



FAMILY BUSINESS MANAGEMENT TRAINING

TRAINERS' HANDBOOK





#PNGAusPartnership

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Agri-ProFocus 2014. *Gender in value chains. Practical toolkit to integrate a gender perspective in agricultural value chain development*. Accessed on 26/01/2014 at <http://genderinvaluechains.ning.com/page/downloads-1>

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Story of Theresa and Landuwari from Rwanda. Transcribed, adapted and shortened from the video: <http://www.men-care.org/Media/MenCare-Films.aspx> or <http://vimeo.com/53463406>

Story of Rose and Kanunu from Uganda. Transcript from video: Coffee value chain, Uganda (part 2; Oxfam Novib, WEMAN, IFAD) <http://www.youtube.com/watch?v=HcyGLZ8e1M0>

Useful exercise: Adapted from 100 ways to energize groups

Box budget tool: Adapted from CARE Rwanda cited in Agri-ProFocus 2014

Disclaimer

This training handbook has been developed based on consultations with a range of stakeholders. While every care has been taken to ensure the information is accurate at the time of publication, CARE International in Papua New Guinea takes no responsibility for the errors or omission. The views contained in this training module do not necessarily represent the views of CARE or the Australian Government.



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FOREWORD

CARE International in Papua New Guinea



In Papua New Guinea, I have seen many people take pride in their national bird – the Kumul! Pride in this national symbol reflects the pride people have for their country. I have witnessed this pride in the land particularly in communities where coffee is grown.

However, despite the high value people give to coffee, there is inequality amongst its producers (local men and women coffee farmers). Studies show that less than one-percent of women engaged in coffee production receive extension support or training. Therefore, ‘the Kumul is going around in circles because only one wing is able to fly’. That is, men and women farmers are not playing an equal role in the sharing of workloads and decision-making, including family finances and business goals.

Hence, this Family Business Management Training program that is dedicated to building capacity of farming families. This program helps men and women overcome social barriers and cultural norms that inhibit them from developing their family coffee farming business.

In July 2013, the Coffee Industry Corporation (CIC) in partnership with CARE International in Papua New Guinea launched the Coffee Industry Support Project (CISP), a six-year project funded under the Australian Government’s Pacific Women Shaping Pacific Development initiative. The goal of CISP is to improve the economic and social wellbeing of women coffee farmers in Papua New Guinea (PNG), and to achieve this goal, CARE PNG worked closely with key coffee industry stakeholders to integrate gender equity in their policies, programs, and practices. Through the changes that coffee industry stakeholders have made in the programs and services they offer to smallholder farmers, we have seen positive impact on women coffee farmers’ economic and social wellbeing.

I commend CIC’s acknowledgement of the Family Business Management Training program on behalf of the industry and its farmers, along with its integration into CIC’s suite of coffee curriculum.

The work on improving gender equality (the strengthening of both wings of the Kumul) is ongoing process. Coffee farming is a family business – it takes two wings, both women and men farmers, to make the industry fly.

Yours sincerely,



Justine McMahon
Country Director
Papua New Guinea



FOREWORD

Chief Executive Officer –
Coffee Industry Corporation



From the outset, coffee growing in Papua New Guinea (PNG) is a Family Business for coffee farming involves all the family members. The smallholders coffee farmers practice low input – low output farming system.

The Coffee Industry Corporation (CIC), the government agency responsible for coffee policy; regulations; coffee research; training; and extension, puts more emphasis on developing the smallholders not only because they are the leaders in production and produce more than 90 % of the export volume, but also the smallholders remain 80% illiterate and have problems synthesising innovations regarding coffee science and business. The end result of this dilemma is that smallholders continue to produce 80% of the total export volume as Y grade coffee, which is often discounted at 15%-20% at the New York Coffee market.

The problem worth addressing is reducing the 80% Y grade and producing more of top quality coffee. The major actor in this equation is the smallholder and therefore educating the smallholder coffee farmers is one of the top priorities of the CIC. The CIC has taken several positive steps to promote literate coffee growers: (i) the creation of a Coffee Education & Training Unit where coffee curriculum targeting andragogy and pedagogy learning styles are addressed; and (ii) promoting partnership with institutions that generate, package and deliver innovations which meet the stakeholders' information needs.

Educating the smallholder coffee farmers inevitably requires partnership, for the CIC cannot educate farmers alone. CARE International in PNG is one partner, which has been in the forefront and working very closely with the CIC in terms of coffee development, training, and farmer group mobilization. Evidently, this book: Family Business Management Training is another testimony of efforts which CARE International in PNG has put in to develop. The training module captures the essence of building small to medium enterprises at the household level and aims to deliver the knowledge and skills necessary in building the lowest unit of economy: the family. This intervention is in support of the government's drive to encourage SME's in the agriculture sector.

This book is developed to train farming families in the coffee and agricultural sectors. This book and the content therein are relevant to trainers and technical staff in all economic sectors to use as a training material. The smallholder farmers could use this book, but it is highly recommended that the farmers are first trained to appropriately utilise the content.

It is with great pleasure and humbleness that I endorse this Family Business Management Training module so that it can be integrated into the Coffee Industry's series of curriculum modules developed by CIC. By taking this step, we hope that farming families in other coffee growing provinces in the country can benefit from this training module.

I commend CARE International in PNG through its Coffee Industry Support Project and all stakeholders on developing this manual.

It is my sincere hope that this manual will improve the coffee farming families' ability to grow coffee has a family business so that we can improve the quality and quantity of coffee being produced annually.

Yours sincerely,



Charles Dambui
Chief Executive Officer
Coffee Industry Corporation



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BEFORE THE TRAINING

The success of your training depends on how well you prepare. Below are some important points to consider that will help you (and your partner) to prepare:

- ✔ Contact key people in the community well in advance of the training. Explain the purpose of the training and the importance of inviting couples to this training. Key people can help you spread the message and prepare the ground for the seeds of change that you hope to plant!
- ✔ Ask key people about the most convenient time to conduct the training so that both the husband and wife can participate.
- ✔ Consider asking couples to apply for the training to get their commitment to come as a couple and to attend all training sessions.
- ✔ Try and identify male and female role models in the village and encourage them to help with the training. Role models might be men that do allow the women in their families to take part in decision making or men who assist their wives with what is considered women's work. It could also be women who manage a coffee business and who are doing well.
- ✔ Organize your work in advance! Ideally you organize for one training session per week which means that the training would run over 5 weeks. If weekly trainings are not possible at least make sure you don't deliver sessions back to back – make sure there is at least a one day gap between the training sessions!
- ✔ The Family Business Management Training (FBMT) is organized into five sessions. Each session is approximately 4 hours long – but it can be shorter or longer depending on how you teach it and how the participants respond.
- ✔ If possible check out the training venue. Imagine the activities and how you can implement the training at this venue. You might want to ensure that the training is held in a place which is quiet and peaceful. You don't want spectators at the training (remember the confidentiality of the training).
- ✔ Go through the handbook (this handbook) and make notes to help you. Always be well prepared before you start a training session. Read the instructions carefully and imagine how it will run ("make a movie in your head").
- ✔ Ensure you have all the materials you need before you go the training sessions. Each session lists the materials you will need.

TRAINING OVERVIEW

How to teach each Session

The activity title and number are at the start of each activity. There is also a suggested length of time for the activity.

The **materials** you will need are listed next

The **objectives** of the activity are listed next. The objectives will help the trainer to keep focussed on what is important.

Lastly the **key learning points** are listed – these are the main things you want the participants to *learn* from the activity

STEP 1 Next are the steps that you (the trainer) will need to follow. Each step contains the information you need to get across to the participants. Each step has a number on the left side so you can keep track of where you are up to!

It is a good idea if you can teach this course with a partner. If you teach it with a partner, then when your partner is teaching their steps, you have the opportunity to go over the next steps you will teach so that you are ready.

The *mak* for one trainer to end their steps and for another to begin is shown by the footprint symbol (below!)



STEP 2 Make sure you cover each step and all of the information in each step. Each step is necessary for people to be able to understand what you want them to learn.

When you explain the information in each step make sure it is clear to them. This will probably mean translating the information into *tok pisin* or *tok ples*. Be very careful when you translate information that the meaning doesn't change.

When you become very familiar with the steps in each topic you will be able to style things a little more. In time you will come up with your own training style!

Sometimes there will be a Trainers Information Box with some extra ideas to help the trainer



Training journal

Keep an exercise book to write notes and comments in. This is called a training journal (or training diary). Use the training journal to write down any observations about what works and what doesn't work during the training, or any comments people have made about the training, or any great answers to questions that you want to remember. This will help you to learn from experience so that you are able to improve the course and your training skills for next time

Write down any questions people have asked that you could not answer. This will remind you to get back to them with the answer. It is very important to get back to people with answers to their questions (even if you have to say you couldn't find an answer!) because it shows you respect them.

Write down the time and date you did each training course, and how many people came to each training course and their names. This is a valuable record that can be used to evaluate the course and to work out who should get a certificate at the end.

Materials the trainer will need to run this course

You will always need the following materials whenever you teach this course:

1. A copy of this Handbook for your own use
2. An exercise book to use as a Trainers Journal
3. Butcher paper and markers or a whiteboard and markers
4. Picture cards for the activities
5. An exercise book and pen to give to each participant
6. The training outline poster (you need to prepare this beforehand)

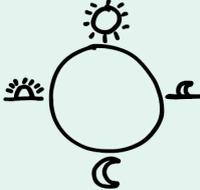
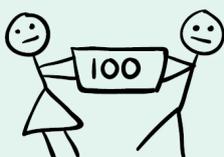
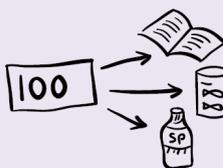
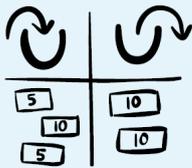
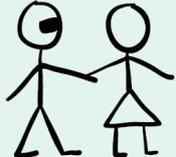
Energisers

During the course it is a good idea to use energisers – especially after a meal! Energisers are short activities that help to increase everyone's energy level. *Nogut oli ai slip!* At the end of this handbook there are examples of energisers.

The training outline poster

You will need to develop your own training outline on butcher paper. Use the training outline on the next page to do this. You will need to put the training outline *long ples klia* at the start of the training so everyone can see what they will be doing – and you will also need it for the course evaluation. When you develop your own training outline try and use simple pictures or illustrations to describe each activity.

Training outline poster

SESSION 1 EXPLORING OUR HOUSEHOLD 	SESSION 2 EXPLORING HOW WE WORK TOGETHER 	SESSION 3 MANAGING MONEY AND COFFEE PRODUCTION 	SESSION 4 DECISION MAKING AND HOUSEHOLD BUDGETING 	SESSION 5 SUMMARY AND PLANNING FOR CHANGE 
Welcome and introduction	Welcome and introduction	Welcome and introduction	Welcome and introduction	Welcome and introduction
1.1 Setting the agenda 	2.1 Exploring daily activities 	3.1 Exploring coffee production 	4.1 Decision making 	5.1 Developing your household plan 
1.2 Visioning 	2.2 Exploring generation and control of income 	3.2 Managing our expenditures – choices 	4.2 Household budgeting 	5.2 Story and role play 
1.3 Analysis of household economy 	2.3 Building trust 	Summary, homework and closing	Summary, homework and closing	Evaluation and closing
Summary, homework and closing	Summary, homework and closing			



EXPLORING OUR HOUSEHOLD

Welcome and introduction	0.5 hour
Activity 1.1 Setting the agenda	1 hour
Activity 1.2 Visioning	1 hour
Activity 1.3 Analysis of household economy	1.5 hours
Summary, homework and closing	0.5 hour

Welcome and introduction

Time 0.5 hour	Materials Butcher paper and markers. Outline of training sessions.
	Objective Participants are informed about the course and Session 1

STEP 1 Welcome (20 minutes)

Welcome participants and **introduce yourself** (also explain which company or organisation you are from)

Explain that you are here to work with coffee farming households (*tupela marit*) on **improving their family business**. This training will help them to improve their family business.

It is also important that participants understand that this training is not linked to any business opportunities – it is just to help families understand how to manage money together.



Make sure participants understand that this training is for *tupela marit* and that both **husband and wife are required to attend**. **Youth are also encouraged to attend**.

Tupela marit mas ikam wantaim long trenin



Also explain that in this training it is very important that **participants contribute and learn from each other**.

Everyone at the training brings with them a lot of knowledge and experience. It is important that everyone feels free to share their knowledge and experience so everyone can learn from each other.

Emphasise that if anyone isn't clear about something they need to ask.

Noken pret long autim tingting



STEP 2 Introduce the topic of the day (10 minutes)

Lastly put the training outline you developed (on butcher paper) long ples klia. Briefly go over what will be in the five sessions so everyone has a picture of what will happen.

Next go over what will be in Session 1.

 **Activity 1.1**

Setting the agenda

<p>Time 1 hour</p> <p>Materials Item to balance on (small tree stump or small stone), flip chart paper and markers</p>	<p>Objective</p> <ul style="list-style-type: none"> • Participants get to know each other • Participants perceive change positively, • Participants understand why couples are invited <p>Key learning points</p> <ul style="list-style-type: none"> • Husband and wife need to support each other if they want to be successful
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STEP 1 Introduction of participants (30 minutes)

Get participants to sit in a circle. Join them.

