</td> <td><i>Inapim stret</i> (5)</td> </tr> </table> <p>Or you could use smiley faces. <i>Luksave:</i></p> <table border="1" data-bbox="252 763 1401 947"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Liklik stret</i> (1)</td> <td><i>Liklik</i> (2)</td> <td><i>Namel (hap hap)</i> (3)</td> <td><i>Inapim</i> (4)</td> <td><i>Inapim stret</i> (5)</td> </tr> </table> <p> Which method you choose to use to help everyone rate how well the project objective was achieved (or the impact of the actual project outcomes) will depend on who you are working with.</p>						<i>Liklik stret</i> (1)	<i>Liklik</i> (2)	<i>Namel (hap hap)</i> (3)	<i>Inapim</i> (4)	<i>Inapim stret</i> (5)						<i>Liklik stret</i> (1)	<i>Liklik</i> (2)	<i>Namel (hap hap)</i> (3)	<i>Inapim</i> (4)	<i>Inapim stret</i> (5)
																					
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3	<p> <b>Activity</b> Pretend you are Marilyn helping Hasarai to evaluate how well their project objective was achieved. The project objective is: 'Fewer teenagers damaged by drug abuse'. With your colleagues, demonstrate how you would help everyone to <i>skelim</i> how well the project objective was achieved. Which focus groups would you put people into? What method would you use to help them do it? Try it out.</p> <div data-bbox="1075 1151 1401 1352" style="border: 1px solid gray; border-radius: 15px; padding: 10px;"> <p>If this course is being run as a training, then you can do this activity as a role play.</p> </div>																				
4	<p> <b>Written answer</b> With your colleagues, discuss which rating scale is best for the groups or communities that you work with to rate how well the project objective has been achieved. Would you use a five-level or a three-level rating scale? Would you use rating sticks or mobile phone bars or smiley faces or something else? Next, in your exercise book, explain the rating scale you think you will use.</p> <div data-bbox="1331 1541 1401 1608" style="background-color: black; color: white; text-align: center; padding: 5px;">T</div> 																				

**Las tok.** To *inapim* this *wok mak* you need to help everyone evaluate the impact of the actual project outcomes, including how well the project objective was achieved.

However, if you can, it is also a good idea to help everyone evaluate how well each output outcome (each root of the solution) was achieved. *Wanwan wok kamap.*

To help everyone rate how well each output outcome (each *wok kamap*) has been achieved just do exactly the same thing. Use the same focus groups. Use the same five-level rating scale (or a three-level rating scale). But ask each focus group to rate how well each output outcome was achieved.



4



Helping everyone to *skelim* how well each output outcome (each root of the solution) was achieved is not a *wok mak* in the National Standard (although one day it might be because over time the National Standard high jump bar will be raised).

However, knowing which roots *bin karim gut* and which did not will help everyone to learn lessons. *Yu mekim olsem nau yu wok long inapim dispela wok mak wansait stret.*



5



**Discussion**

What are evaluation indicators? Discuss this with your colleagues.

What you have done so far to help the group or community evaluate their project is what you should do regardless of whether the project has been funded by an outside organisation or not. Any project. Planting flowers at the church. International airport.

# Evaluation indicators

5

But if the project was funded by a funding organisation, then the project plan might include **evaluation indicators**. Evaluation indicators are *wok mak* that are set by the funding organisation (before the project begins) as a target for success. If the project achieves the *wok mak* then *luk olsem* the project can be considered as a success.

Evaluation indicators are more to help the funding organisation (so they have evidence to show for the money they used) not the group or community that own the project.

If the project plan includes evaluation indicators, then:



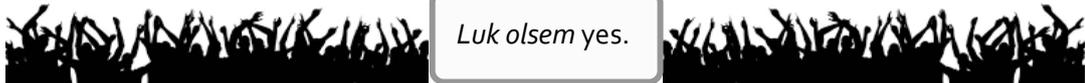
There will be evaluation indicators for the project objective  
There might be evaluation indicators for each of the output outcomes (the roots)  
There might be evaluation indicators for the key expected project outcomes



**Activity**

5

With your colleagues, look at the Hasarai project plan (at the end of the coursebook). Look at the section called "evaluation indicators". Is one of the evaluation indicators for the project objective whether *ol lain Hasarai skelim* that it was achieved? Is one of the evaluation indicators for each output outcome (each root) whether *ol lain Hasarai skelim* that it was achieved? Are their evaluation indicators for key expected project outcomes?



5



If the project has evaluation indicators, then one evaluation indicator for the project objective and for each output outcome (each root) and for each of the key expected project outcomes will be whether the community *skelim* that it was achieved. What the group or community think about the impact of the project is always the most important indicator of success.

The good news is that you have already done this. You have already helped the community to *skelim* the impact of the actual project outcomes (including any key expected project outcomes the community felt were actual project outcomes). And you have already helped the community to *skelim* how well the project objective (and each of the output outcomes) were achieved. Tick ✓

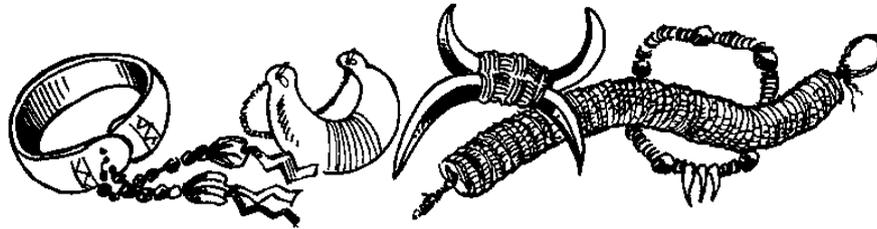
If there are evaluation indicators, it is always a good idea to check the project plan first to see if you need to *stail* the way you ask the community the question.

For example, the evaluation indicator for the Hasarai project objective is during the project evaluation the community *skelim* that the numbers of teenagers using drugs in a dangerous way has dropped. When you ask the focus groups to evaluate how well the project objective has been achieved (*wok mak tok olsem*) you can also ask them to *skelim* whether the numbers of teenagers using drugs in a dangerous way has dropped.



