

**CDW C04 ELEMENT 3 – FACILITATE AGREEMENT DISCUSSION**  
**PNG National Standard for Community Development Workers (CDWs). Portfolio assessment instrument.**



**PERFORMANCE CRITERIA TO BE ASSESSED IN THIS ELEMENT**

- 3.1 Support and encourage effective participation and inclusion during the activities
- 3.2 Encourage key people to take the lead during the activities
- 3.3 Communicate effectively and respectfully during the activities
- 3.4 Work in a way that is appropriate to local culture during the activities
- 3.5 Confirm that people necessary to reach a valid agreement are involved
- 3.6 Explain the purpose of the visit and why it is important that everyone in the group participates to make agreements for a community activity
- 3.7 Work with the group to discuss the purpose and content of the agreement
- 3.8 Work with the group to identify and address any concerns to help reach agreement
- 3.9 Work with the group to see if a valid agreement can be reached, and if not discuss what should be done next
- 3.10 Confirm what the next steps following the visit will be and who will be responsible for making them happen
- 3.11 Discuss how or if the visit has been useful, and ways it could be improved
- 3.12 Thank the group, without rushing, and explain again the purpose of the visit

**THE DUTIES OF A CDW WORKPLACE ASSESSOR**

**DUTY 1: PLAN THE ASSESSMENT**

- Step 1.1 Coordinate with the candidate and their line manager to plan the assessment
- Step 1.2 Contact NATTB to let them know a CDW workplace assessment is going to take place

**DUTY 2: PRE-ASSESSMENT BRIEFING**

- Step 2.1 Explain the National Standard for CDWs and what will be assessed
- Step 2.2 Present your NATTB assessor certificate and NATTB workplace assessor code of conduct
- Step 2.3 Discuss roles and responsibilities
- Step 2.4 Discuss how evidence will be gathered
- Step 2.5 Discuss expectations and possible outcomes of the assessment
- Step 2.6 Explain the importance of doing the assessment properly
- Step 2.7 Read the assessment instructions together and sign the assessment declarations

**DUTY 3: CONDUCT THE ASSESSMENT**

- Step 3.1 Assess the performance criteria in an Element
- Step 3.2 Assess the candidate without influencing their performance
- Step 3.3 Complete the Element outcome page
- Step 3.4 Follow the CDW workplace assessor code of conduct

**DUTY 4: REPORT THE ASSESSMENT**

- Step 4.1 Discuss the assessment result with the candidate and their line manager
- Step 4.2 Ask the candidate and their line manager to complete the Element outcome page
- Step 4.4 Place the completed assessment instrument and attachments in the candidate's portfolio
- Step 4.5 Assist the candidate to send a copy of their portfolio to NATTB when a CDW Level is completed
- Step 4.6 Liaise with NATTB to ensure the candidate receives their results and any accreditation

**DECLARATIONS**

**Please note it is an offence to make a false declaration on an official Government document.**

By signing, I declare that the candidate is not my family or *wantok*.

By signing, I declare that I have no conflict of interest.

By signing, I promise to follow the CDW Workplace Assessor code of conduct.

Signature of CDW Workplace Assessor: \_\_\_\_\_ Date: \_\_\_\_\_  
 CDW Workplace Assessor's full name, phone number, and email (if any):

By signing, I declare that the CDW Workplace Assessor is not my family or *wantok*.

By signing, I promise that I will not try to influence the CDW Workplace Assessor.

By signing, I promise to immediately report breaches of the CDW Workplace Assessor code of conduct to my line manager

By signing, I consent to assessment by the workplace assessor.

Signature of candidate: \_\_\_\_\_ Date: \_\_\_\_\_  
 Candidate's full name, phone number, email, and current CDW level (if any):

By signing, I declare that the workplace assessor is not the candidate's family or *wantok*.

By signing, I declare that there is no pressure for the candidate to be found 'competent'.

By signing, I promise to stop the assessment or discount the assessment if the CDW Workplace Assessor code of conduct is breached.

By signing, I promise to support the candidate whatever the assessment outcome.