Ask the participants to take 1 minute to think about **two things in their lives they want to change** *long stretim sindaun*. They can change anything they want; situations, persons, behavior, things, *kain kain*. There are no limits!

You (the trainer) can start by saying your name and the two things you would want to change.

Then ask each participant one at a time to share with the group their name and the two things they want to change.

While listening to the contributions of the participants have a go at **paraphrasing** what they say!



Next **ask** participants

- If they have ever made a big change to their lives
- Why they think that it is important to make changes

Pay close attention to the answers, paraphrase them, and then provide a summary.

Try and come to a conclusion that **change is important to improve our lives**.

Explain that change requires courage. Are we, men and women, ready for this challenge? See if everyone **accepts the challenge** to be open to change

Pasin tumbuna has changed and continues to change. *Kastom em bilong strongim sindaun em tasol*. If the world changes, then our *kastom* also has to change so that it continues to *halavim long strongim sindaun bilong mipela*.

Conclude by telling participants that in this training course we will suggest changes that will *halavim long strongim sindaun*.

But it is up to the participants and families to decide if they want to change – *yupela yet mas glasim na skelim*.



STEP 2 Setting the rules (10 minutes)

Take some time to explain that it is very important for everyone to respect each other. If everyone feels comfortable to *autim tingting* then it will make it easier for everyone to learn from each other.

Explain to participants that in order to make everyone feel comfortable to *autim tingting* we want to develop some **rules for the workshop**.

Ask participants to suggest some rules for the training session. List them on a butcher paper using words and symbols and make sure all participants agree with the rules – *yupela wanbel o nogat?*

Keep a record of the symbols you use. *Bihain bai yumi putim insait long dispela hanbuk long halavim ol narapela trena.*



Make sure rules regarding respect, listening, confidentiality and participation are included. Rules are needed to make people feel comfortable in the training, but you don't need rules for everything – *ol bikpela manmeri pinis olsem na oli inap long bosim ol yet!*

Some good rules include:

- ✓ What people say in the training stays in the training
- ✓ Respect what everyone says
- ✓ Listen to who talks
- ✓ *Noken kros pait*
- ✓ Both men and women's voices should be heard
- ✓ Attend all training sessions
- ✓ Start on time
- ✓ Turn off mobile phones



It is a good idea to get participants to agree on a sign or word that will remind them about the rules. This can be a word such as "rules" or a clap of hands if they are late or raising both hands or pointing to the rules poster.



STEP 3 Understanding households (20 minutes)

Find a small tree stump or tin or something else that is difficult to balance on with one leg. Then ask if anyone wants to try to stand on the stump **on one leg**.

It should be almost impossible to balance on the stump without support.

Tell the person who couldn't balance on the stump that they are allowed to ask their wife (or husband) to assist them to remain balanced.

Then repeat the exercise. It should be possible for the person to balance **with the help of their wife (or husband)**.

Next ask participants why they think that couples are invited to this training.

Make sure you repeat the responses you get and observe who provides answers. Are only men responding? If only men respond you can ask women to also contribute. If you don't get the responses that you want don't force it.

Make the point that couples are invited because they both make up the household. The only way to improve the wellbeing of a household is for *tupela marit long wok bung wantaim long strongim sindaun*.

Long strongim sindaun bilong famili tupela marit mas wanbel na mekim

Explain that in PNG women are generally socially excluded. It is critically important that the barriers to women's participation are brought down.

The lesson from around the world is clear – if women have the power to make decisions and have a say in how household income is used then the family does better – and the community gets stronger.

The kumul needs both wings to fly

Explain that for this training it is important that both husband and wife are present. Emphasize that it is not only the presence of both that we need but also the participation.

How does the *kumul* fly if it uses only one wing? It flies in circles!

Ask if everyone has understood why it is very important for couples to go through this course. Try and get responses from women as well.

And see if there are any questions.

Activity 1.2

Visioning

Time

1 hour

Materials

Butcher paper, marker pens for each participant

Objective

Couples develop a goal for their household

Key learning points

- It is important to have a vision, a GOAL, if you want to progress and achieve a better life
- Husband and wife (and children) need to work together on such a vision if they want to be successful

STEP 1 Introduction (10 minutes)

Remind participants that this training is about improving the wellbeing of the household and about working together.

Their participation is a sign that they want to make changes to their household.

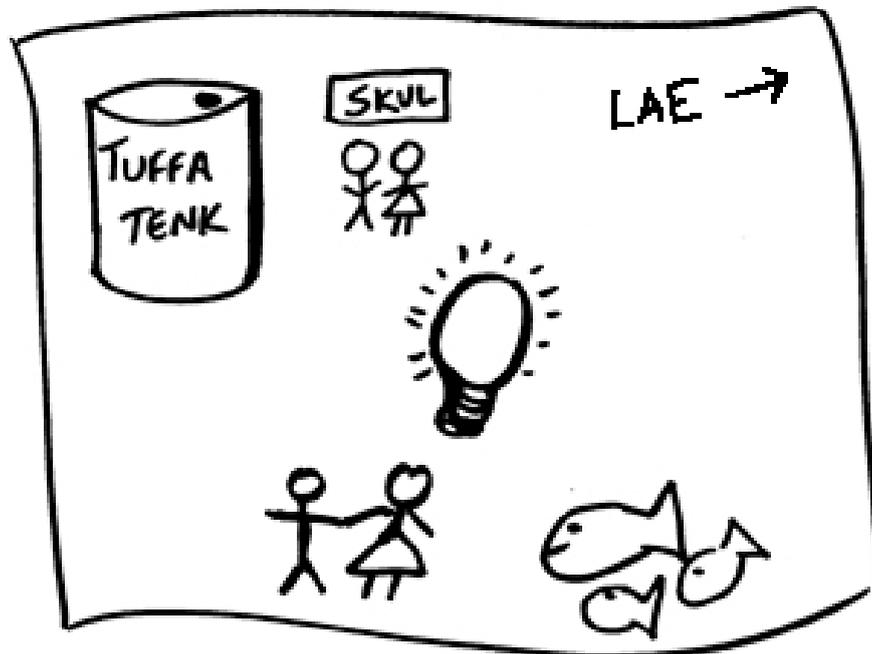
Explain that you now want each couple to sit together and think about what they want their household to be like in 5 years' time.

Kirapim tinging pastaim. Ask them the following questions (you don't need to get answers to these questions – the purpose is to get them thinking!):

- What do you dream of?
- What will your children do? Will they be at school?
Which school? Will they have a job or farm their own plot?
- How will you live and work together as a couple?
Will you share responsibilities?
- Who will make the decisions?
- What will your income be like?
- What do you want your house to look like?



Show everyone an example of your own household vision (like the one below).
Explain the pictures that you have drawn and what they mean.



STEP 2 Visioning exercise (30 minutes)

Give each couple butcher paper and marker pens. Ask each couple to draw pictures together of what they want their household to be like – what they dream about and what they want to achieve.

Make sure that they don't just think about things (like a *kapa haus* or a car) but also how they want to live and work together. What do they want their family to be like?

Remind everyone that it is important for couples to work **together!**

Allow 20-30 minutes for everyone to draw their vision then get everyone back together again. If they are not finished with their pictures tell them that it doesn't matter since they can take more time to develop the pictures at home.

See if one couple would like to share their ideal household picture. Make sure that they explain as a couple what they want their household to be like.

If the couple did not talk much about sharing responsibilities and working together then ask them if they plan to do so.

Make sure to praise and thank the couple that shared their vision.



STEP 3 Reflection (10 minutes)

Reflect with participants on the process of creating this picture. Ask them the questions below:

- What was easy? What was difficult?
- Who was drawing? Who provided the ideas? Did both of you provide ideas?
- Did your husband/wife think of something that you would have overlooked?
- Why is it better if *tupela marit wantaim* contribute ideas? (four eyes see more than two, two heads are better than one, four hands achieve more than two)
- What did you learn from drawing your vision? Have you thought about developing a vision before?
- How could this be useful to you?

**STEP 4 Summary (10 minutes)**

Go through what everyone did in the activity.

Tell everyone they can keep the marker pens and the butcher paper. Suggest that they continue to work on the visions for their household at home.

Give couples more butcher paper if they need it



Encourage *tupela marit* to put up the vision for their household on the wall of their house - it will remind them every day what they want to achieve.

Also tell participants that they will need to bring back their household vision posters later in the course.



 Activity 1.3

Analysis of household economy

Time

1.5 hours

Materials

Space on the ground where you can draw a tree and objects that can symbolize income and expenditure resources - or butcher paper and marker pens – or chalk to draw on cement.

Objective

Discover sources of income and expenditures for the household

Key learning points

- Understanding the household economy – the income sources and expenditures each household has and that they must be balanced
- Acknowledge the fact that women and men have valuable contributions and if we don't listen to both we might not get the full picture of the household
- Learning to listen and respect the opinions of others – particularly men listening to women

STEP 1 Introduction (5 minutes)

Remind everyone of the drawing that couples just made - their household vision or *driman*.

Explain that in order to achieve our *driman* we have to start by looking at where we are now and then deciding what we would like to change.

Explain that now we need to look at the basis of life in the village – the household.

***Tupela marit* need to look at their household income (*moni ikam insait*) and household expenses (*moni igo autsait*) with fresh eyes.**



Explaining the 'in-out tree' (30 minutes)

Show everyone what an **in-out tree** looks like (see below).



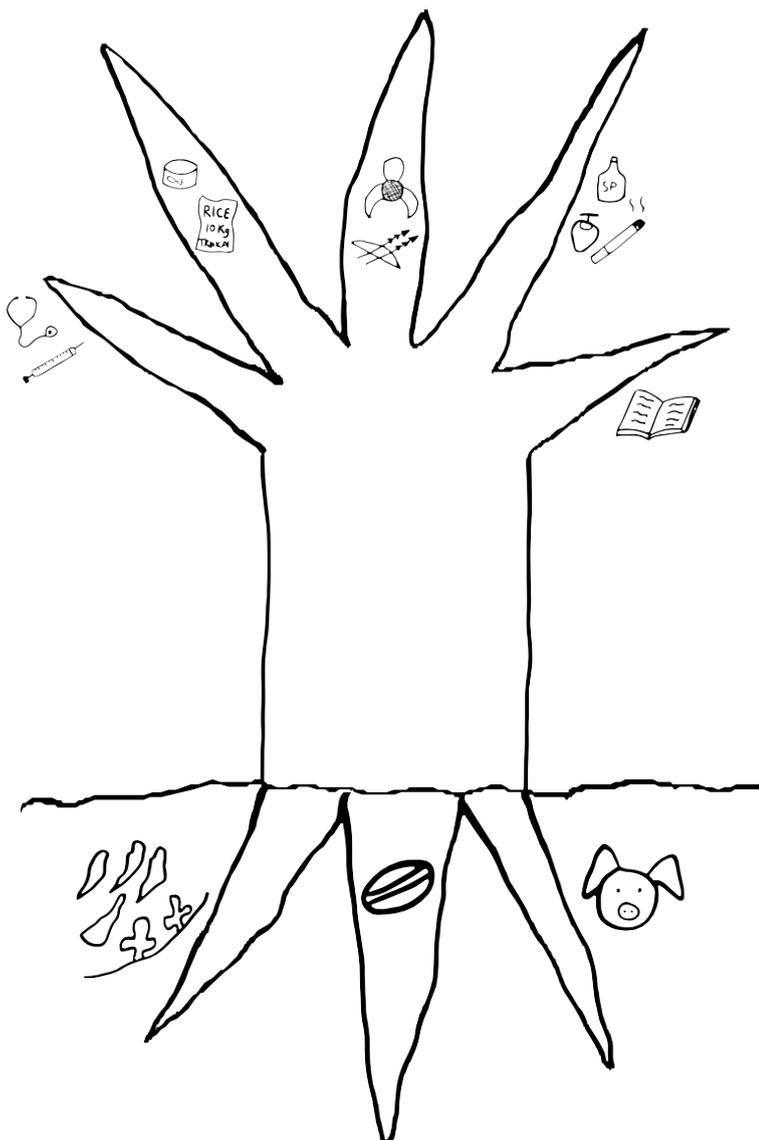
Be sure to prepare an example of an **'in-out tree'** *na putim long ples klia*

Explain that the roots show the different sources of income that a household has in a year. The branches show the household expenses in the same year.

Make sure everyone is clear that you can make an **in-out tree** that shows income and expenses for each fortnight or each month, or for three months (a quarter), or for six months, or for a year, or *laik bilong yu*. **But in this course** *bai yumi wokim in-out tree sais bilong yia tasol*.

Show everyone how you have used symbols to represent the main sources of household income and symbols to represent the main household expenses.

Also show everyone that the size of the root matters – if it is the main source of household income then it will be the biggest root. And the size of the branch matters – if it is the main household expense it will be bigger than the other branches!



Explain that an **in-out tree** is a *tok piksa*.