6	 <p><b>Activity</b> With your colleagues, look again at the Hasarai project plan (at the end of the coursebook). The Hasarai project has received funding from an outside organisation (Buin District). <i>Luk olsem</i> there other evaluation indicators that need to be checked on to see if the project has been a success – and there are also means of verification to collect (means of verification is the information that verifies or confirms if the indicator has been achieved). Whose job is it to check on evaluation indicators (and collect the means of verification)?</p>
6	<p>If the project plan is funded by an outside organisation, it might include evaluation indicators. If this is the case, the funding organisation might send a technical specialist like an evaluation expert or a <i>didiman</i> or a health worker or a water-supply expert or a building inspector to help you check on evaluation indicators (and collect the means of verification). <i>Kaksi</i>.</p>  <div style="border: 1px solid gray; padding: 5px; display: inline-block; margin-bottom: 10px;">  <p>Don't forget, helping a group to evaluate their project (the job of a Community Development Worker) is not the same thing as expert or 'technical' evaluation.</p> </div> <p>If the funding organisation sends an expert or specialist to help evaluate the project, then you will need to facilitate their visit. The group or community needs to understand what the expert will be doing, they need to be involved, they need to know what the expert found out, and they need to help solve any problems. Definitely.</p> <p>Don't forget, if you need to facilitate a specialist's visit, there are <i>wok mak</i> that you need to <i>inapim</i> if you want to do it in a way that meets the Standard. Unit CDW C10 Facilitate a Specialist's Visit. <i>Em nau yupela klia pinis</i>.</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; text-align: center; margin: 10px auto; width: 80%;">  <p>Sometimes the CDW will also have expert skills. They CDW might also be an evaluation specialist or water-supply expert or a health worker <i>o kain olsem</i>. Great. CDWs often can wear two hats at the same time.</p>  </div>
6	 <p><b>Discussion</b> What could happen if a technical expert is collecting information to check on evaluation indicators, but the group or community do not know who she is, or what she is doing, or why she is doing it? Discuss this with your colleagues.</p>
6	<p>Never forget that the project belongs to the group or community (not to the funding organisation). Showing respect for local culture is a <i>wok mak</i> you need to <i>inapim</i> if you want to assist a group to evaluate their project in a way that meets the Standard. <i>Tingim</i>. Taking any information or research out of a community without explaining what</p>

it means and without explaining how it will be used and without getting their permission does not show respect for local culture.



7

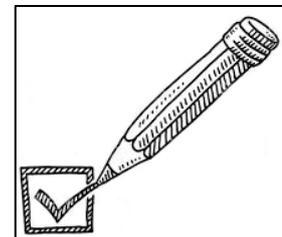


**Discussion**

What information should a Community Development Workers have a record of (in their diary) from the evaluation visit so far?

The evaluation visit *ino pinis yet*. You have explained the purpose of this step of the project cycle and why it is important that everyone in the group participates. You have helped everyone review the project plan, so they are clear why and how the project was supposed to *strongim sindaun*. You then helped everyone to identify and evaluate the actual project outcomes, including how well the project objective was achieved.

To prepare a report (Element 4) in a way that meets the Standard, you need to “maintain a record of activities and movements according to workplace practices” *Tingim*. You learned about this is CDW Coursebook 1. By this point in the evaluation visit your diary should already be full of information to help you prepare your report. For example:



7

- ↗ Dates and times
- ↗ Any information about what you did during community entry, including who the key people are you are working with.
- ↗ What happened during the *kibung* at the start – which stakeholders were present, how many men and women, what focus groups.
- ↗ What actual project outcomes were identified by focus groups and what their impact was, including how well the project objective was achieved.
- ↗ Anything else you have heard or observed about the project.
- ↗ Photos or drawings



**Revision discussion**

How will it help the group or community you are working with to know the impact of their project?

2 hours

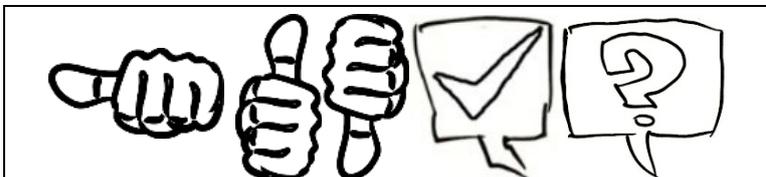
**Materials** Exercise book. Pen or pencil.

1	<p>The <i>kibung</i> should have given a clear picture of what the group or community thought about the impact of the project.</p> <p>However, the evaluation visit is not over. What the group or community think is the most important evidence, but it should be confirmed or verified with <u>other evidence</u> to have the full story. And there might be other actual project outcomes - benefits and problems – that no one thought of in the <i>kibung</i>.</p> <p>This <i>wok mak</i> from the National Standard says <b>work with stakeholders to investigate the impact of the project</b>. You can't investigate the impact of the project by sitting inside drinking tea. <i>Nogat</i>. You and the key people have to go outside and investigate.</p>	
		
2	<p>When you do the evaluation investigation, you need to work with key people to do the following three things:</p>	
2	<p><b>Written answer</b></p> <p>With your colleagues, discuss the 3 things that a CDW needs to do (with the key people) during the evaluation investigation. Next, in your exercise book, write down the 3 things that a CDW needs to do during the evaluation investigation.</p>	<div style="background-color: black; color: white; padding: 5px; text-align: center; width: 20px; margin: 0 auto;">U</div>
2	<p>Most Community Development Workers spend a day or two working with key people to do the evaluation investigation - but it all depends on how big the project is and who you need to talk with to investigate the impact of the project.</p>	



There are three tools that most Community Development Workers use when they work with key people to conduct the evaluation investigation. These tools are the same tools you used to conduct the monitoring investigation. Easy

- 1. Interviews
- 2. Focus groups
- 3. Village walks



2



**Activity**

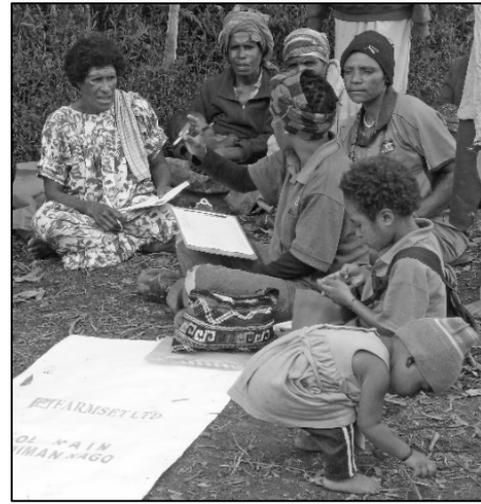
With your colleagues, look back at how to conduct the monitoring investigation (Unit C02 Element 3 Topic 3.8). Read through the boxes that explain how to use **interviews**, **focus groups**, and **village walks**. *Kirapim bek tingting.*

2



**Ranking** is normally used in a focus group to help everyone put a list of items into an order (or rank). For example, during a focus group, women might have listed down different ways the health of children has been improved by a project. It would be useful to know how significant the health benefits have been (from most significant to least significant). The ranking tool can help you do this. Write down all the items that have been identified on paper or post-it notes and then everyone can discuss and argue and rearrange until there is consensus on how to rank the items. You can have more than one item on the same rank - for example, there can be two items in second place.

**Significant change story.** When you are conducting the evaluation investigation (or anytime) if someone tells you a story about a change (good or bad) that happened because of the project then write it down. In particular, write down stories that you hear about changes that happened to the direct beneficiaries of the project (the people targeted by your people-centred project objective). Funding organisations like to read significant change stories because positive change to the lives of the direct beneficiaries is what they hoped their money would achieve.