Signature of candidate's Line Manager: \_\_\_\_\_ Date: \_\_\_\_\_  
 Line Manager's full name, position, phone number, email:

ASSESSMENT FOR CDW C04 ELEMENT 3 – FACILITATE AGREEMENT DISCUSSION		
Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p><b>3.1 - SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION DURING THE ACTIVITIES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>What is the difference between “participation” and “effective participation”?</i></p> <p>b. <i>What are two ways to help youth participate effectively during a community meeting?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> <b>TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE INCLUSION DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Knows what the difference is between “participation” and “effective participation”</p> <p><input type="checkbox"/> b. Knows two ways to help youth participate effectively during a community meeting</p> <p style="border: 1px solid black; padding: 2px;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.1</b>? <input type="checkbox"/></p>	
<p><b>3.2 - ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p>a. <i>How did you try to encourage key people to take the lead when you facilitated the agreement?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Can identify how they tried to encourage key people to take the lead when they facilitated the agreement</p> <p style="border: 1px solid black; padding: 2px;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.2</b>? <input type="checkbox"/></p>	
<p><b>3.3 - COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>What body language could show that someone does not understand what you are saying?</i></p> <p>b. <i>What should you do if you are asked to facilitate an agreement for a group, but it is full of big words and complicated English (jargon)?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Knows what body language could show that someone does not understand what you are saying</p> <p><input type="checkbox"/> b. Knows what to do if they are asked to facilitate an agreement that is full of big words and complicated English (jargon)</p> <p style="border: 1px solid black; padding: 2px;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.3</b>? <input type="checkbox"/></p>	