The roots nourish the tree and make the branches grow and have healthy fruit. *Em nau wankain household bilong tupela marit. Sapos yu gat planti moni kam insait long household bilong yutupela na yutupela usim moni gut bai yu inap long wokim planti samting.*

Ol expense emi moni igo aut tasol moni igo aut em save mekim wok – wanem wok emi mekim em olsem prut bilong diwai bilong yutupela marit.



STEP 1 **Pasin bilong toktok** (10 minutes)

Tell participants that we are going to make an **in-out tree** so that everyone gets practice doing it.

Bihain tupela marit bai gat sans long wokim bilong ol yet.

Explain that as we develop the **in-out tree** together *bai yumi bihainim wanpela pasin bilong toktok. Pasin bilong toktok em olsem when you ask a question wanpela meri mas bekim pastaim na bihain wanpela man bai bekim na bihain bai meri gen – igo igo.*

Make sure that everyone understands that listening is more than being quiet. It means that that you have to try and **understand** what the other person has said, and you have to show respect for what they say.

- If someone speaks and you interrupt, then the person might not have said the most important thing.
- If someone speaks and you *soim olsem yu no putim ia gut o yu les long tok bilong ol* this is a sign that you don't value the contribution of others. This will discourage them to continue and valuable contributions might not be heard.



STEP 2 **Building the in-out tree** (40 minutes)

Now it is time for everyone together to make an **in-out tree** for a typical household in the village.

It is better to develop the 'in-out tree' on the ground or using chalk on cement because then it is easier to rub things out and make changes.



Explain that we will look at the roots first – the income for the household.

Ask what the **main income sources** will be for a typical household in the village over the next year. This is just an example *olsem noken brukim het long makim olgeta wanwan* income source. If you identify the main income sources that is sufficient. *Kain olsem faivpela o sikispela em inap.*

Write each income source on butcher paper so you remember them and then for each different source of income agree on a simple picture or symbol to use to represent the income source.

Yumi wok long bihainim wanpela pasin long toktok. When you ask everyone to identify income sources encourage a woman to respond first then a man then a woman again and so on.

Don't forget

Now ask **which household income source is the largest.** This source of income will have the largest root.

Start to make the roots of the **in-out tree**. Draw the root for the largest source of household income and then draw the symbol for the income.

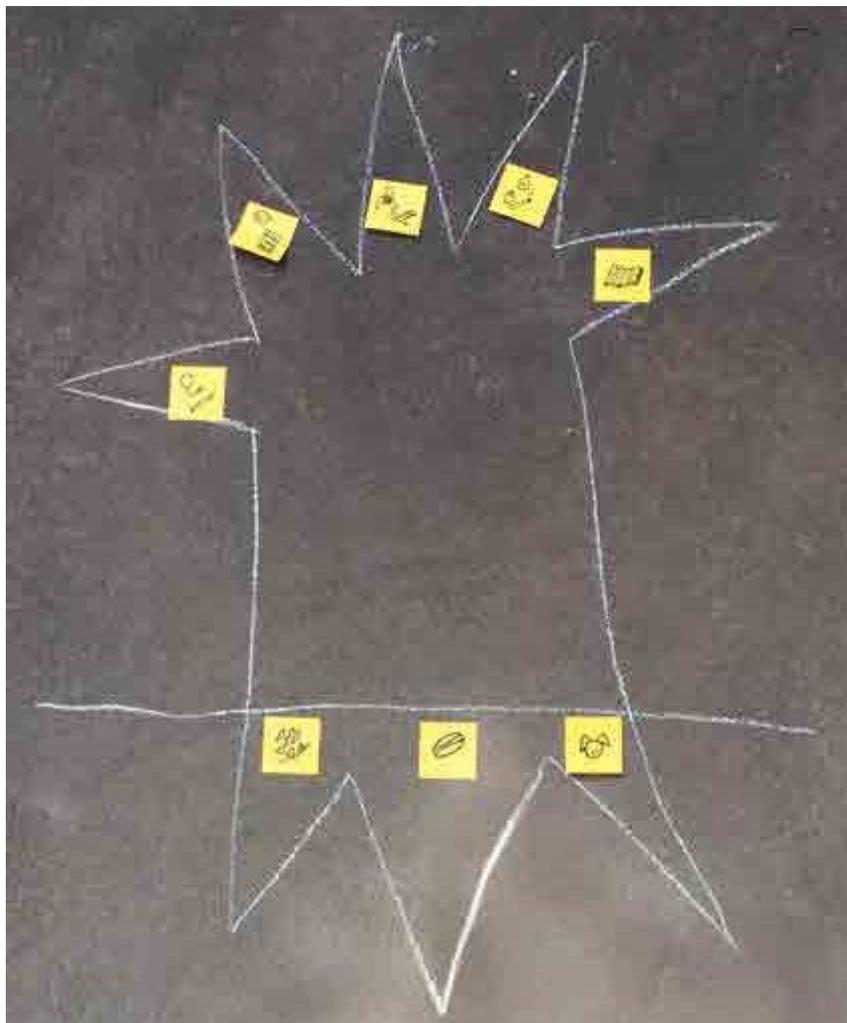
It is a good idea to get a participant to draw or make the tree for you!

TIP

Kain olsem sapos oli tok saksak (sago) then draw a sago tree in the root (if you are drawing the tree on butcher paper or using cards) or place a sago palm on the root (if you are making the tree on the ground).

Then do the same for the next most important source of household income, and the next – *igo igo na pinisim!*

The income source that is the least important (smallest) will be the smallest root!



Next it is time to look at the household expenses in the village – these will be the branches of the **in-out tree**.

Ask what the **main expenses** will be for a typical household in the village over the next year. If you identify the main household expenses that is sufficient. *Kain olsem fiavpela em inap. Yumi wokim eksampel tasol!*

Bikpela samting yu mas grupim ol ekspens – noken brukim igo daun long ol liklik hap samting. Tok ‘skul’ o ‘helt’ o kain olsem.

Write each expense on butcher paper so you remember them and then for each different type of expense agree on a simple picture or symbol to use to represent the expense.

yumi wok long bihainim wanpela pasin long toktok. When you ask everyone to identify income sources encourage a woman to respond first then a man then a woman again and so on.

Don't forget

Now ask **which household expense is the largest** in the village. This expense will have the largest branch. *Wanwan household ino olsem ol narapela tasol yumi wok long wokim tok piksa tasol.*

Start to make branches of the **in-out tree**. Draw the branch for the largest expense and then draw the symbol for the expense.

Kain olsem sapos oli tok mipela save troimwei bikpela hap kina long baim skul fi then draw a pencil in the branch (if you are drawing the tree on butcher paper or using cards) or place a pencil on the branch (if you are making the tree on the ground).

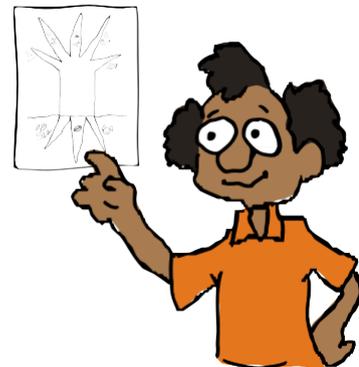
Then do the same for the next largest expense and the next – *igo igo na pinisim*. The expense that is the least important (smallest) will be the smallest root.

The **in-out tree** for a typical household in the village is nearly finished now.

Go through what you have all made – the **in-out tree** for a typical household in the village - and make sure everyone is clear what it shows:

Point to the roots and say that this household will have the following income sources over the next year – *tok piksa tasol*. Make sure everyone is clear that the largest root is the largest source of household income.

Point to the branches and say that this household will have the following expenses over the next year – *tok piksa tasol*. Make sure everyone is clear that the largest branch is the largest expense.



Na tu ol mas klia sapos yu usim gut moni ino olsem moni lus na lus olgeta – nogat sapos yu usim gut moni long mekim wok wanem wok yu mekim em i olsem prut bilong diwai bilong yutupela marit.

Make sure you (the trainer) keep the **in-out tree** that you made with everyone because you will need it for the next session

Don't forget

See if any of the participants have any observations.

As the trainer you can help them with some of your own observations. For example, you might have observed that women didn't know how much income the household got from coffee (or "sago" or "vanilla" or "cocoa" o *kain olsem* depending on what is the most common cash crops grown by participants), or you might have observed that men didn't know what income women were getting, or you might have observed that men didn't mention expenses for household items like soap.



STEP 3 Reflection on communication (5 minutes)

Ask everyone to think about the *pasin long toktok* that everyone had to follow when they made the **in-out tree**. A woman had to respond then a man then a woman. And everyone had to concentrate on being a good listener. Ask everyone the following questions about their experience:

- Was it difficult to listen only?
- How did it feel when you were listening (not speaking)?
- Why do you think it is important to listen?
- Did you learn something new?
- Any surprises?

Summary, homework and closing

Time 0.5 hour	Objective <i>Tupela marit</i> identify income and expenses for their own household
Materials Butcher paper and marker pens for married couples. Ball for the 'review ball' activity.	Key learning points Understanding the household economy – the household income sources and expenditures and the need for them to balance

STEP 1 Summary (10 minutes)

Go back over what everyone did during Session 1. Congratulations to everyone because today we covered a lot of ground.

We started to look at households – and we practiced developing an **in-out tree**.

We also practiced listening skills – men listened to women then women listened to men. Good listening is the secret to *pasin wanbel namel long tupela marit*.



STEP 2 Homework (10 minutes)

Next, give out butcher paper and markers to **each married couple**.

Explain that homework is an important part of this training. For homework *askim tupela marit* to make an **in-out tree** that shows their household income and expenses for the next year – *wankain we yumi wokim pinis*.

Encourage *tupela marit* to do a rough **in-out tree** first of all on the ground or using spare paper before doing their final copy on the butcher paper

Remind participants to practice good **listening skills** when they are drawing their tree at home. The husband should listen carefully to what the wife says – and the wife should listen carefully to what the husband says.

Ask couples to bring their **in-out tree** to the next session so they can share what they have done – and because they will need it for another activity.



STEP 3 Closing (10 minutes)

Close the session by **thanking participants** for their contributions.

Ask if there are any remaining questions about the session. Ask if there are any doubts or confusion. And confirm the topic, time, and place of the next session.

**'Review ball' (10 minutes)**

Get everyone into a large circle. The trainer will throw someone a ball (or a *muli o buai* or ball made of paper) and ask they will ask them one question about any topic so far in the course.

When that person has answered the question (everyone else can help them) they have to think of a new question and throw the ball to someone else. The person they throw the ball to has to answer the question.

The activity ends when everyone in the group has had a turn answering and asking a question or when no one can think of a new question to ask!

If there are 20 or more participants, then get everyone into two separate circles – as long as you have two trainers so that one trainer can help each circle!





2

EXPLORING HOW WE WORK TOGETHER

Welcome and introduction	0.5 hour
Activity 2.1 Exploring daily activities	1.5 hours
Activity 2.2 Exploring generation and control of income	1.5 hours
Activity 2.3 Building trust	0.5 hour
Summary, homework and closing	0.5 hour

Welcome and introduction

<p>Time 0.5 hour</p>	<p>Materials Butcher paper and markers. Outline of training sessions.</p> <p>Objective Participants are informed about Session 2</p>
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STEP 1 Welcome (20 minutes)

Welcome participants. Ask people to share if they have talked to other people about what they have been learning so far in the training?

Next, *askim tupela marit* if they managed to create their own **in-out tree**? If some couples have not managed to complete their homework gently remind them that homework is an important part of learning.

Explain that later in the course each couple will need their **in-out tree** (so every couple needs to do it!).

See if there are some couples who want to share their **in-out tree** with everyone? If couples present their tree then make a big deal out of it – *olgeta paitim han!*

Then ask everyone about their **observations** – *olsem wanem long hatwok bilong wanwan tupela marit?*

Next ask the group what their experience was using the **listening skills** at home. Ask the following questions:

- Was it strange to keep quiet?
- Did you learn something new?
- Do you think this listening skill would be useful in other discussions?



STEP 2 Introduce the topic of the day (10 minutes)

Refer to the **training outline** (on butcher paper) and explain that today we want to explore the **in-out tree** further.

We will look at how households generate income and spend income – and the **decisions** households make about how they spend income.

We will also look at our day-to-day life and explore how we organize our daily work. At the end of this session, we will do an exercise on trust.

 Activity 2.1

Exploring daily activities

<p>Time 1.5 hours</p> <p>Materials Butcher paper and marker pens, chalk, <i>bilum rop</i>, sticks.</p>	<p>Objective</p> <ul style="list-style-type: none"> Participants discover and appreciate women's contributions Participants think about their roles and learn how to work together <p>Key learning points</p> <ul style="list-style-type: none"> Recognizing the differences in workload that men and women have. Often women would have much more to do and hardly any free time. This is not always recognized by men. Traditional separation of workload can be changed – men can support their wives in their daily work. <i>Mekim olsem em bai halavim long stretim sindaun.</i>
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STEP 1 Introduction (5 minutes)

Review the training so far. Remind everyone that men and women have different tasks to do.