**Activity**

In the *kibung* at the start of the evaluation visit Marilyn put *ol lain Hasarai* into focus groups to identify the actual project outcomes. *Tingim*. Marilyn now needs to work with the key people to conduct the evaluation investigation. Look at the list of actual project outcomes (below) that were identified by the different focus groups during the *kibung*. One of the things that Marilyn and the key people now need to do during the evaluation investigation is:

**1 Collect evidence to confirm or verify the actual project outcomes identified by the group or community – and their impact**

2

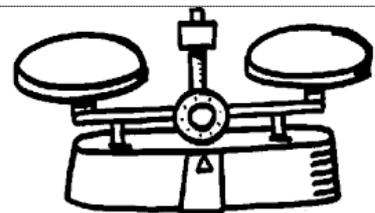
With your colleagues, choose one actual project outcome from the list below and discuss how Marilyn and the key people could go about collecting evidence to confirm or verify this actual project outcome - and its impact. Think about what tools they could use (interviews, focus groups, village walks, ranking, significant change story). Think about who they might want to talk with.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Healthier teenagers</li> <li>• More contribution by teenagers to community</li> <li>• Less drugs available</li> <li>• More teenage leaders (role models)</li> </ul> | <ul style="list-style-type: none"> <li>• Less fighting</li> <li>• More employment for teenagers</li> <li>• More livelihood skills for teenagers</li> <li>• Better school attendance by teenagers (fewer 'drop-outs')</li> </ul> |
|--|---|



**Discussion**

If you know any other tools that are good to use to help conduct the evaluation investigation, then share them with your colleagues.



2



<p>3</p>	<div data-bbox="252 237 341 353"> </div> <p><b>Written answer</b></p> <p>With your colleagues, discuss which tools (interviews, focus groups, village walks, ranking, significant change story) you could use to do each of the three things that a CDW needs to do during the evaluation investigation (below).</p> <div data-bbox="344 430 1310 674" style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1 Collect evidence to confirm or verify the actual project outcomes identified by the group or community – and their impact</li> <li>2 Check to see if there are other actual project outcomes that the group or community did not identify – and their impact.</li> <li>3 Collect evidence to confirm or verify how well the project objective was achieved</li> </ol> </div> <div data-bbox="256 712 536 824"> </div> <p>Next, in your exercise book, explain how to use the tools (1) ranking and (2) significant change story, and give an example of how you could use each tool during the evaluation investigation.</p>	<p>V</p>
<p>3</p>	<p>It can be a big help to have a CDW from outside helping to evaluate a project. This is because they can see things with fresh eyes (and they often have experience). But PNG also needs people <i>long ples</i> who understand how to help a group or community through the steps of a project cycle, including how to evaluate a project (<i>lukluk bek na skelim</i>).</p> <p>This is why <b>encourage key people to take the lead during the activities</b> is a <i>wok mak</i> that you need to <i>inapim</i> if you want to help a group to evaluate their project in a way that meets the Standard.</p> <p>Interviews, focus groups, village walks, ranking, and significant change story are all tools that key people should be able to use themselves to evaluate a project. When you do the evaluation investigation, don't forget to do it with the key people and show them what to do.</p>	
<p>4</p>	<div data-bbox="252 1496 405 1608"> </div> <p><b>Discussion</b></p> <p>What is the principle of inclusion? We learned about this earlier in the coursebook.</p>	
<p>4</p>	<div data-bbox="252 1659 568 1805"> </div> <p>As PNG develops, we need to make sure there are not groups of people who are being left behind. If the gap between the people stepping forward and the people stepping back gets wider, then <i>luk olsem</i> we are not really developing.</p> <p>This is why the PNG Government wants every organisation and every community to support inclusive development (equality). And to support inclusive development, we need to put into practice the principle of inclusion: <i>Pasin bilong halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela.</i></p>	

	 <p>And when we put into practice the principle of inclusion, there are three groups of people that our PNG Government wants everyone to help step forward: Women, people living with disabilities, and youth.</p> <p style="text-align: center;"><b>The kumul needs two wings to fly</b>  <b>People with disabilities need the chance to fly</b>  <b>The next generation needs to learn how to fly</b></p>
4	 <p><b>Discussion</b></p> <p>Below is a goal for community development (we learned about in CDW Coursebook 1). Can a community development project be successful if the project makes women or youth or people living with a disability even more left behind or excluded? Discuss this with your colleagues.</p> <p style="text-align: center;"><b>THOSE PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED SHOULD BENEFIT MOST FROM WHAT THE COMMUNITY DOES AT THE VERY LEAST WHAT THE COMMUNITY DOES SHOULD NEVER MAKE THEM EVEN MORE LEFT BEHIND OR EXCLUDED AND THE PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED NEED TO BE INCLUDED WHENEVER DECISIONS ARE MADE BECAUSE THEY KNOW BEST WHAT HELP THEY NEED "NOTHING FOR US WITHOUT US"</b></p>
4	 <p>Hopefully, the project has had a positive impact for women and youth and people living with a disability. At least, hopefully it didn't make the gap wider. But when you do the evaluation investigation it is a good idea to check what the impact of the project has been on women and youth and people living with a disability. Have they benefitted? Have they been made even more left behind or excluded? Investigate.</p> <p>If the project has been supported by the government or another outside organisation, then they will definitely want to know if the project has had a positive impact on women and youth and people living with a disability. <i>Mak bilong inclusive development. Olsem na putim ai na ia gut.</i></p>
4	 <p><b>Activity</b></p> <p>During the evaluation investigation, Marilyn wanted to make sure that women (female teenagers) also benefitted from the Hasarai project to help teenagers. What could she and the key people do during the investigation to find out if female teenagers also benefitted from the project?</p>



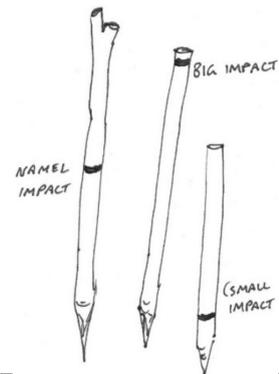
After you conduct the evaluation investigation, you will need to have a final *kibung* with everyone to present what you and the key people have found out (and to help everyone learn lessons). We will learn how to do this in the next topic *olsem na stap isi pastaim*.

Before you run the final *kibung*, it is a good idea to sit down with the key people and go through what you found out during the evaluation investigation. Does the evidence from the evaluation investigation support what the focus groups said in the *kibung* at the start? How will you explain what you found out to everyone at the final *kibung*?

5



It is a good idea to use the same three-level or five-level rating scale to give your own ratings of the benefits (and problems) identified by everyone in the *kibung* at the start, and your own ratings for any new benefits (or problems) that you identified during the evaluation investigation, and your own rating for how well the project objective was achieved. Everyone in the final *kibung* will be very interested to see what ratings you and the key people gave after conducting the evaluation investigation. Definitely.



5



### Discussion

What information should a Community Development Worker have in their diary after the evaluation investigation?