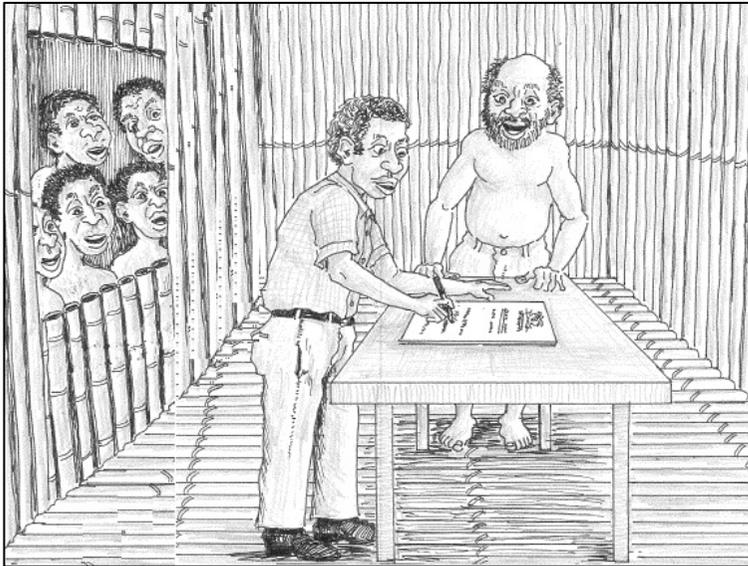
Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p><b>3.4 - WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</b></p> <p>1) Assessor's written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor's notes on candidate's answer to the following:</p> <p>a. <i>It is important that a Community Development Worker does not take sides in an agreement discussion. Why?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK IN WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Knows why it is important for a Community Development Worker to not take sides in an agreement discussion</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.4?</b> <input type="checkbox"/></p>	
<p><b>3.5 - CONFIRM THAT PEOPLE NECESSARY TO REACH A VALID AGREEMENT ARE INVOLVED</b></p> <p>1) Assessor's written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor's notes on candidate's answers to the following:</p> <p>a. <i>It is best if the whole community is involved in the agreement discussion if the agreement is for the community. True or false?</i></p> <p>b. <i>Why should agreements between an outside organisation and a community group be made in the community, not in the office of the outside organisation?</i></p> <p>c. <i>What can you do if someone necessary to reach an agreement is not present?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN CONFIRM THAT PEOPLE NECESSARY TO REACH A VALID AGREEMENT ARE INVOLVED</b></p> <p><input type="checkbox"/> a. Knows whether it is best if the whole community is involved in the agreement discussion if the agreement is for the community</p> <p><input type="checkbox"/> b. Knows why agreements between an outside organisation and a community group should be made in the community, not in the office of the outside organisation</p> <p><input type="checkbox"/> c. Knows what you can do if someone necessary to reach an agreement is not present</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.5?</b> <input type="checkbox"/></p>	
<p><b>3.6 – EXPLAIN THE PURPOSE OF THE VISIT AND WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES TO MAKE AGREEMENTS FOR A COMMUNITY ACTIVITY</b></p> <p>1) Assessor's written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor's notes on candidate's answers to the following:</p> <p>a. <i>In simple English or Tok Pisin, how would you explain why making agreements for a community activity is important?</i></p> <p>b. <i>Is a funding agreement between a community group and an outside organisation a valid (legitimate) agreement if everyone in the community group doesn't participate?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN EXPLAIN THE PURPOSE OF THE VISIT</b></p> <p><input type="checkbox"/> <b>CAN EXPLAIN WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES TO MAKE AGREEMENTS FOR A COMMUNITY ACTIVITY</b></p> <p><input type="checkbox"/> a. Can explain why making agreements for a community activity is important in simple English or Tok Pisin</p> <p><input type="checkbox"/> b. Knows if the funding agreement is valid (legitimate) if everyone in the community group doesn't participate?</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.6?</b> <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p><b>3.7 - WORK WITH THE GROUP TO DISCUSS THE PURPOSE AND CONTENT OF THE AGREEMENT</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p><i>a. Is an agreement valid if the sides or parties to the agreement do not fully understand the content of the agreement?</i></p> <p><i>b. Choose one of the following types of agreement and explain its purpose: Funding agreement; project agreement; activity agreement; land-use agreement; service-provider agreement; resource-use agreement; asset-use agreement; cooperation agreement; partnership agreement; memorandum of understanding (MOU); peace agreement.</i></p> <p><i>c. Look at CASE STUDY 2. From your experience, what is one thing in this agreement that people in a community might misunderstand or be confused about? How would you explain it to them so that they were clear?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK WITH THE GROUP TO REVIEW AND DISCUSS THE PURPOSE AND CONTENT OF THE AGREEMENT</b></p> <p><input type="checkbox"/> <i>a. Knows whether an agreement is valid or not if the sides or parties to the agreement do not fully understand the content of the agreement</i></p> <p><input type="checkbox"/> <i>b. Can explain the purpose of one of the types of agreement listed</i></p> <p><input type="checkbox"/> <i>c. Can identify one thing in the agreement in CASE STUDY 2 that people in a community might misunderstand or be confused about, and can explain it in a way that would help them to be clear</i></p> <div style="border: 1px solid black; padding: 5px; width: fit-content;">                 Can the candidate perform <b>PERFORMANCE CRITERIA 3.7</b>? <input type="checkbox"/> </div>	
<p><b>3.8 - WORK WITH THE GROUP TO IDENTIFY AND ADDRESS ANY CONCERNS TO HELP REACH AGREEMENT</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p><i>a. What can you do if one of the sides to an agreement identifies concerns that cannot be resolved?</i></p> <p><i>b. What can you do so that women also have a chance to identify and address any concerns with an agreement?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK WITH THE GROUP TO IDENTIFY AND ADDRESS ANY CONCERNS TO HELP REACH AGREEMENT</b></p> <p><input type="checkbox"/> <i>a. Knows what you can do if one of the sides to an agreement identifies concerns that cannot be resolved</i></p> <p><input type="checkbox"/> <i>b. Knows what you can do so that women also have a chance to identify and address any concerns with an agreement</i></p> <div style="border: 1px solid black; padding: 5px; width: fit-content;">                 Can the candidate perform <b>PERFORMANCE CRITERIA 3.8</b>? <input type="checkbox"/> </div>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p><b>3.9 - WORK WITH THE GROUP TO SEE IF A VALID AGREEMENT CAN BE REACHED, AND IF NOT DISCUSS WHAT SHOULD BE DONE NEXT</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>Look at CASE STUDY 1. What is one performance criteria for this Element (Element 3 Facilitate Agreement Discussion) that Leslie did not put into practice properly? What should she have done differently?</i></p> <p>b. <i>Look at PICTURE 1. This picture shows an agreement being signed. Do you think this agreement will be a valid agreement? Why or why not?</i></p> <p>c. <i>Describe a customary way to show that a valid agreement has been reached?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK WITH THE GROUP TO SEE IF A VALID AGREEMENT CAN BE REACHED, AND IF NOT CAN DISCUSS WHAT SHOULD BE DONE NEXT</b></p> <p><input type="checkbox"/> a. Knows one performance criteria for Element 3 Facilitate Agreement Discussion that Leslie did not put into practice properly, and what she should have done differently</p> <p><input type="checkbox"/> b. Can explain whether the agreement being signed in PICTURE 1 will be a valid agreement or not</p> <p><input type="checkbox"/> c. Can describe a customary way to show that a valid agreement has been reached</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                 Can the candidate perform <b>PERFORMANCE CRITERIA 3.9?</b> <input type="checkbox"/> </div>	
<p><b>3.10 - CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE AND WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>Why is it important to make sure that each of the parties (sides) to the agreement get a copy of the signed agreement document?</i></p> <p>b. <i>What is normally the next step in a project cycle after helping a group to facilitate project agreements?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE</b></p> <p><input type="checkbox"/> <b>CAN CONFIRM WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN</b></p> <p><input type="checkbox"/> a. Knows why it is important to make sure that each of the parties (sides) to an agreement get a copy of the signed agreement document</p> <p><input type="checkbox"/> b. Knows what is normally the next step in a project cycle after helping a group to facilitate project agreements</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                 Can the candidate perform <b>PERFORMANCE CRITERIA 3.10?</b> <input type="checkbox"/> </div>	
<p><b>3.11 - DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p>a. <i>The best teacher is experience. What does a Community Development Worker need to do before they leave the community so that they learn from experience?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED</b></p> <p><input type="checkbox"/> a. Knows what a Community Development Worker needs to do before they leave the community so that they learn from experience</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                 Can the candidate perform <b>PERFORMANCE CRITERIA 3.11?</b> <input type="checkbox"/> </div>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p><b>3.12 - THANK THE GROUP, WITHOUT RUSHING, AND EXPLAIN AGAIN THE PURPOSE OF THE VISIT</b></p> <p>1) Assessor's written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor's notes on candidate's answer to the following:</p> <p><i>a. What could happen if you don't thank everyone properly at the end of a visit?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN THANK THE GROUP WITHOUT RUSHING</b></p> <p><input type="checkbox"/> <b>CAN EXPLAIN AGAIN THE PURPOSE OF THE VISIT</b></p> <p><input type="checkbox"/> <i>a. Knows what could happen if they don't thank everyone properly at the end of a visit</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.12</b>? <input type="checkbox"/></p>	