Explain that couples need to look at the work that men do and the work that women do with fresh eyes.

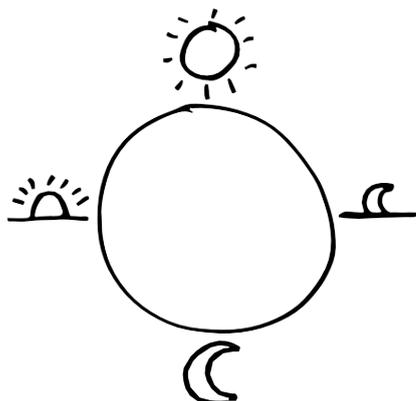
If the work that men do and the work that women do is shared more equally the household will be able to do more and produce more.



STEP 2 Building an activity clock together (40 minutes)

Draw a circle on butcher paper or on the ground (or on cement using chalk). Explain that the circle is like a 24-hour clock.

Draw (or place) symbols on the clock to show when the sun rises, full sun at midday, when the sun sets, and a symbol of the moon to indicate nighttime.



Next, ask one couple to volunteer as the model couple for the activity clock.

Ask the volunteer couple to **imagine a normal day in their lives** (not a special or very busy day but a typical day).

If you can't get a couple to volunteer, then you (the trainer) can use yourself as the model



What tasks would they have to do from the time they wake up until they go to sleep again? Make sure you get them to also think about tasks such as sleep, childcare, socializing, relaxing, playing cards, etc.



Next begin to divide up the activity clock as if it is pieces of pie (or cake).

Start when the volunteer couple wakes up.

If *brukim paia* is the first task of the day the volunteer couple do, then make it the first slice of pie. If *redim kaikai* is the second task of the day the volunteer couple do, then include it as the second slice of pie. *Igo igo* until they go to sleep at night.

Don't draw the pieces of the pie because it will be hard to chop and change. Instead use *bilum rop* or sticks to divide up the activity clock.

In each slice of pie, you will need to place a symbol of the activity. *Kain olsem sapos oli tok wanpela wok emi brukim paia orait kisim wanpela hap diwai na putim igo insait.*

If two tasks are performed at the same time you can include a symbol for both tasks in the same piece of pie.

Wokim igo igo na pinisim the activity clock for the volunteer couple.



Next, get everyone to look again at the activity clock for the volunteer couple.

It is very important that the size of the slice of pie for each task is relative (compared) to the size of the slice of pie for the other tasks.

This means if more time is spent getting breakfast ready than on *brukim paia* then the slice of pie for cooking breakfast should be larger than for *brukim paia*.

Help the volunteer couple to chop and change their activity clock until it shows the daily tasks and which tasks take the most time (compared to the other tasks).

What you are trying to come up with is a *tok piksa* of a normal day in the life of the volunteer couple.



STEP 3 Building an activity clock for men and women (45 minutes)

Ask everyone if the tasks done by men each day are different from the tasks done by women? If the volunteer was a man, then the tasks that he does each day will be different to the tasks done by his wife.

Explain that now we will explore the different tasks done by men and women. Split the group into two groups – men in one group and women in the other.

Or instead, ask the participants to do an activity clock for a mock farming family using the following example.

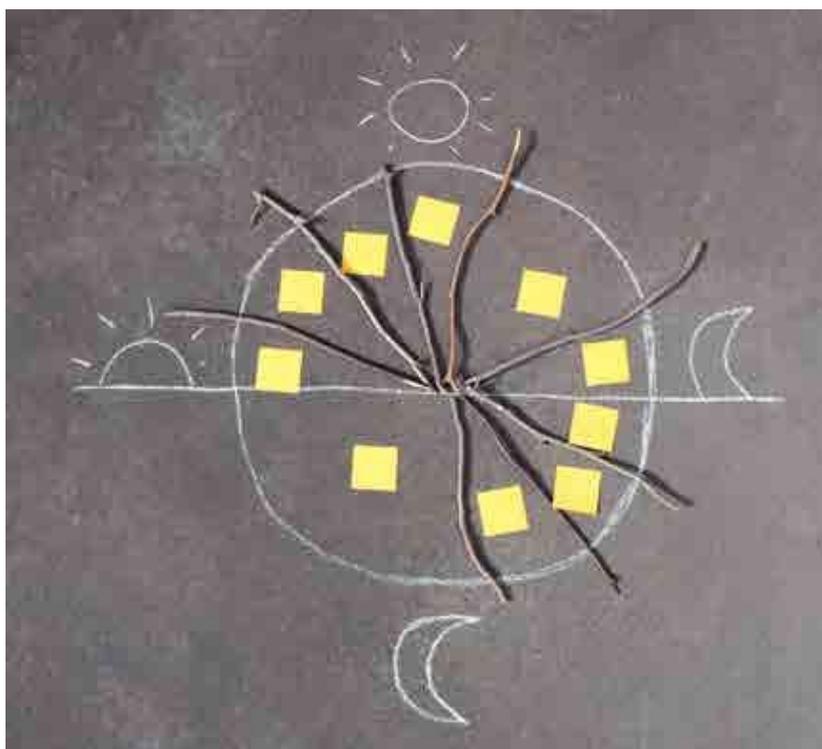
a) Papako is the husband, Mamako is the wife, Sistako is the 7-year old daughter who is in grade 2, Batako is the 3-year old son with a disability and Kopiko is the 8 months old infant son. The family has a small trade store and owns a coffee block (or “sago” or “vanilla” or “cocoa” o *kain olsem* depending on what is the most common cash crops grown by participants).

b) Ve is the husband, Vena is the wife, Moho is the 15-year old daughter who is in grade 10, Gipa is the 13-year old son who is in grade 8 and Manu is the 10-year old son who is in grade 3. The family grows fresh produce and sells at the market and owns a coffee block (or “sago” or “vanilla” or “cocoa” o *kain olsem* depending on what is the most common cash crops grown by participants).

Ask each group to create an activity clock for a typical day in the life of a man or choose either Papako and Ve (if it is the men’s group) or a typical day in the life of a woman or choose either Mamako or Vena (if it is the women’s group).

Each group can draw the outline of their clock on the ground or on butcher paper – but it is important that they use sticks or *bilum rop* to divide up the pieces of the pie – and objects to represent the different activities. This will make it easier for each group to *plai plai* with their activity clock until they get it right.

While the groups are working on their activity clock, walk around and assist them - and answer any questions.



Give everyone about 30 minutes to develop their activity clock.

It is always a good idea to take a photo of what participants do during training (like the activity clock) – you can put the photo in your report!



Then ask each group to present their activity clock. After the groups have presented, ask questions to encourage discussion

What differences do you notice in the way men and women spend their day?

- Who has more tasks to carry out?
- Who has more leisure time?
- Who has more sleep?
- Which of the activities are considered work?
- What activities or tasks do women never do? Why?
- What activities or tasks do men never do? Why?
- If women had more time in the day, what do you think they would use it for?
- What did you learn from this activity?



 **Activity 2.2**

Exploring generation and control of income

<p>Time 1.5 hours</p> <p>Materials 'In-out' tree you did together from Session 1.</p>	<p>Objective</p> <ul style="list-style-type: none"> • Realize how income generation and control in a household occurs • Understand the disadvantages of not involving your husband or wife when deciding on how income is used <p>Key learning points</p> <ul style="list-style-type: none"> • Many people (husband, wife and children) contribute to income generation but not everyone gets to decide how income is used • Making decisions alone has negative implications on the household and the motivation of family members to contribute
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STEP 1 Income generation and control (60 minutes)

Get everyone to think back to the in-out tree from Session 1. Put the example that everyone did together *long ples klia* and go through it again *long kirapim bek*.

Explain that we have explored what sources of income (*moni ikam insait*) and what expenditures (*moni igo autsait*) the household has.

Next, we need to look at how households produce (make or grow) income and how households control income.



Start by getting everyone to think about a typical household in their village – *wankain long bipo*.

Start with the largest root and ask who does the hard work to produce (make or grow) the income.

Luk olsem the largest root will normally be what cash crop is grown by the participants (coffee or sago or vanilla or copra or cocoa *o kaim olsem*).

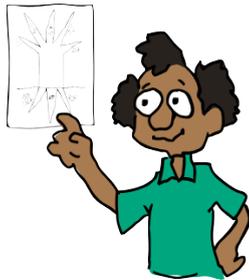
Olsem na sapos yu stap long ples kopi orait askim ol husat save hat wok long kamapim kopi moni? Man o meri o husat? O sapos yu stap long ples saksak orait askim ol husat save kamapim saksak moni? Man o meri o husat?

Make sure to get the opinions of as many participants as possible – and make sure that women are also encouraged to *autim tingting*.

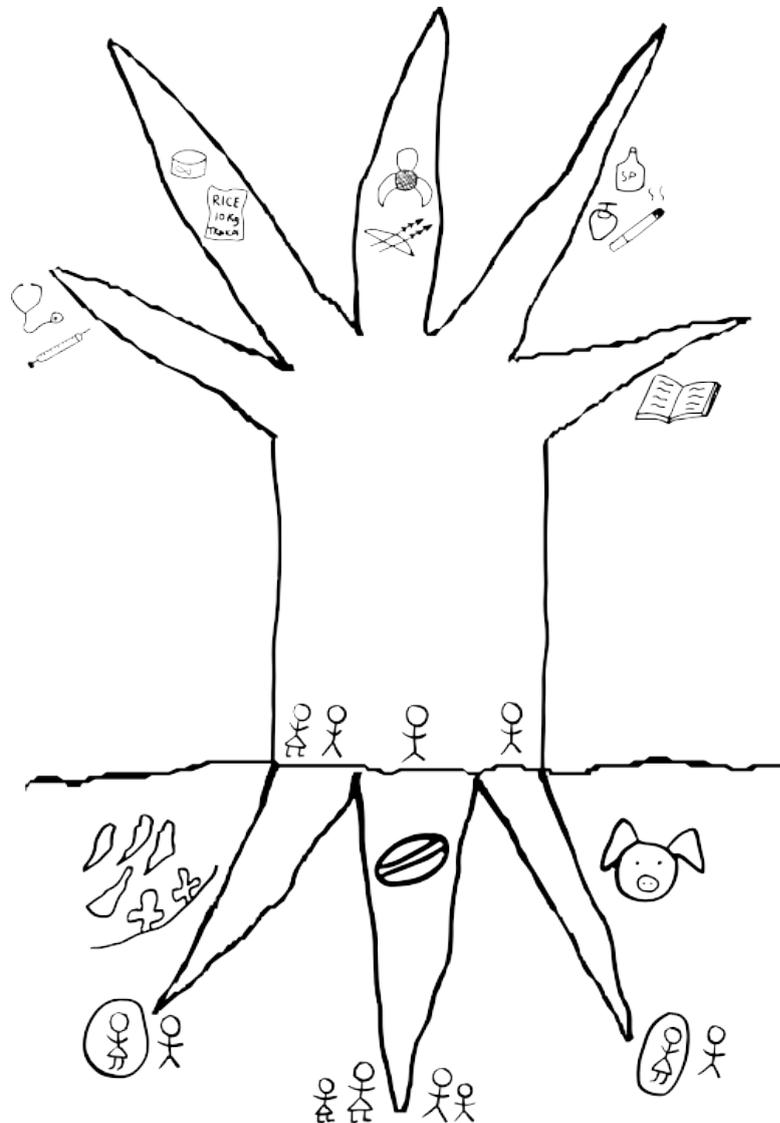


If participants find it hard to understand what is meant by who controls the income – *husat trutru save bosim dispela moni* – then ask them to think about whether a women could use the income *without asking her husband*. Or whether a man could use the income *without asking his wife*.

If a man can use the income *without asking his wife*, then it means the man controls the income.



When you have finished go back over the **in-out tree** and make sure everyone is clear what it shows: *Wanwan rop bilong diwai em olsem wei long kisim moni ikam insait. Husat save wokim wok long kamapim dispela moni yumi soim* – (point to the symbol of the *man o meri* underneath each root). *Na tu husat save kisim na bosim dispela moni yumi soim* (point to the symbol at the top of each root).



STEP 2 Reflection on income generation and control (30 minutes)

Ask everyone to think about the **in-out tree** that everyone made together. Ask the questions below and have a general discussion:

→ We have found out who produces (makes or grows) each source of income and who controls it. Em soim wanem samting?

→ Why are men the ones who control the income? Wanem as tru tru?

When you ask why men are the ones who control the income try and help everyone dig deep - *Yu tok olsem emi kastom bilong mipela tasol bilong wanem? Yu tok olsem ol meri nogat tingting tasol bilong wanem yu tok olsem?*

Try and get participants to question why they think the way they do. And try to involve women in the discussion – the *kumul* needs two wings to fly.

Stia the discussion towards the conclusion that men and women generate income together *but only men* are deciding on the use of the income.



Ask everyone to imagine if the situation was **reversed**.

REVERSE

What if women controlled the income from coffee instead of men? Ask everyone the following questions:

1. How would you as a man feel if women were making all the decisions?

→ *Stia* the responses to the conclusion that if only women made decisions about how income from coffee (or “sago” or “vanilla” or “cocoa” o *kain olsem*) was used then *luk olsem ol man bai les long halavim. Tru a!*

→ What are the disadvantages of men making all the decisions about how income from coffee (or “sago” or “vanilla” or “cocoa” o *kain olsem*) is used?