5

Your journal or diary should be full of information from the evaluation investigation:

- ↗ Dates and times
- ↗ Who worked with you and what you did and who you talked to
- ↗ Evidence you collected about the actual project outcomes and their impacts
- ↗ Evidence you collected about how well the project objective was achieved
- ↗ Results of ranking, and any significant change stories or comments.
- ↗ Notes about how you did the evaluation investigation.
- ↗ Notes about the impact of the project on women, youth, and people living with a disability
- ↗ Any evaluation indicators you have checked on (and any means of verification you have collected)
- ↗ Photos or drawings



### Revision discussion

Share with your colleagues and example of when you have been able to help a group see a benefit (or a problem) because of your experience or fresh eyes.

3 hours

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

By the end of the evaluation investigation the key people and the Community Development Worker should have done three things:

- 1** Collect evidence to confirm or verify the actual project outcomes identified by the group or community – and their impact
- 2** Check to see if there are other actual project outcomes that the group or community did not identify – and their impact.
- 3** Collect evidence to confirm or verify how well the project objective was achieved

The final step of the evaluation visit is for everyone in the group or community to come back together for a final *kibung*. This final *kibung* is an opportunity to go over the results of the evaluation investigation and to learn lessons. Lessons for the group or the community. Lessons for the key people. Lessons for any organisation that provided support. Lessons for the Community Development Worker.

And the final *kibung* is also an opportunity for everyone to identify what will be done to sustain the impact of the project. *Hau bai yumi kaikai gutpela kaikai bilong en igo yet?*

1

## Get everyone back together for a final kibung



At the start of the final *kibung* help the key people to go over the results of the evaluation investigation.



Start by explaining what evidence you found during the evaluation investigation to **confirm or verify the actual project outcomes** that everyone identified in the *kibung* at the start – and their impact. Present your own rating and justify it.

2



Explain the evidence you found during the evaluation investigation for any **other actual project outcomes (benefits or problems)** – and their impact. Present your own rating and justify it.



Explain the evidence you found during the evaluation investigation to confirm or verify **how well the project objective was achieved**. Present your own rating and justify it.

2



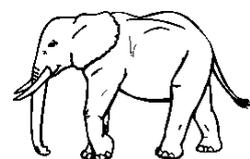
**Activity**

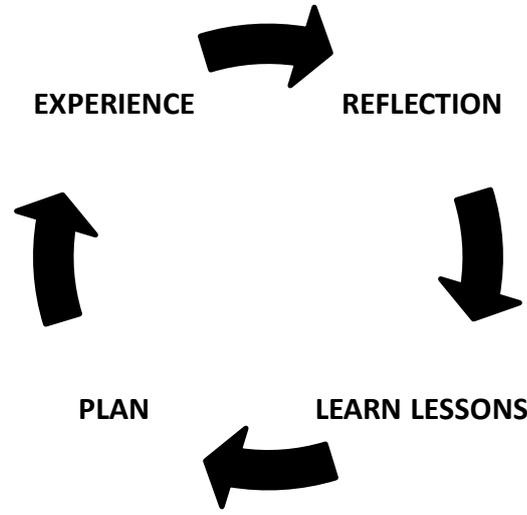
Imagine you are helping to evaluate a water supply project. In the *kibung* at the start, each focus group reported the actual project outcome that everyone now had access to clean water. However, during the evaluation investigation, you found that some people were not given access to water from the new water supply because they were not from the community. *Luk olsem* you had a different opinion. How would you explain what you found in a way that shows respect for local culture?

2

What you and the key people found out during the evaluation investigation does not replace what the group or community said about the project in the *kibung* at the start of the evaluation visit.

Remember the story of the elephant in CDW Coursebook 1. Each blind man had their own point of view depending on what part of the elephant they were touching. Everyone has their own blind spot. You need all points of view to have the full story.

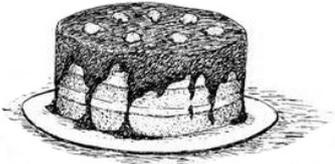


<p>3</p>	<p>Whether the project objective was achieved or not matters. <i>Luk olsem</i> the group and the community put time and effort (and money) into the project because they believed in the objective. If an outside organisation supported the project, they did it (hopefully) because they believed in the project objective. They wanted to help make a change.</p>  <p>If the project objective has not been achieved, it is important to find out why. What helped or worked? What didn't help or what didn't work? What lessons can we learn? A project that doesn't achieve the project objective is not a failure – as long as everyone learns lessons for next time.</p> <p>If the project objective was achieved, it is just as important to try and find out why. What helped or worked? What didn't help or what didn't work? What lessons can we learn so that we can be successful again next time?</p> <p>If you want to meet the Standard, you need to <b>work with stakeholders to identify lessons learned...</b> The final <i>kibung</i> is a good time to <i>inapim</i> this <i>wok mak</i> because all the information about the project is now on the table.</p>
<p>3</p>	 <p><b>Discussion</b> What is the 'learning from experience cycle'? Discuss this with your colleagues.</p>
<p>3</p>	<p>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 plan how to put the new lessons into practice in future. This is called the learning from experience cycle.</p>  <p>The 'learning from experience cycle' starts with an <b>experience</b> such as playing a game of soccer (or doing a project).</p>

	<p><b>Reflection</b> is taking time to think about what happened when you played soccer (or did the project). You can reflect on an experience on your own, but it is better if you reflect on the experience with everyone who shared the experience with you. If you reflect on the soccer game with your teammates and the coach, you will have the full story.</p> <p>When you reflect on your experience, you also need to <b>learn lessons</b>. Experience is the best teacher, but only if we learn from it. What worked? What didn't work? Why did the other team win? Why was our defence poor? If you learn lessons with everyone in your soccer team, then the lessons you learn will be better because you have the full story.</p> <p>After you learn lessons, you need to <b>plan</b> how to put the lessons into action next time you play a game of soccer. Because everyone in the team reflected on the game of soccer together, and learned lessons together, the lessons are more likely to be actioned. <i>Leson yupela lainim save gat pawa. Olgeta bai putim ai gut na sapot sapot.</i></p> <p>And when you play the next game of soccer you are having a new experience. The 'learning from experience cycle' starts again. Each time you go through the learning from experience cycle, you and your team will get better and better at playing soccer.</p>
<p>3</p>	 <p><b>Activity</b> Discuss with your colleagues how helping a group or community to evaluate their project (step 6 of the project cycle) is like helping them to go through a 'learning from experience cycle'?</p>
	
<p>4</p>	<p>Step 6 of the project cycle is all about the group or community reflecting on their experience of going through a project cycle <i>together</i>, learning lessons <i>together</i>, and planning <i>together</i> how to put these lessons learned into action.</p> <p>Each time the group or community go through the learning from experience cycle, they will get better at projects – and better at making changes to <i>strongim sindaun</i>.</p> <p>If the whole group or community goes through the 'learning from experience cycle' <i>together</i> then the lessons everyone learns are learned better. In fact, lessons learned <i>together</i> are powerful enough to change culture.</p> <p style="text-align: center;"><b>Lessons learned together ARE POWERFUL ENOUGH TO CHANGE CULTURE</b></p>
<p>4</p>	 <p><b>Discussion</b> How is a Community Development Worker like a soccer coach? Discuss this with your colleagues.</p>