PICTURE 1



**CASE STUDY 1**

Leslie is working with a community to facilitate a peace agreement between two clans to end a fight (before a project to build a water-supply can begin). The two clans are Unda clan and Boibo clan. The clan leaders and the key people from both clans have come to the agreement discussion. The fight leader from Unda clan has also come. However, the fight leader from Boibo clan has not turned up.

Leslie began by asking both sides to explain what they wanted to include in the agreement (the terms and conditions). The clan leader from Unda clan said that for an agreement to be reached, Boibo clan would have to pay K5000 for a car that was damaged. The clan leader from Boibo clan said that for an agreement to be reached Unda clan would need to pay 20 pigs for a house that was burned down. Leslie then asked the participants if there were any concerns that needed to be addressed before agreement could be reached. The clan leaders accepted the agreement, however the fight leader from Unda clan said he was concerned because the fight leader from Boibo clan had not come to the agreement discussion, and he could not be sure that the men from Boibo clan would respect the agreement. Leslie suggested that the clan leaders should sign the peace agreement anyway.

**CASE STUDY 2**

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

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

Ward 23 agrees to the following:

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

Okapa District agrees to the following:

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

Signed by

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

**ASSESSMENT OUTCOME PAGE FOR CDW C04 ELEMENT 3 - FACILITATE AGREEMENT DISCUSSION**

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW C04 Element 3? Circle competent or not yet competent. The candidate may be competent even if the candidate could not perform some performance criteria, however you will need to summarise your reasons below. Include any advice for the candidate.

CDW C04 Element 3	
Competent	Not yet competent

CDW Workplace Assessor's name, date, and signature \_\_\_\_\_

As the **candidate**, I declare that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. Be aware that a NATTB officer may contact you for more information. Please note it is an offence to make a false declaration on an official Government document.

Candidate's name, date, and signature \_\_\_\_\_

As the **candidate's line manager**, I declare that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. If the CDW Workplace Assessor did not follow the code of conduct, please also notify NATTB. Please note it is an offence to make a false declaration on an official Government document.

Line manager's name, position, date, and signature \_\_\_\_\_

As the **NATTB officer**, is there sufficient evidence in the candidate's portfolio to show that the candidate can perform the performance criteria for CDW C04 Element 3? Circle competent or not yet competent. If the CDW Workplace Assessor found the candidate to be competent but you did not, you will need to summarise your reasons below.

CDW C04 Element 3	
Competent	Not yet competent

NATTB officers name, date, and signature \_\_\_\_\_