2. What are the advantages of *tupela marit* making decisions *together* about how income is used?

Stia the responses to the conclusion that if women and men both make decisions about how income from coffee (or sago or vanilla or cocoa o *kain olsem*) is used then ***tupela marit wantaim bai gat bel kirap na strong na wanbel long wok kopi.***

Don't forget

Make sure you (the trainer) keep the **in-out tree** that everyone made together because you will need it later in the course.

 Activity 2.3

Building trust

<p>Time 0.5 hour</p> <p>Materials Space to move around and obstacles</p>	<p>Objective Creating trust among couples, challenging leadership roles</p> <p>Key learning points Trust is when two people can rely on each other to do the right thing</p>
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STEP 1 Introduction (5 minutes)

Introduce the exercise by getting everyone to think about trust.

Askim ol "trast" emi wanem samting?

Use everyone's answers (paraphrase their answers) to explain that trust is when two people can rely on each other to do the right thing.

Trust is when two people can rely on each other to do the right thing



STEP 2 Trust me (25 minutes)

Find a good space to use that has obstacles but is not too dangerous. You can always place some obstacles in the space – such as a *bilum* or tin cans or eggs or shoes.

Explain that to start you want **the husband to lead their wife** around the room/open space. It is very important that the wife's eyes are closed – *sapos yu gat yusim hap laplap long pasim ai bilong meri*. Do this for about 5 minutes.

Next ask the **wife to lead their husband** around the room/open space. It is very important that the husband's eyes are closed – *sapos yu gat yusim hap laplap long pasim ai bilong man*. Do this for about 5 minutes.



Now it is time to discuss the activity. *Askim tupela marit pastaim* to talk with each other - how did it make them feel to be led around? Did it require trust?

Next, get everyone together for a whole group discussion. Ask everyone:

? How was it to be led? How was it to lead? Explore with everyone the responsibility the guide has to keep the person they lead safe. Explore the trust the person who is led needs to have in their guide.

? Which position was the easiest? Which one was more difficult? Why?

? Did you feel power in the exercise and if yes, how did you use your power? Explore with everyone that the guide has power over the person they lead. But power must be used wisely so that the person they lead is safe and healthy.

? Can you draw any conclusions from this exercise?



Help everyone to draw conclusions from the trust activity.

Get them to think back to the **in-out tree**.

Planti taim mama wokim bikpela wok long kamapim moni insait long famili tasol em ino klia long hamas moni ikam insait na tu emi nogat rait long toktok long hau famili bai usim dispela moni. Man tasol save toktok. Tru a!

This is like the trust exercise we have just been through. If the man is the one who controls the money, then the woman has her eyes closed. She has to trust that the man is using his power and leading wisely. *Planti man save usim moni gut. Tasol planti man oli no save usim gut. Tru a!*

Ask men if they trust the government to use the government's power wisely? *Yumi save tok olsem olgeta samting gavman wokim mas stap long ples klia.*

Tasol samting yumi wokim insait long famili tu mas stap long ples klia. Sapos tupela marit – man na meri – opim ai na mekim wok wantaim long bosim moni bilong famili bai famili kamap strong moa na bel isi. Tru a!

It would be better if the woman didn't have her eyes closed so she knew how much money was coming into the family and so she could help her husband make decisions about how the income is used.

In the same way it would be better if both the husband and wife had their eyes open when they were moving around the obstacles. *Pasim ai maski. Manmeri tupela wantaim ai op bai nogat popaia. Bai nogat tok beksait na komplain komplain.*

The experience around the world is the same. If *tupela marit* work together and share the decisions about how their money is spent, then the family does better:

The kumul needs both wings to fly



Summary, homework and closing

<p>Time 0.5 hour</p>	<p>Objective Revision and put it into practice</p>
<p>Materials Ball for the 'review ball' activity</p>	<p>Key learning points Experience what it is like to do a task that you do not normally do</p>

STEP 1 Summary (10 minutes)

Review Session 2.

We have looked at our daily household tasks and responsibilities with fresh eyes – *tingim* activity clock!

We have looked at *husat i kamapim moni insait long famili na husat i bosim moni insait long famili*.

Planti taim mama wokim bikpela wok long kamapim moni insait long famili tasol em ino klia long hamas moni i kam insait na tu em i nogat rait long toktok long hau famili bai usim dispela moni. Man tasol save toktok. Tru a!

Finally, we all experienced trust. *Tupela marit* must trust each other. But trust doesn't mean one person has to walk around with their eyes closed.

***Trutru trast* means that *tupela marit* both have their eyes open and work together to make decisions about their family and how income is used.**



STEP 2 Homework (10 minutes)

Remind participants about the importance of practising what they learned during the session.

***Askim tupela marit long makim* one task that is normally done by the opposite sex – and do it themselves until the next session. *Senis*.**

For example, the man might choose to wash the dishes, and the woman might choose to *brukim paia*.

Get each married couple to discuss what tasks they will swap. Then ask each married couple to stand up and say what tasks they will swap.

At the start of the next session *tupela marit* will be asked to report back on their experiences and feelings about taking on a task they don't normally do.



STEP 3 Closing (10 minutes)

Close the session by **thanking participants** for their contributions.

Ask if there are any remaining questions about the session. Ask if there are any doubts or confusion. And confirm the topic, time, and place of the next session.

Don't forget

Remind couples to keep their **in-out tree** safe and sound – *noken boilim na kaikai* - because later in the course you will ask them to bring it to another session.



'Review ball' (10 minutes)

Get everyone into a large circle. The trainer will throw someone a ball (or a *muli o buai* or ball made of paper) and ask them one question about any topic so far in the course.

When that person has answered the question (everyone else can help them) they have to then think of a new question and throw the ball to someone else. The person they throw the ball to has to answer the question.

The activity ends when everyone in the group has had a turn answering and asking a question or when no one can think of a new question to ask.

If there are 20 or more participants, then get everyone into two separate circles – as long as you have two trainers so that one trainer can help each circle.

TIP





MANAGING MONEY AND COFFEE PRODUCTION

Welcome and introduction	0.5 hour
Activity 3.1 Exploring coffee production	1.2 hours
Activity 3.2 Managing our expenditures – choices	1.5 hours
Summary, homework and closing	0.5 hour

Welcome and introduction

Time 0.5 hour	Materials Butcher paper and markers. Outline of training sessions
	Objective Participants are informed about the course and Session 3

STEP 1 Welcome (20 minutes)

Welcome participants. Ask people to share *sapos oli bin stori wantaim ol haus lain long samting we oli lainim insait long trenin*.

Then *askim tupela marit* to talk about what it was like doing a task that is normally done by the opposite sex (the homework!)

See if a couple is willing to share their observations and feelings about what it was like for the woman to do a task that her husband normally did. And what it was like for the man to do a task that his wife normally did.

Use some of the following questions to get discussion going (but make sure you ask the final question because it is very important):

- ? What task did you take on?
- ? How did it go? What difficulties did you experience?
- ? How did it feel to do an activity that you normally consider the responsibility of your partner?
- ? What did you find surprising?
- ? What did you learn?
- ? Did you experience *any tok baksait o tok nogut* at home or in the village? What can you do about it
- ? Did you feel *les*? What can you do about it?
- ? What can you do to overcome resistance from others (and from yourself)?
- ? What would happen if you continued to swap some roles?

At the end, summarize the discussion and congratulate participants for their courage to do the homework exercise. *Ino liklik samting nogat oli statim bikpela samting*. Their children will thank them for starting the change.

If you observe that it is mostly men who are talking, then try and encourage women to talk. You can say that the *kumul* seems to be flying with only one wing again. If the *kumul* is flying with one wing, then it goes around in circles!


TIP


STEP 2 Introduce topic of the day (10 minutes)

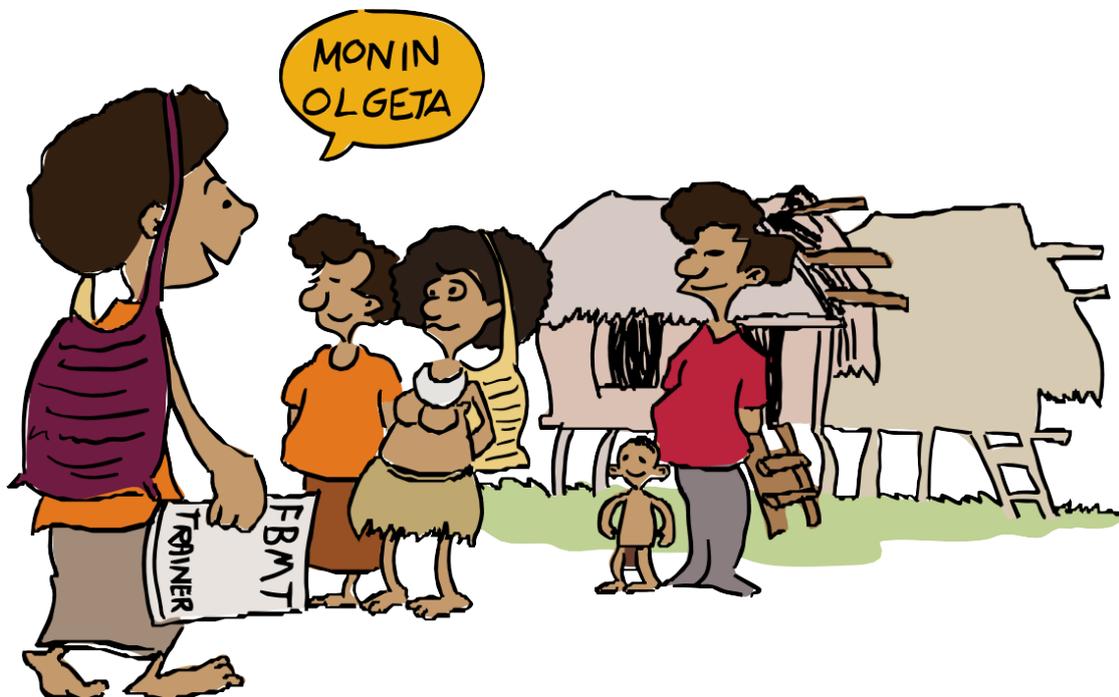
Refer to the **training outline** (on butcher paper) and explain that today we want to look at ways of **managing our income**.

In particular, we will look at **cash crop production** in more detail (coffee or cocoa or copra or sago or vanilla or market vegetables *o kain olsem*) since it is such an important source of income. We will look at how we can manage our labor to improve cash crop production as a household.

Make it clear to everyone that we will not be looking at the technical details but at how we organize our household and how we make decisions. One of the best ways to improve the income you get from cash crops is to improve how the household works together and makes decisions.

Explain to participants that in this training and especially today we want to focus on what we can change about the future – not what has gone wrong in the past.

Noken bisi long bipo taim nogat tingim wanem senis yu laik wokim long nau taim.



**Activity 3.1**

Exploring cash crop production

Time

1.2 hours

Materials

Butcher paper and marker pens. Instructions for the facilitator of the gender bowl activity (at the end of this handbook)

Objective

- Participants discover and appreciate women's contributions
- Share experiences and develop a better understanding of the other sex
- Encourage good communication among couples
- Understand what may limit coffee production in the family.

Key learning points

Recognizing that a good way to increase the quantity and quality of coffee production is to give women more say in how income from coffee is used.

STEP 1 Introduction (10 minutes)

Explain that now you would like the group to share ideas on how to increase income from cash crop production.

Remind everyone that we will not be looking at the technical details but at how we organize our household and how we make decisions. The best way to improve the income you get from cash crops is to improve how the household works together and makes decisions.

**STEP 2 Gender fishbowl (70 minutes)**

Read the instructions for how to facilitate the gender fishbowl activity included at the end of this handbook

TIP

Arrange the men in the group in a large circle. Women need to sit inside the circle and face each other.

Explain that in this activity you would like women to be the first ones to answer any questions. You want the men to just listen to what the women are saying – and learn from it

At the end the men and women will switch places, and the men will be able to *autim tingting na ol meri bai putim ia tasol*.

Remind everyone of one of the training rules – what people say in the training stays in the training. *Noken surukim tok tok igo long ol autsait lain sapos emi kain tok we ino bilong ol autsait lain long harim*.

Tell participants that you would like to **share a story** before starting with the discussion. This is a story about coffee cash crop (but it applies equally to any other cash crop – like “sago” or “cocoa” or “vanilla” o *kain olsem*):

“ Uganda emi wanpela ples long Africa we ol i save wok kopi wankain olsem long PNG. Moni bilong kopi em i bikpela samting stret long olgeta man meri long ples Uganda olsem na tupela marit wantaim save hat wok long wok kopi. Tasol ol man tasol save go salim na kisim na bosim kopi moni. Kastom em olsem.