<p>4</p>	<p>The coach of a soccer team is very important for helping the team to reflect on the game and learn lessons. Your role as a Community Development Worker is like a coach of a soccer team – you can use your experience to help the group or community learn lessons from their experience of going through a participatory project cycle</p> <p>As you get more experience as a Community Development Worker you will be able to do more – but if you are not experienced always remember that if you just facilitate the process and <i>help</i> them do it you are doing enough.</p> <p><b>What is most important for a Community Development Worker is that the group or community know you care.</b></p> 
<p>5</p>	<p>Now it is time to look at how to help the group or community (and everyone else involved with the project) to learn lessons. This is really what evaluation is all about.</p> <p>Most Community Development Workers get everyone into focus groups to discuss lessons learned. What focus groups you use will depend on the project and the group or community you are working with.</p> <p>Most Community Development Workers make sure that (1) the direct beneficiaries of the project, (2) men, and (3) women are in separate focus groups. But you can also put (4) young men, and (5) young women into their own focus groups if you like. <i>Yupela yet.</i></p> <p>And put any other stakeholders from outside the community into their own focus group (including you the Community Development Worker if you aren't from the community).</p> 

	<p>When everyone is in focus groups, give them the following two questions to answer – and give them plenty of time to discuss their answers.</p> <p><b>Two questions to help everyone learn lessons</b></p> <p><b>1</b> <i>Tingim projek saikel long stat ikam inap. Wanem wanem ol samting bin halavim projek long karim kaikai? Bai yumi lainim wanem long dispela?</i></p> <p><b>2</b> <i>Tingim projek saikel long stat ikam inap. Wanem wanem ol samting bin mekim hat long projek long karim kaikai? Bai yumi lainim wanem long dispela?</i></p>
5	 <p><b>Discussion</b></p> <p>Why might it be a good idea to put young men and young women in their own focus groups when you help everyone to learn lessons?</p>
5	<p>Give out butcher paper to each focus group so they can record their discussion.</p> <p>When they finish, ask everyone to come back together so that each focus group can report back to the whole group. Try and encourage general discussion about what each focus group has to say. Does everyone else agree? <i>"Sampela narapela tingting" "Olgeta wanbel o?" "yumi pasim tok olsem?"</i> If the whole group or community agrees <i>together</i> on the lessons learned, then the lessons learned are powerful enough to change culture.</p> <p>Don't forget to keep a record of what the different focus groups came up with. Ask each focus group to write which group they are on their butcher paper. Women or men or teenagers <i>o kain olsem</i>.</p> <p>It is very important in evaluation that you at least have a record of what (1) men and (2) women and (3) the direct beneficiaries' thought were the lessons learned.</p> 
5	 <p><b>Written answer</b></p> <p>With your colleagues, discuss how to work with stakeholders to learn lessons from the evaluation. Next, in your exercise book, write down the two questions to help everyone learn lessons (above) and translate them into simple English.</p>
	
6	 <p><b>Discussion</b></p> <p>Discuss with your colleagues what lessons a group or community might learn from going through a participatory project cycle?</p>
6	<p>There are many lessons a group or community can learn from their experience of going through a participatory project cycle. For example:</p>

	<ul style="list-style-type: none"> <li>↗ Following a participatory project cycle is a good idea</li> <li>↗ Doing evaluation is a good idea</li> <li>↗ It really helped to involve everyone in the group or community</li> <li>↗ It helped to start the change cycle with <i>glasim na skelim sindaun</i></li> <li>↗ It really helped us to come up with our vision and missions</li> <li>↗ The venue for meetings was good</li> <li>↗ Women and men can make decisions together</li> <li>↗ We are proud of what we achieved</li> <li>↗ We need our own Community Development Workers <i>long ples</i></li> <li>↗ <i>Ino wanman projek – mipela olgeta bin wokim</i></li> <li>↗ It was great to involve young people they learned so much</li> <li>↗ We are going to look after this project because <i>mipela olgeta papa bilong projek</i></li> <li>↗ <i>Projek karim kaikai bilong wanem olgeta samting bin klia glas</i> (transparency)</li> <li>↗ It would be better if we did more monitoring <i>taim projek wok long ron</i></li> </ul>
6	 <p><b>Discussion</b> What is the difference between a 'project cycle' and a 'participatory project cycle'? Discuss this with your colleagues.</p>
6	<p>A participatory project cycle is where everyone in the group participates in each step of the project cycle, not just leaders and key people. If participation is effective, then</p> <div style="background-color: black; color: white; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> <li>① Participation makes the work more successful</li> <li>② Participation supports inclusive development (equality)</li> <li>③ Participation grows goodwill and trust <i>namel long ol</i></li> </ol> </div> <p>If everyone agrees <i>together</i> that having everyone participating together was a good idea, then as a Community Development Worker you should feel very proud.</p> <p>The project that everyone did is the cake. But how they worked together to make the cake is what really counts in community development - it is the icing on the cake.</p> <p>If you helped everyone to work in a way that tried out different ways to do things - like putting into practice principles of good governance or encouraging men and women to make decisions together or following a participatory project cycle - and at the end, if the community together <i>luksave</i> that this change helped, then you have really helped to <i>strongim sindaun</i>.</p> <p><i>Luk olsem</i> it is not the cake that will really <i>strongim sindaun</i> – it is the icing on the cake that will make the biggest difference. <i>Swit moa</i>.</p> 