Nau tude planti marit ol i senisim dispela kastom pinis na nau tude ol save wok bung long wokim wok kopi na tu ol save wok bung long plenim hau long yusim kopi moni. Tupela marit luksave pinis sapos oli mekim olsem em save strongim sindaun bilong famili na kamapim hamamas namel long tupela marit. ”

Next, read the **story from Rose**. Rose and her husband are coffee farmers in Uganda. Make sure everyone understands that this is a real story.

“ **Stori bilong Rose:** Pastaim man bilong mi Kanunu ino man bilong toktok wantaim mi long wanem kopi moni mitupela kisim taim bilong salim kopi. Em yet save bosim kopi moni na em save givim mi les long wok kopi na les long Kanunu. Mi no bin lukim kaikai bilong hat wok bilong mi.

Taim bilong go katim gras long kopi gaden o long pikim kopi mi save giaman na tok mi sik bilong wanem mi no save lukim kaikai bilong wok bilong mi.

Tasol wanpela taim mi na man bilong mi Kanunu mitupela bin go kisim wanpela trenin. Dispela trenin i halivim mitupela long luksave long gutpela bilong en sapos mitupela stap olsem “tim” (team) na wok bung wantaim.

Kanunu i senis bihain long dispela trenin na nau emi man bilong putim long ples klia wanem kopi moni mitupela save kisim. Na mitupela wantaim save sindaun na plenim gut hau long yusim moni bilong mitupela.

Nau mi meri bilong hamamas long wok kopi na tu mi save kirapim bel bilong femili na ol lain bilong mi long kam halivim. Dispela senis i halivim mipela long kamapim moa kopi na tu gutpela (kwality) kopi. Bipo mipela save kisim 10 kopi bags tasol nau mipela kisim 30 bags o antap. Nau pikinini bilong mitupela skul gut bilong wanem mitupela save baim gut skul fi na marasin.

Na mi noken lus tingting marit bilong mitupela nau emi stap olsem swit na nais. Kanunu man bilong me mi save laikim em. ”



Next ask **women** to think about Rose's story. Ask them the following questions:

It is a good idea to get the men to encourage women to *autim bel*.
Nogut ol meri pret long tok stret!



1. **What benefits do you get from coffee (or “sago” or “vanilla” or “cocoa” o kain olsem)?**

Women might say that it is important because it provides income for the family – good but get women to dig deeper. Ask women “how does it help *yu yet?*”

2. **What makes it difficult for you to wok kopi? (or “sago” or “vanilla” or “cocoa” o kain olsem)?**

“Mi no save long hau long usim ol tul na ol teknikal samting. Sapos mi save long dispela samting bai mi inap long wokim na tu bai mi hamamas moa. Em bai soim olsem man bilong mi gat trast na respek long mi. Mi no pikinini”

“Wanem moni mipela kisim ikam insait em tasol mi no save. Man bilong mi tasol save bosim kopi moni. Sapos man bilong mi tok klia olsem mipela save kisim dispela kain kina na tu sapos emi askim mi long bungim tingting long hau long yusim kopi moni bai mi wanbel stret long wok kopi”

“Mi gat planti wok long mekim. Bikpela hap wok ino liklik. Man bilong mi tu save hat wok tasol ino olsem mi. Mi pulap pinis”

3. **What would motivate you to do more wok kopi (or “sago” or “vanilla” or “cocoa” o kain olsem)?**

“Sapos mi na man bilong mi mitupela wok bung long plenim hau long yusim kopi moni bai mi hamamas long hat wok moa long kopi gaden – na tu bai mi hamamas moa long man bilong mi”

“Mi save hat wok tumas olsem na sapos man bilong mi karim sampela wok we mi save mekim bai mi hamamas moa long wokim wok kopi – na tu hamamas bilong mi long man bilong mi bai narapela kain”

“Sapos man bilong mi lainim mi long usim ol tul bilong wok kopi bai mi hamamas moa long wok kopi. Dispela kain bai soim olsem man bilong mi gat trast na respek long mi”

A conclusion to reach is that if someone forces you to do something you only do just enough work to get them off your back. *Tingim*.

But if you are motivated to do it from inside – if you are happy to do it and want to do it yourself *yu yet* then you do **more than enough**. A good way to increase the amount and quality of your coffee (or “sago” or “vanilla” or “cocoa” o kain olsem) is if everyone in the family wants to do more than enough. This is the best way to grow your income – and the best way for everyone to be happy to do it is if they see how they (and the family) benefit.



Now **reverse** the roles.

REVERSE

The women form the large circle on the outside and the men sit inside the circle and face each-other.

Now it is time for the men to answer the questions *na autim tingting na ol meri bai putim ia tasol*.

Read the **story from Kanunu**. Kanunu is Rose's husband. Make sure everyone understands that this is a real story.



Stori bilong Kanunu: *Dispela trenin mi na meri bilong mi Rose bin kisim emi bin halivim mi gut tru long luksave olsem ol meri tu oli gat gutpela tingting. Bipo ino olsem. Bipo mi man bilong haitim kopi moni bilong mitupela. Bihain long trenin mi tainim gen na putim olgeta kopi moni long ples klia na mitupela Rose bin sindaun na plenim gut hau long yusim kopi moni long stretim femili. Na mi luksave olsem dispela pasin wokbung emi bin halavim mipela femili gut tru. Luk olsem ol man oli no save long sampela nid bilong femili emi meri husat i save. Manmeri tupela wantaim bungim tingting em olsem ful stori – man tasol wokim disisen ino ful stori. Nau Rose tu kamap olsem papa bilong moni bilong mitupela na dispela emi kamapim gutpela wokbung namel long mipela. Mipela stap olsem “tim” (team).*

Luk olsem nau mi kamap olsem niupela man. Taim meri bilong mi go pulimapim wara mi save stap long haus na redim ol kaikai bilong pikinini. Bipo ino olsem. Nau mitupela save skelim wok gut tru. Na pikinini tu oli luksave na lainim pasin bilong mitupela olsem na bihain femili bilong ol tu bai gat gutpela sindaun.

Mitupela no save malolo long wok kopi. Nau kopi gaden bilong mitupela i karim gut na kwaliti tu igo antap. Na kopi moni ino save weist nating. Sindaun bilong femili em igo orait stret. Marit tu.





Now ask **men** to think about Kanunu's story. Ask them the following questions:

1. **What benefits do you get from coffee (or “sago” or “vanilla” or “cocoa” o kain olsem)?**

“Kopi emi bun bilong femili”. “Kopi emi laip”. “Kopi emi susu bilong mipela”.

“Mi save kisim bik nem long kopi em nau a mi laik lukautim tripela as kopi”

“Kopi emi wanpela samting we em bai lukautim mipela femili igo igo”

2. **How can you increase the production and quality of coffee (or “sago” or “vanilla” or “cocoa” o kain olsem)?**

“Mipela mas hat wok moa na kamapim traipela as kopi na tu mipela mas prunim gut na lukautim gut kopi long kamapim kwalit moa”

“Sapos femili bilong mi halavim mi long wok kopi em bai mekim isi long mi. Nau long dispela trenin mipela lainim olsem sapos mi givim sans long meri bilong mi long bungim ting ting long hau long yusim kopi moni em bai kirapim bel bilong en long halavim mi long wok kopi. Stap olsem “tim” (team) emi best.

“Sapos meri bilong mi lainim gut hau long yusim ol tul bilong wok kopi na mi lainim em long ol teknikal samting em bai hamamas moa long wok kopi. Mekim olsem em bai lukim han mak bilong en i kamap insait long kopi gaden”

“Sapos mi karim sampela hat wok we meri bilong mi save wokim – kain olsem sampela wok long lukautim haus na pikinini – em bai gat moa taim na gutpela bel long halavim mi long wok kopi”

3. **How can men support women to get more involved in production of coffee (or “sago” or “vanilla” or “cocoa” o kain olsem)?**

“Meri bilong mi save askim mi long lainim em long hau long prunim kopi na hau long usim tul – olsem na luk olsem sapos mi mekim olsem em bai gat gutpela bel long wok kopi”

“Meri save tokim mi olsem mi no save hat wok olsem em. Em tru. Sapos mi karim sampela wok bilong en luk olsem em bai hamamas moa long wok kopi mi save”

“Nau long dispela trenin yumi wok long tok olsem sapos manmeri wantaim bungim tingting long hau long yusim kopi moni em lukim kaikai bilong hat wok bilong en. Dispela as nau na em bai hat wok moa long wok kopi mi save”



Next, get everyone together again. It is very important to get everyone to think back over what they have done and to learn lessons. Ask everyone the following questions:

? How did it feel to talk when you were inside the circle - and others around you were listening?

? Do you think the fact that many women don't have a say in how income from coffee (or "sago" or "vanilla" or "cocoa" o *kain olsem*) is used affects coffee production in their household?

? How can you increase production of coffee (or "sago" or "vanilla" or "cocoa" o *kain olsem*) in your household?

? What have you learned from this activity? *Hau bai dispela lainim halavim sindaun bilong yu?*

"Hapi waif hapi laif"

Thank participants and explain that in the next activity we will look at how to better manage the money that your family gets from coffee (or "sago" or "vanilla" or "cocoa" o *kain olsem*).




Activity 3.2

Managing our expenditures – choices

Time

1.5 hours

Materials

'In-out tree', butcher papers and marker pen. 16 expenses (needs and wants) cards. Sheets of A4 paper to write NEED or WANT. Play money (optional)

Objective

- Learn to prioritize expenditures
- Understanding business expenses and household expenses

Key learning points

- Households need to consider their expenses carefully
- You need to spend money on needs first – when you have met your household's needs then you can spend money on wants.

STEP 1 Introduction (15 minutes)

Remind everyone of the visioning exercise that they did at the start of the course. Remind *tupela marit* that they already have a picture of the dream household that they want to achieve together.

One way to work towards achieving your household vision is to manage your money better so that you achieve more with your money – *moni bilong yu save karim kaikai gut o nogat?*

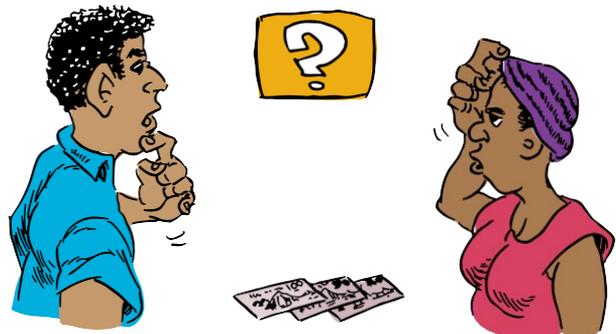
Tell participants that we now want to **focus on household expenses**.

Show everyone the **in-out tree** that everyone developed earlier in the course. Ask everyone to look at the tree and answer the following questions:

1. What expenses are shown on the tree?
2. How important to survival of the household is each expense? (go through them one by one)

Explain that in the next activity we will try and **rank household expenses** according to how important they really are.

Some expenses are more important than other expenses – to manage your money well you must spend your income on the most important expenses first.



STEP 2 NEEDS and WANTS (30 minutes)

Explain that those expenses that are necessary for survival or are very important for our future are called NEEDS. *Oi samting we yu nidim long stap laip na long sapotim sindaun bilong femili bilong yu.*

Those expenses which are used for things that are nice to have but are not absolutely necessary are called WANTS. *Oi samting we em bai nais long kisim tasol ino olsem yu nidim trutru long sapotim sindaun bilong femili bilong yu.*



Don't forget to prepare the expenses (needs and wants) cards to use for the activity – use the 16 examples at the end of this handbook but use stick figures when you prepare the cards. If you have lots of participants, then you could prepare two sets of expenses cards and then divide the participants into two separate groups for this activity. At the end you can get both groups to compare what they have done!



Find an open space. Get a sheet of paper and write 'NEED' (*nid*) on the paper. Place it at one end of the open space.

Next get another sheet of paper and write 'WANT' (*laik*) on the paper. Place this at the other end of the open space (about 5 meters away from the sheet of paper that says NEED).

Next show everyone the symbols of expenses (needs and wants). Make sure all the participants understand what the symbols mean.

Next ask everyone to work together to rank the expenses cards according to how important they are **for supporting a typical household in the village**.

If participants agree that it is a need, then they should place it closer to the sheet of paper that says NEED. If they agree that it is more a WANT, then it should go closer to the sheet of paper that says WANT.

The expenses cards need to be placed in order. This means the expense that is the greatest need should be the closest to the paper that says NEED and the expenses that is the greatest want should be the closest to the paper that says WANT. All the rest of the cards need to line up in between.

Tell everyone to take their time *plai plai na wokim wantaim wanbel pasin*.



Explain that there is no right answer – everyone has a different point of view about whether an expense is a NEED or a WANT.

A brand-new mobile phone might be nice to have but if your old clunky mobile phone still works then a new mobile phone is really a WANT. However, if your mobile phone is broken then a new mobile phone could be a *tru tru* NEED.

At the end make sure you leave the expenses (needs and wants) cards where they are – in the order that the participants ranked them. You will come back to the expenses (needs and wants) cards later in this session and give the participants a chance to rearrange them (if they want to!)



Em nau femili bisnis bilong yu tu emi wankain. Wanem moni i kam insait kalabusim pastaim bilong baim ol samting we tru tru bisnis nidim long karim antap moni gen.

This means the expenses you should spend your money on first are those that will help your household business to *karim gen*.

When you spend money on expenses that help your business to *karim gen*, then you are putting *gris igo bek gen long graun bilong bihain taim. Tingim.*



Your **in-out tree** shows your household business. Expenses to maintain and grow your household business are called **business expenses**.

For example, if your household money comes from coffee then business expenses are tools and herbicide and coffee bags *na ol kain samting olsem*

Some expenses are for your household. They do not help you earn money from your household business. They are called **household expenses**.

For example, household expenses might be school fees or medicine or new pots or beer.



Next tell everyone that we will play a game so that everyone is clear about which expenses are **business expenses**.

Explain that in the game you will call out names of different types of expenses. *Long mekim isi* ask everyone to imagine a household where all the income comes from a cash crop (like coffee or sago or cocoa or vanilla or copra *o kain olsem*).

If people think the expense is a household expense – something to help people in the family stay happy and healthy – then tell them run to *wanpela hap (yu trena yu makim wanem hap ol bai ran long en)*.

If people think the expense is a business expense - something to maintain and grow the household's income from their cash crop – then they have to run to *wanpela narapela hap (yu trena yu makim wanem hap ol bai ran long en)*.

Explain that if it is an expense that is both a household expense and a business expense try and think about whether it is mostly for business or mostly for the household. *Kain olsem baim skul fi bilong pikinini inap long halavim bisnis bilong yu long bihain taim tasol luk olsem bikpela as tingting bilong baim skul fi em bilong halavim femili stap helti na hapi – olsem na luk olsem emi household expense.*

Below are the expenses you can use for the game. The usual answer is in brackets:

- Herbicide (business)
- Pruners (business)
- Cooking pots (household)
- Mobile phone (can be both)
- Seedling nursery (business)
- Social obligations (household)
- Gambling (household)
- School fees (household)



After people make their choice (a business expense or a household expense), ask someone from each side why they decided it was a business expense or why they decided it was a household expense.

It is very important that everyone understands that there is not always a right answer. For example, in some households a mobile phone is mostly a business expense but in other households it is mostly a household expense.



STEP 4 NEEDS and WANTS again (15 minutes)

Explain that there is a way to help make decisions about which needs are most important.

A good way to make decisions about which needs are most important is to think about which needs will keep your business running – *inap long bisnis bai karim gen. Putim gris igo bek long graun.*

Get everyone to have a look again at the activity they did earlier when they ranked the expenses (needs and wants) cards.

Get everyone to have a look at how they ranked the expenses. Ask them if they need to change their ranking so that business expenses are higher up the list of what is most important.

If everyone agrees then get them to change how they have ranked the expenses

Explain that when your household spends their income they should try and spend it first on the most important needs. *Sapos yu pinisim ol bikpela nid pastaim orait lukluk long ol samting we yu laik long kisim – ol samting we ino olsem trutru nid.*



This means *tupela marit* should sit down together and rank their expenses – *wankain we nau yumi wokim* – before they start to spend their income.

IT IS VERY IMPORTANT that *tupela marit* work together to work out which expenses are NEEDS, and which expenses are WANTS. Women know part of the story. Men know part of the story. Together it is the whole story.



And it is a good idea to also involve youth in your family. Youth have an important point of view. And we need our youth to learn what to do for their own future. The kumul needs two wings to fly. People with disabilities need the chance to fly. The next generation needs to learn how to fly.

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

Summary, homework and closing

<p>Time 0.5 hour</p> <p>Materials Ball for the 'review ball' activity</p>	<p>Objective Revision and put it into practice</p> <p>Key learning points Experience at developing a household plan</p>
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STEP 1 Summary (10 minutes)

Review Session 3.

Today we explored ways for a household to increase cash crop production and quality. A good way to do this is to share the workload and decision making – so that both the husband and wife feel that they are benefitting from the hard work.

1. *Yumi man yumi mas putim long ples klia wanem moni ikam insait long femili.*
2. *Yumi man yumi mas bungim tingting bilong mama long plenim hau long yusim moni bilong femili.*
3. *Yumi man yumi mas lainim mama long usim ol tul na ol teknikal samting long sait bilong kopi (o cacao o saksak o copra o vanilla o kain olsem).*
4. *Yumi man yumi mas skelim gut wok bilong femili na karim sampela wok we meri save karim.*

We have also looked at how we manage our income and expenses. It is important to make sure your household spends its income on *tru*tru NEEDS first before spending money on WANTS.

And it is important that you use your household income to pay for business expenses. *Wanem moni ikam insait kalabusim pastaim bilong baim ol samting we tru tru bisnis nidim long karim antap moni gen.*



STEP 2 Homework (10 minutes)

Homework time. For homework, ask couples to think a bit more about how they can support each other in their household.

Remind everyone that the lesson from around the world is that if a husband and wife make decisions together about how to use their family's money then the money is used better to help the family – and because both the husband and wife feel like their hard work is paying off they both work harder (and with the right motivation) – which it helps the family business grow even more. The road to success.



Give out butcher paper and markers to each couple.

Explain that for homework you would like *tupela marit* to think about how they can support each other to grow their family cash crop business (coffee or sago or cocoa or vanilla or copra *o kain olsem*).

Remind everyone that the lesson from around the world is that if a husband and wife make decisions together about how to use their family's money then the money is used better to help the family – and because both the husband and wife feel like their hard work is paying off they both work harder (and with the right motivation) – which it helps the family business grow even more. The road to success.

Ask *tupela marit* to **draw pictures** of things they want to change in-order to *stretim sindaun insait long femili*.

Remind *tupela marit* to use good listening skills when they work together.

Ask *tupela marit* to bring their pictures to the next session so that everyone can have a look at what they came up with.

And remind *tupela marit* to keep working on the vision for their household. If *tupela marit* want to add more to their vision (because they have now learned new things) then encourage them to do so.



STEP 3 Closing (10 minutes)

Close the session by **thanking participants** for their contributions.

Ask if there are any remaining questions about the session. Ask if there is any confusion. And confirm the topic, time, and place of the next session.

Remind couples that for the next session they also need to bring their **in-out tree** as will need it for an activity.



'Review ball' (10 minutes)

Get everyone into a large circle. The trainer will throw someone a ball (or a *muli o buai* or ball made of paper) and ask they will ask them one question about any topic so far in the course.

When that person has answered the question (everyone else can help them) they have to then think of a new question and throw the ball to someone else. The person they throw the ball to has to answer the question.

The activity ends when everyone in the group has had a turn answering and asking a question or when no one can think of a new question to ask!

If there are 20 or more participants, then get everyone into two separate circles – as long as you have two trainers so that one trainer can help each circle!





4

DECISIONMAKING AND HOUSEHOLD BUDGETING

Welcome and introduction	0.5 hour
Activity 4.1 Decision making	1.5 hours
Activity 4.2 Household budgeting	2 hours
Summary, homework, and closing	0.5 hour

Welcome and introduction

Time 0.5 hour	Materials Butcher paper and markers. Outline of training sessions.
	Objective Participants are informed about Session 4

STEP 1 Welcome (20 minutes)

Welcome participants. Ask people to share *sapos oli bin stori wantaim ol haus lain long samting we oli lainim insait long trenin*.

Next, ask *tupela marit* to talk about the homework. Couples were asked to draw pictures of things they want to change in their household so they can produce more and better cash crops (coffee or sago or cocoa or vanilla or copra *o kain olsem*).

See if any couples are happy to **share their pictures**. Be sure to congratulate *tupela marit* after each presentation.

Make sure couples keep their posters because they will need them during the final session.



STEP 2 Introduce the topic of the day (10 minutes)

Refer to the **training outline** and explain that today we will look at how to do a **household budget**.

Explain that a household budget will help you to make good decisions and to gradually increase your income.

Before we look at how to do a household budget, we need to **practice decision making**. A good household budget depends on good decision making.

 Activity 4.1

Decision making

<p>Time 1.5 hours</p> <p>Materials Butcher paper and marker pens</p>	<p>Objective Learn to evaluate options, learn and practise communication skills</p> <p>Key learning points Making good decisions requires informing yourself, consulting others, evaluating the consequences of the decision (what will happen if we take this decision), keeping your goal in mind, involving other family members in decision making, and using good communication skills</p>
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STEP 1 Welcome (10 minutes)

Remind everyone of the last session. Everyone ranked their expenses from most important (NEEDs) to least important (WANTs).

We learned that when your household spends their income they should try and spend it first on the most important needs first.

And we learned that the most important NEEDs include those that help the family business to *karim gen – putim gris igo bek gen long graun*.

This means *tupela marit* will need to make decisions about what their most important NEEDs are. If you don't have enough income *long inapim ol bikpela nid bilong femili* then together you will need to make some tough decisions.

Let's talk about **decision making**.



Ask participants to share their experience of having to make difficult decisions. Perhaps they know of situations where couples have had an argument over what they should spend their money on?

Couples always seem to argue over what to spend money on – *ino PNG tasol em olsem long olgeta hap long wol.*

Explore the **reasons for conflict** further by using some of the questions below:

- *Wanem samting mekim o wanem as na tupela marit save krosipait long moni?*
- What can couples do to avoid conflict and make good decisions together?
- What happens if only one person in a couple makes the decisions (instead of both)?



STEP 2 **Manu and Grace** (30 minutes)

Tell everyone that you want to tell a story about **Manu and Grace**. Manu and Grace are a couple who have to make decisions about how they use their income. Manu and Grace are coffee farmers, but their situation applies to any cash crop (sago or vanilla or cocoa or copra or market vegetables or galip nut or honey *o kain olsem*).

Ask everyone to listen very carefully and think about Manu and Grace's situation.

“ **Stori bilong Manu na Grace:** *Manu na Grace emi tupela marit husat save hat wok tru long wok kopi. Driman bilong tupela em long groim kopi moni bilong tupela long inapim skul fi na ol narapela bikpela nid olsem.*

Long dispela yia tupela bin kisim K2500 kopi moni. Nau tupela wok long stori long hau long usim dispela moni. Ol laik tainim K1400 igo long baim skul fi na K300 long halavim brata bilong Manu long baim braid prais na K200 long baim sop na omo na K400 long baim kaikai.

Emi minim olsem ol laik spendim K2300 long dispela K2500 long lukautim ol bikpela nid bilong famili. Na K200 emi leftova moni ol ino spendim yet.

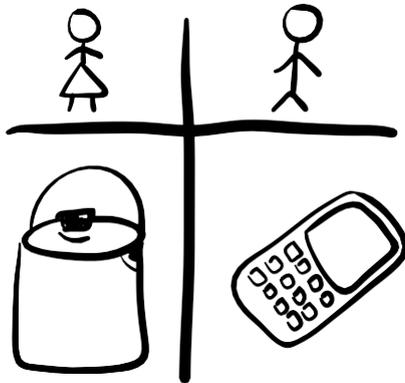
Manu laik usim K150 long dispela K200 leftova moni long baim mobail fon na K50 long baim bia na smuk na buai. Grace em laik usim K50 long dispela K200 leftova moni long baim pot kuk na K100 long baim sid bilong gaden na las K50 emi laik holim olsem stanbai moni (sefti moni) nogut oli painim hevi bihain.



Next show everyone the T table poster (like the one below). On the left side are the things that Grace wants to spend the leftover money on. On the right side are the things that Manu wants to spend the leftover money on.



Make sure you prepare the T table poster beforehand



Ask participants to **split into two lines** - with women standing on one side and men standing on the opposite side. Get *tupela marit* to stand opposite each other.

Ask the women to pretend to be Grace. Grace wants to spend the leftover money on vegetable seeds, pots and *stanbai moni* (*sefti moni*).

Ask men to pretend to be Manu. Manu wants to spend the leftover money on *buai*, *simuk*, *bia* and a new mobile phone.

Now say 'Go!' – Grace (women) and Manu (men) need to try and convince each other that they are right. *Tok strong, bel hat, bik maus, pulim taitim, winim tok.*

Give everyone one minute to argue and then ask everyone to swap roles - the men become Grace (who wants to spend the leftover money on vegetable seeds, pots and *stanbai moni*) and the women become Manu (who wants to spend the leftover money on *buai*, *simuk*, *bia* and a new mobile phone).

Say 'Go' and let men and women go at it again.



Next, get everyone to **reflect** on the exercise.

Ask if one side was ever able to convince the other side? *Luk olsem nogat.*

Ask everyone why it was not possible to convince the other side? *Stia* the discussion so everyone understands that it is because no one was listening to the other side.

Everyone was trying to talk over the top of the other side instead of listening to what they were saying.

When you have a discussion, it is important to listen and consider what the other person is saying and why they are saying it.

If people feel they have been listened to, and their feelings considered, then they are more willing to compromise.



STEP 3 Demonstration (15 minutes)

Next work with your training partner to demonstrate a **good way** for *tupela marit* to make decisions about how to spend leftover income.

If you don't have a co-trainer, then try and find a participant to help you with the demonstration



One of you should pretend to be Manu and the other should pretend to be Grace. Work out what to do *long wanbel wei* (consensus).