7	 <p><b>Discussion</b> The group or community is the most important stakeholder for a project. They need to learn lessons from the evaluation. Which other stakeholders might want to learn lessons from the evaluation? Discuss this with your colleagues.</p>
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7	<p>The 'stakeholders' of a project are everyone who has helped with the project or supported the project or benefitted from the project. For example:</p> <ul style="list-style-type: none"> <li>✓ The family or group or community that the project belongs to</li> <li>✓ The main group of people who were supposed to benefit from the project. <i>Ol lain husat kaikai pes kaikai long en.</i> The direct beneficiaries.</li> <li>✓ Other people who were supposed to benefit from the project. <i>Ol lain husat kaikai nambatu kaikai long en.</i></li> </ul> <p>You have already helped these three stakeholders to learn lessons. <i>Tingim.</i> But there might be one more stakeholder that wants to learn lessons (if the project has been funded or supported by an outside organisation):</p> <ul style="list-style-type: none"> <li>✓ Any outside people or organisations that funded or supported the project.</li> </ul>
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7	 <p><b>Discussion</b> Discuss with your colleagues what lessons an organisation that helped fund the project could learn from the evaluation?</p>
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7	<p>If an organisation helped fund the project, then there are many lessons they could learn from the evaluation. For example:</p> <ul style="list-style-type: none"> <li>✎ Was the application process for getting funding clear? Could it be improved?</li> <li>✎ Was the work of the Community Development Worker competent? Did they meet the Standard?</li> <li>✎ Did the managers of the project find the reporting and acquittal requirements reasonable? How could they be improved?</li> <li>✎ Was the support our organisation provided useful? How could it be improved?</li> <li>✎ Was the money spent on the project worthwhile? Did the project achieve what it was supposed to achieve? Did we make a difference?</li> </ul> 
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7	 <p><b>Activity</b></p> <p>Look at the Hasarai community project plan to reduce teenage drug abuse (at the end of the coursebook). With your colleagues, choose one of the outside organisations that were involved in the project and think about what lessons they could learn from the evaluation?</p> 
7	<p>If there are outside organisations that supported the project, they will want to learn lessons from the evaluation. They also go through a learning from experience cycle.</p> <p>When you put everyone into focus groups to learn lessons, it is a good idea to put people from outside the community (including you the Community Development Worker if you aren't from the community) into their own focus group to discuss the two questions to help everyone learn lessons. <i>Em nau yumi lukim pinis.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>1</b> <i>Tingim projek saikel long stat ikam inap. Wanem wanem ol samting bin halavim projek long karim kaikai? Bai yumi lainim wanem long dispela?</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>2</b> <i>Tingim projek saikel long stat ikam inap. Wanem wanem ol samting bin mekim hat long projek long karim kaikai? Bai yumi lainim wanem long dispela?</i></p> </div> <p>Afterwards, they can report back to everyone else at the <i>kibung</i> what lessons they (and their organisations learned). Everyone will be very interested. Definitely.</p> <div style="display: flex; align-items: center;">  <div> <p>Many Community Development Workers also like to have a separate focus group discussion after the final <i>kibung</i> with external stakeholders and key people from the group they are working with. What helped or worked? What didn't help or what didn't work? What lessons can we learn for next time? <i>Ples klia.</i></p> </div>  </div>
7	 <p><b>Discussion</b></p> <p>What is the difference between expected project outcomes and actual project outcomes? Discuss this with your colleagues.</p>
7	<p>If some of the expected project outcomes that everyone thought would come out of the project (when the project plan was developed) were not identified as actual project outcomes, some Community Development Workers like to ask everyone why these expected project outcomes were not actually achieved. Learn lessons.</p> <p>This is good for everyone to discuss - and it is good for you to keep a record of the discussion to help you when you prepare your report.</p>



If you want to meet the Standard, this *wok mak* also says you need to **work with stakeholders to identify...what will be done to sustain the impact of the project.**

8 It is very important to help the key people to think about how the impact of the project will be sustained into the future. It would be a missed opportunity – not to mention a waste of time and money – if the benefits of the project were one-off. *Hau bai yumi kaikai gutpela kaikai bilong en igo yet?*



### Activity

In CDW Coursebook 2 (Participatory Planning) we learned how to help a group to develop a project plan (step 2 of the project cycle). And when we did this, we learned how to put sustainability on the bones of a project plan. Below is an extract from CDW Coursebook 2. *Lukim gen. Kirapim bek tingting.*

#### SUSTAINABILITY

It is very important to help the key people to think about how the impact of the project will be sustained into the future. It would be a missed opportunity – not to mention a waste of time and money – if the benefits of the project were one-off.

*Gutpela kaikai bilong projek mas istap longpela taim. Wan raun na pinis maski. Hat wok long wokim gen.*



To put sustainability on the bones of a project plan you need to ask two questions:

- 1) How can project activities be designed so they increase the chance that each root of the solution will be sustained? Look at each output outcome and the activities. Is there a better way to design the activities so that the output outcome will be sustained after the project finishes? If you need to change activities then do so.
- 2) What can the group or community do themselves that is not included in the project plan to sustain each root of the solution? *Luk olsem* what the group or community commits to try and do *ol yet* after the project to sustain each output outcome.

8



#### Discussion

If you know a story about a project that failed because no one thought about sustainability, then share it with your colleagues.

When you prepare the final project plan, include a section called **sustainability**.

For each root of the solution (each output outcome) explain how and which activities will help sustain the output outcome after the project finishes.



And for each root of the solution (each output outcome) explain anything the group or community plans to do themselves to sustain the output outcome that is not included in the project plan. *Luk olsem* what the group or community commits to try and do *ol yet* after the project is finished to sustain each output outcome.

8	<p><i>Yumi raunim liklik tasol kam bek gen. To work with stakeholders to identify...what will be done to sustain the impact of the project, start by going through what everyone said when they developed their project plan. Kirapim bek tingting.</i></p> <p>Doing this will give everyone ideas for how to sustain the impact of the project.</p> <p>But things might have changed. <i>Em orait. Em normal.</i> Now is a good time to go back again to each root of the solution (each output outcome) and get everyone to brainstorm again what can be done to sustain each output outcome.</p>
8	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Activity</b></p> <p>In the Hasarai community project plan to reduce teenage drug abuse, output outcome 3 is "teenagers have more opportunities and other things to do". With your colleagues, discuss what <i>ol lain Hasarai</i> could do now that the project is finished so that teenagers continue to have more opportunities and other things to do. <i>Luk olsem</i> you aren't from Hasarai. But put yourself in their shoes.</p> </div> <div style="flex: 1; text-align: right;">  </div> </div>
8	<p>A good idea, once you have helped everyone brainstorm what can be done to sustain each root of the solution (each output outcome), is to turn the ideas that everyone agrees with into a <b>sustainability plan</b>.</p> <p>Instead of going back to each root of the solution (each output outcome), some Community Development Workers like to get everyone to look at the actual project outcomes that were identified during the evaluation, and then brainstorm ideas for how to sustain each benefit. <i>Hau bai yumi kaikai gutpela kaikai bilong en igo yet? Em tu nais.</i></p> <p>However you do it, at the end suggest that they put their sustainability plan <i>long ples klia</i> (on a notice board or wall). What the group or community do with it is up to them – turn it into a plan <i>trutru</i> or just use it to <i>kirapim tingting</i>.</p> <div style="text-align: center; margin-top: 20px;">  </div>



**Las tok.** When you learned how to help a group or community to start-up their project (CDW Coursebook 4) you learned that during project start-up there are two extra things that some CDWs like to help the group or community to do *long set gut*

## (1) Community participation and support plan (2) Good governance plan

A community participation and support plan is done with everyone in the community to identify ideas for how the community can be involved in the project and support the project *taim projek wok long ron*. A good governance plan is how the project will put into practice principles of good governance *taim projek wok long ron*. Transparency, accountability, participation, equality and inclusion, responsiveness, legitimacy.



9

If you are helping a group or community to evaluate their project and they have a community participation and support plan or a good governance plan, then you should definitely go through these plans with everyone to evaluate what happened.

These plans include ideas and *wok mak* that the group or community planned to put into practice *taim projek wok long ron olsem na lukluk bek na skelim*. *Em karim kaikai olsem wanem? Wanem lesan long lainim?*

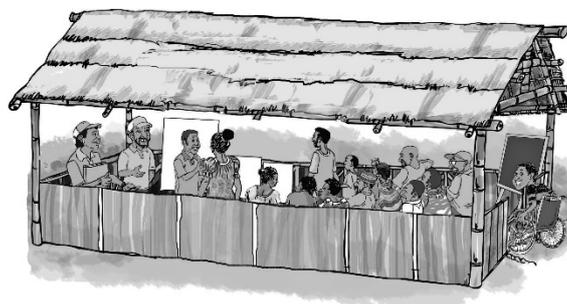


If an outside organisation has helped with the project, and if the group or community has tried to put into practice their community participation and support plan or their good governance plan, then see if the outside organisation can award them a certificate that says what they did. The group or community can use this certificate to market themselves for further support. It is evidence they are worth supporting.



### Revision discussion

What could happen if you didn't help everyone think about what can be done to sustain the impact of the project (now that the project is finished)?



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

1 hour

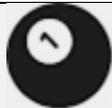
**Materials** Exercise book. Pen or pencil.



The evaluation visit is now almost finished. Everyone knows what the project achieved. The group or community has learned lessons. And they have thought about how to sustain the impact of the project. *Nais*

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

1



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



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



**Thank the group, without rushing, and explain again the purpose of the visit**



2



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

Step 6 of the project cycle is really just a learning from experience cycle – but a learning from experience cycle that the whole group or community goes through *together*.

The last step in the learning from experience cycle is 'action'.

Many Community Development Workers like to help the group that they are working with to come up with a plan for how they will put their lessons learned into practice (next time they do a project or next time they do anything together). For example, if the community said that involving women in decision making was a lesson learned then you (or even better the key people) should get everyone to think about what they can do now to continue involving women in decision making.



## Lainim leson pinis nau tasol bai yupela aksonim olsem wanem?

And now is also a good time to confirm what everyone wants to do to sustain the impact of the project. The sustainability plan. *Nau tasol yumi lukim*. The next steps and who will be responsible for making them happen.

2



### Discussion

Why is a project cycle called a 'cycle'? Discuss this with your colleagues.

2

A project cycle is called a 'cycle' because when a group or community completes step 6 of the project cycle then normally the next step is to go back to step 1 and start again.

Discuss with everyone what their plan is for the future. Do they intend to do another project? Do they need help to go through the project cycle again? How will they put the lessons that they have learned into practice if they do another project?

If the group or community is going to do another project, then get everyone to confirm the next steps and who will be responsible for making them happen.

2



### Discussion

What might be some next steps for a Community Development Worker after an evaluation visit? Discuss this with your colleagues.

2

Normally after an evaluation visit - or a monitoring visit or any visit to work with a group or community - the next step for a Community Development Worker is to prepare a report. This might be a report to give to the group or community you are working with, or for your own organisation, or for a funding organisation.

In CDW Coursebook 1 we looked at the *wok mak* that you need to put into practice if you want to prepare a report in a way that meets the Standard:

- ✓ **Maintain a record of activities and movements according to workplace practices**
- ✓ **Report what was done during the visit, including relevant measurable information, comments, stories, and observations.**
- ✓ **Report outcomes clearly**
- ✓ **Provide an analysis of outcomes**
- ✓ **Provide recommendations for future action based on analysis**

2		<p><b>Discussion</b></p> <p>All Community Development Workers need to maintain a record of activities and movements according to workplace practices. <i>Wok mak tok olsem.</i> When you help a group to evaluate their project, how would it help to record in your journal the lessons learned from the evaluation? Discuss this with your colleagues.</p>
		
3		<p><b>Discuss how or if the visit has been useful, and ways it could be improved</b></p> <p>It is always important to find out if the work you did to help the group or community was useful. Learning from experience is the best teacher, but only if you learn from it. Before you finish the evaluation visit, always discuss how or if the visit has been useful for everyone. You can ask everyone at the end of the <i>kibung</i>. <i>Em orait.</i> However, many CDWs like to sit down just with the key people and ask them for feedback. <i>Em tu orait.</i></p>
3		<p><b>Discussion</b></p> <p>What is the final <i>wok mak</i> that you need to put into practice before you leave the community? Discuss this with your colleagues.</p>
3		<p><b>Thank the group, without rushing, and explain again the purpose of the visit</b></p> <p>It is always important to leave the community in the right way. Some Community Development Workers call this 'community exit'. Take your time. Do it properly. Show respect. Remind everyone of what the visit was all about. Before you finish, always thank everyone, without rushing, and explain again what the visit has been for. Always. <i>Pasin.</i></p>
3		<p><b>Written answer</b></p> <p>With your colleagues, discuss the final three <i>wok mak</i> that you need to put into practice when you help a group or community to evaluate their project. Next, in your exercise book, write down the final three <i>wok mak</i> that you need to <i>inapim</i> if you want to conduct evaluation in a way that meets the Standard.</p>
3		<p>The evaluation visit is now over. The participatory project cycle is now over. It is time to celebrate what has been achieved. <i>Kilim pik na kaikai.</i></p> 

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

Don't rush an evaluation visit. Step 6 is a very important step in a project cycle. It can take days. Fine. This is your chance to put the icing on the cake. This is your chance to really help the group or community to learn lessons from going through a participatory project cycle that will *strongim sindaun*.



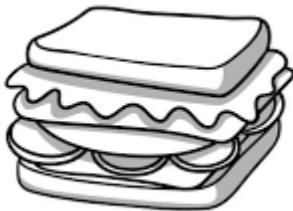
**Las tok.** The way Merilyn helped *ol lain Hasarai* to evaluate their project was like a sandwich. *Ino olsem tasol wankain:*

Start with a *kibung*. Explain the purpose of the visit and why it is important that everyone from the group participates to evaluate their project. Review the project plan. Identify the actual project outcomes and their impact – and how well the project objective was achieved. *Pes toktok.*

**End the *kibung* and then work with key people to investigate the impact of the project. *Wok painimaut.***

Finish with another community *kibung*. Present the results of the evaluation investigation. Help everyone learn lessons and identify what will be done to sustain the impact of the project. *Las toktok.*

4



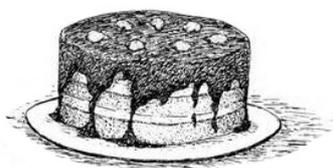
The evaluation visit is finished. There are many ways to help a group to evaluate their project. Don't forget, the National Standard doesn't tell you what recipe to follow – it only tells you what key ingredients (*wok mak*) need to be in your recipe if you want to work in a way that meets the Standard.

But if you try your best to put into practice what we have looked at in this coursebook (what Merilyn did) then you will easily meet the Standard. *Luk olsem.*



### Revision discussion

Is it a good idea to help the group you are working with to plan how they will put the lessons they have learned into practice? Why?



## Evaluation | Coursebook 5 Monitoring and Evaluation (step 5 and 6 of the project cycle)

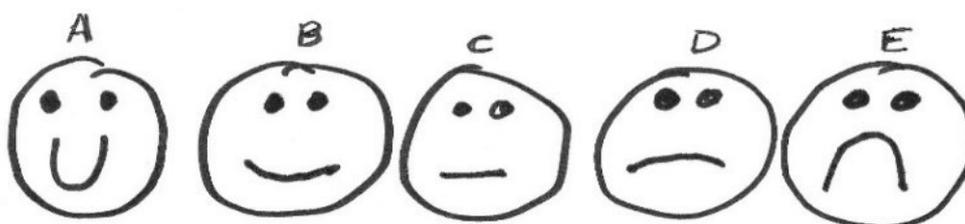


### Written answer

Y

Congratulations. You have finished CDW Coursebook 5. This is the final CDW coursebook. Time to evaluate CDW Coursebook 5. 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 C02 Element 3 (Monitor community activity) or CDW Unit C08 Element 3 (Evaluate community activity outcomes) 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 monitoring in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.
8. Use the rating scale below to rate overall how well you understand how to conduct evaluation 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.



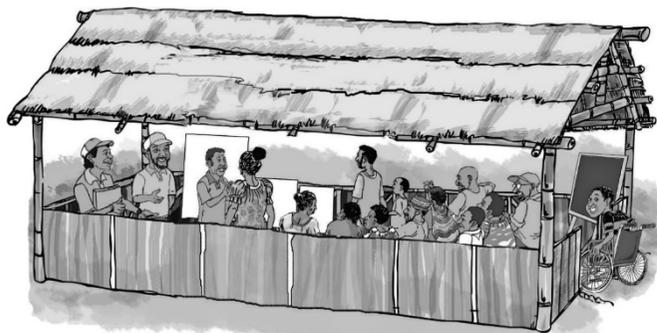
<b>Term</b>	<b>Tok Pisin definitions</b>	<b>English definitions</b>
Project objective	<i>As tingting Bikpela Mak Het tok Bikpela sensis bai kamap</i>	Purpose The big change that people want The reason for implementing all the activities The result of all the outputs
Project outcomes	<i>Gutpela kaikai.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

**Wok mak from the PNG National Standard for  
Community Development Workers for UNIT C10  
Facilitate a Specialist's Visit**

<b>Elements</b>	<b>Performance criteria</b>
<p><b>1</b> <b>Make preparations</b></p>	<p>1.1 Find out information about the place and people to be visited 1.2 Communicate effectively and respectfully with key people from the place to be visited 1.3 Prepare a suitable work plan 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit</p>
<p><b>2</b> <b>Conduct community entry</b></p>	<p>2.1 Confirm who the key people are and work with them to make arrangements for the visit 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities 2.4 Communicate effectively and respectfully with key people 2.5 Show respect for local culture and be sensitive to gender roles 2.6 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</p>
<p><b>3</b> <b>Facilitate the Specialist's Visit</b></p>	<p>3.1 Support and encourage effective participation and inclusion during the activities 3.2 Encourage key people to take the lead during the activities 3.3 Communicate effectively and respectfully during the activities 3.4 Work in a way that is appropriate to local culture during the activities 3.5 Discuss the purpose of the specialist's visit, roles, expectations, and review any relevant agreements 3.6 Discuss and review what information needs to be collected, the plan for collecting the information, and what methods and equipment will be used. 3.7 Discuss how the information that is collected will be used and how the group might benefit 3.8 Confirm with the group that they consent to the specialist's visit going ahead, and if not discuss what should be done next. 3.9 Help the specialist and the group to address any problems or issues while the information is being collected 3.10 After the information is collected, assist the specialist to explain what was found and respond to any questions 3.11 Confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information 3.12 Discuss how or if the visit was useful, and ways it could be improved 3.13 Thank the group, without rushing, and explain again the purpose of the visit</p>
<p><b>4</b> <b>Prepare a report</b></p>	<p>4.1 Keep a record of activities and movements according to workplace practices 4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations 4.3 Report outcomes clearly 4.4 Provide an analysis of outcomes 4.5 Provide recommendations for future action based on analysis</p>

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)

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

### SUMMARY

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

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

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

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

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

### PROJECT MANAGEMENT

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

### PROJECT BENEFICIARIES

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

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

## SUSTAINABILITY

### Output outcome 1 – Teenagers are more aware of the dangers of drug abuse

A MOU will be signed with Caritas Counselling Services so that they can deliver top-up training to the peer educators each year. This activity has been included in the project to sustain the impact of the output outcome. Also, the approach of using peer educators has been used because it is more sustainable – the skills and knowledge to continue to raise awareness will stay in the community. When the project has finished *Mama Kirap* and the Hasarai Peace and Good Order committee will continue to encourage the peer educators to speak about drug issues to teenagers when opportunities arise – for example at Church and at sporting events.

### Output outcome 2 – Less traumatized teenagers

A MOU will be signed with Caritas Counselling Services so that they continue to deliver professional counselling to traumatised youths. This activity has been included in the project to sustain the impact of the output outcome. When the project has finished *Mama Kirap* and the Hasarai Peace and Good Order committee will continue to raise the need to refer traumatised youth with people who work with teenagers (teachers, community leaders, Church leaders)

### Output outcome 3 – Teenagers have more opportunities and other things to do

When the project has finished the Hasarai Peace and Good Order committee will charge the community an annual fee for upkeep of sporting facilities. Also, the Hasarai Church will try and continue their kina for kina support for teenagers who want to enrol in FODE courses. Also, the community will continue to encourage young people into leadership positions. Also, an application for coaching training (soccer, netball and basketball) will be made to ABG Community Sports Program by the Hasarai Peace and Good Order committee.

### Output outcome 4 – Teenagers are less exposed to drugs

The Peace and Good Order Committee will continue to hold the public forum every year to discuss and put into practice village laws on reducing drug use in the community.

## RISK MANAGEMENT

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

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

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

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

ACTIVITY SCHEDULE			
Activities	Who	When	What
<b>Output outcome 1 – Teenagers are more aware of the dangers of drug abuse</b>			
1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <i>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</i>	• <i>Mama Kirap</i> and Peace and Good Order committee	January	No resources needed
1.1.2 Ten teenagers (5 men and 5 women) trained as peer educators and in dangers of drug abuse (a harm minimisation approach) (5 days) (Caritas Counselling Service). <i>Training report by Caritas Counselling Service.</i>	• <i>Mama Kirap</i> • Caritas trainers	February	Mobile calls
			Transport for Caritas trainers Arawa to Hasarai return
			Training materials (butcher paper, markers, whiteboard, pens, exercise books), transport
			Venue (resource centre)
			Diesel for generator (local purchase)
			Accommodation/food for Caritas trainers in Hasarai

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

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

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

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

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

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