Kain olsem:

“Grace yu meri bilong mi na mi laik harim tingting bilong yu long hau bai yumi yusim dispela leftova moni”

“Tenkyu Manu mi wanbel long yu. Yu hat wok man na gutpela yumi usim sampela bilong ol dispela leftova moni long baim bia na simuk tasol plis yumi sot long pot olsem na yu ting wanem bai yumi usim sampela long baim pot tu?”

“Em nau mi wanbel. Na leftova istap yet moa beta yumi baim vegetable seeds. Vegetable seeds emi wangepela bisnis expense tu na nogut yumi abrus. Bia smok maski mi laik helti tu na bia smuk em save bagarapim mi wansait stret”

Next, ask the participants to think about your demonstration.

Point out that when you did the demonstration to show a good way for *tupela marit* to make a decision about something you used **“yu”** or **“yumi”** words all the time - and point out that you also asked questions to find out what the other person thought:

Yu ting wanem?

Yu laik wokim wanem?

Bai yumi wokim wanem?

Next point out that when *tupela marit* try and make decisions *long kros pait* way they always say **“mi”** all the time - and they speak in statements (not questions):

Mi laikim!

Mi no wanbel!

Mi tok olsem!



STEP 4 Role play (30 minutes)

Next say that each couple needs to try out good and bad household decision making.

Ask *tupela marit* to sit down opposite each other. Ask them to think of something that they might disagree about – what to spend income on, or which team is better Blues or Maroons, or whether or not to drink beer.

Next ask *tupela marit* to try and make a decision but to do it the bad way – say “*mi*” all the time and speak in statements.

Mi laikim!

Mi no wanbel!

Mi tok olsem!

Tok strong, pulim taitim, bel hat, big maus, winim tok.

Give them a few minutes to have a go. Have fun!



At the end see if any of the couples want to demonstrate their role play.

Ask everyone what they think. Even if they managed to make a decision it would be a *wanman* decision. Would a decision that was made this way be likely to *karim kaikai*?

Ask everyone what is wrong with making decisions this way?



Next ask *tupela marit* to sit down opposite each other again.

Ask *tupela marit* to try and make a decision again about whatever it was they disagreed about – but this time ask them to try and do it the right way.

Ask them to use “*yu*” or “*yumi*” words all the time and to ask questions to find out what the other person thinks.

Yu ting wanem?

Yu laik wokim wanem? Bai yumi wokim wanem?

At the end see if any of the couples want to demonstrate their role play.

Ask everyone what they think. If you make a decision *wantaim wanbel pasin*, is it more likely to *karim kaikai*?

Ask everyone what is good about making decisions this way?



STEP 5 Summary (5 minutes)

Explain that this activity has been about making good decisions about how to use household income (and how to have a better relationship with your husband or wife).

To make good decisions *na kamapim wanbel* it is very important to:

- *Skelim toktok* by thinking about what the *trutru* needs of the family are
- *Skelim toktok* by thinking about what will bring you closer to your household goal
- Listen to what your husband or wife says (and other people in your family).
- Use “*yu*” and “*yumi*” when you talk (instead of “*mi*”) and ask questions instead of making statements
- Use good communication skills – listen carefully and speak *isi isi*.



Activity 4.2 Budgeting

<p>Time 2 hours</p> <p>Materials 'In-out tree' <i>bilong wanwan tupela marit</i>, butcher paper and marker pens, a poster showing the example of a budget</p>	<p>Objective Learn how to use the simple budgeting tool</p> <p>Key learning points When we budget we need to list our expenses in order of most important (NEEDS) to least important (WANTS). And we have to make sure we a meeting the needs of our household business <i>inap long bisins bai karim kaikai gen</i>.</p>
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STEP 1 Budgeting tool (40 minutes)

Explain that there is a simple tool that anyone can use to control and plan your income and expenses.

This simple tool is called a **budget**. Show the group the example below of a **budget**. You will need to draw this on butcher paper *na putim long ples klia*.

This budget is a plan for how a household will get money and spend money over the next year.

Make sure you prepare a poster showing the example of a budget (below)



 	K	 	K
	1600		1200
			150
			200
			150
	1600		1700

The table below describes in words what the butcher paper above shows – and it gives more details.

Income (Total: K1600):		Expenditure (Total: K1700):	
Coffee	K1600 (8 bags of 50kg sold for K4 per kg)	School fees (one high school)	K1200
		Food	K150
		Social obligations	K200
		Relaxation for the head of household	K150



Askim ol who in the family should work together to prepare the household budget? Why?

IT IS VERY IMPORTANT that *tupela marit* should sit down together to prepare the household budget.

Sapos yutupela marit wokim disisen wantaim to prepare their household budget, then they can work together like a team. A team is always stronger.

Sapos yutupela marit wokim disisen wantaim to prepare their household budget, then *tupela marit* will have a better relationship. If someone forces you to do something – *harim tok* – then your relationship will never be strong.

Sapos yutupela marit wokim disisen wantaim to prepare their household budget, then they will have the full story. Men know things that women don't know. Women know things that men don't know. Together it is the full story. And don't forget it is also a good idea if other people in the family are involved – like youth.

Sapos yutupela marit wokim disisen wantaim to prepare their household budget, then the youth in the family (boys and girls) will learn *gutpela pasin* which will help them to have a stronger family when they get married.

Explain that the first thing you need to do when you make a household budget is consider all the income that you think you will get over the next year (or the next two weeks or month or quarter or six months – it depends on how often you want to do a budget and how regular your income is). List this income on the income side.

Don't overestimate how much income you will get – it is better to underestimate.

Then you need to add up all of the income and write it at the bottom.

In the example on the butcher paper *luk olsem* the household gets all its income from coffee *tasol*.

The next thing you need to do is list your expenses on the right side.

But before you do this you need to rank your expenses from the most important (NEEDs) to the least important (WANTs). Remind everyone of the last session where they made decisions about which expenses were NEEDs and which expenses were WANTS. Everyone ranked expenses according to how important they were.

Now that you have ranked your expenses, list your expenses on the right side of the budget – in order from most important (NEEDs) to least important (WANTs).

Next, you need to add up the total of your expenses and write it at the bottom.

Do your expenses cost more than your income?

If your income is not enough to cover your expenses you will need to make some hard decisions. You will need to look at ways to get more income or ways to cut down your expenses. **When you make these decisions, it is very important that *tupela marit* do it together, using good decision making.**

Ask everyone to look at the example of a budget on the butcher paper.

Ask them if there is enough income to cover the expenses? How much is the household short? What could the household do? If there is not enough income to cover expenses you can do two things:

- 1 Reduce your expenses. Ask everyone to have a look at the expenses on the butcher paper. What would you suggest the household could cut out so that there is enough income to cover expenses?
- 2 Increase your income. How much would the household need to increase its income by in order to cover their expenses?



Askim ol what could *tupela marit* do if there is money left over after they have paid for their NEEDS?

If there is money left over after paying for their NEEDs then *tupela marit* can do two things:

- 1 Spend money on WANTS (*luk olsem* your family goals)
- 2 But, the best thing to do with leftover money is make “savings”.
Putm moni igo long benk. “Savings” em olsem yu putim gris igo bek gen long graun bilong bihain taim.

You can use savings if your budget goes off track (and you need more money to cover your expenses). *Sefti moni.*

You can use savings to save for family goals.

You can use savings when something goes wrong – like there is a drought or a death in the family.

The more savings you have the stronger your family becomes.



STEP 2 Budget practise (40 minutes)

Get everyone into small groups (around 4 people in each group).

Call half the small groups ‘*Kina*’ and the other half call ‘*Toea*’.

Make sure that at least one person in each group can read and write



Make sure you prepare two sheets of butcher paper using the information below – one for the *Toea* group and the other for the *Kina* group.

Toea group			
Income for the year (Total: K1400):		Expenditure for the year (Total: K1850):	
Coffee (6 bags of 50kg sold for K4 per kg)	K1200	School fees (one child at top up primary K250 and one child at high school K1200)	K1450
Sale of vegetables	K200	Relaxation for the head of household	K100
		Social obligations	K100
		Food	K200

Kina group			
Income for the year (Total: K3000):		Expenditure for the year (Total: K2800):	
Coffee (12 bags of 50 kg sold for K5 per kg)	K3000	School fees (two children in high school K2400)	K2400
		Social obligations	K200
		Household items (like soap)	K200

Give each group butcher paper and marker pens.

Next ask the *Toea* and *Kina* groups to use the budget tool to make a budget using the information that is on the butcher paper. Make sure they understand that the expenses are not written in order of most important (NEEDs) to least important (WANTs) – each group will need decide how they rank the expenses.

Yu trena bai yu nid long raun na halavim ol long taim oli wokim.

At the end ask the *Toea* and *Kina* groups to present their budget. After each presentation ask each group the following questions:

1. Was the budgeting tool easy to use? What difficulties did you have?
2. What discussions did you have as a group? Did all members of the group contribute?
3. What could your household (*Toea* or *Kina*) do to make sure there is enough income to cover the expenses?

The *Kina* household has more income than they need. They could spend some money on WANTs or better, they could *putim sampela leftova moni igo long benk*. The more you grow your savings the stronger your family becomes.

The *Toea* household needs to cut down on unnecessary expenses or find more income to cover their expenses (or do both).



STEP 3 *Tupela marit* practice doing a household budget (30 minutes)

Explain that now you would like each couple to have a go at doing a household budget. This is a practice *taso!* and couples will get a chance to do it again at home for homework.

Remind couples that they were supposed to bring their **in-out tree** to this session. Each couple will need to use their household **in-out tree** to help them do their own household budget.

If a couple forgot to bring their 'in-out tree' then see if they can join with another couple for this activity



Give out butcher paper and markers. *Askim tupela marit* to use their **in-out tree** to have a go at doing their own household budget – just like the one that everyone practiced doing together.

First, they should list all the income earned in a year on the income side and indicate from which source it comes. Next, they need to total their income.

Next, they need to decide together which expenses are most important (NEEDs) and which expenses are least important (WANTs). *Na tu ol noken lus tingting long givim bikpela lukluk long bisnis expenses. Family business emi susu bilong femili.*

Next, they need to list their expenses in a year on the expenses side in order from most important (NEEDs) to least important (WANTs). Then they need to total their expenses at the bottom.

Ask couples to start thinking about what they will do if their income is not enough to pay for the NEEDs? How will they try and get more income or how will they try and cut down on their expenses?

Remind couples that when they try and make decisions they should use “**yu**” or “**yumi**” words and to ask questions to find out what the other person thinks.

Producing a household budget is a difficult thing to do. It is very important that you (the trainer) move from couple to couple giving help where it is needed. If they ask questions, try not to take sides but give advice on how they can best reach a decision.



Next see if some couples are happy to share their household budget. Remember this is practice only - they will get to do it again at home for homework.

Encourage positive comments and feedback.



STEP 4 Summary (10 minutes)

Explain that in this activity we looked at how to do a budget to help plan our income and expenses. *Tupela marit* then had a chance to practice developing a household budget.

Use the following questions to get people thinking:

1. When you did the budget, *yutupela marit* should have made the decisions together. Would it be the same if you did the budget at home in a real situation? Do you think it is a good idea to make the decisions together?
2. Would doing a budget help you *strongim sindaun bilong femili bilong yu*?



Summary, homework and closing

<p>Time 0.5 hour</p> <p>Materials Ball for the 'review ball' activity</p>	<p>Objective Revision and put it into practice</p> <p>Key learning points Experience at developing a household plan</p>
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STEP 1 Summary (10 minutes)

Review Session 3.

Explain that today we looked at how to make good decisions. To make good decisions *na kamapim wanbel* it is very important to:

- *Skelim toktok* by thinking about what the *tru tru* needs of the family are
- *Skelim toktok* by thinking about what will bring you closer to your household goal
- Listen to what your husband or wife says (and other people in your family).
- Use “*yu*” and “*yumi*” when you talk (instead of “*mi*”) and ask questions instead of making statements
- Use good communication skills – listen carefully and speak *isi isi*.

We also practiced how to do a household budget.



STEP 2 Homework (10 minutes)

Homework time. Ask each couple to sit together at home and do another **household budget**. They have already done a practice one – now it is time to do it *tru tru*.

First, they should list all the income earned in a year on the income side and indicate from which source it comes. Next, they need to total their income.

Then they need to list their expenses in a year on the expenses side and indicate what the expenses are for. Next, they need to total their expenses.

If the expenses are higher than the income, then they will need to *plai plai* with their budget and make decisions about what their *tru tru* NEEDS are.

They will also need to make sure their household business *inap long karim kaikai gen*. This means they need to try and use income to pay for business expenses first. Family business *emi susu bilong femili*.

Remind couples to use listening skills when they work together at home –*wokim wantaim wanbel pasin*.

Ask everyone if there are **any questions** regarding the homework or about anything from Session 4.



STEP 3 Closing (10 minutes)

Close the session by **thanking participants** for their contributions.

Ask if there are any remaining questions about the session. Ask if there are any doubts or confusion. And confirm the topic, time, and place of the next session.

Ask couples to bring their vision picture to the next session.

Ask couples to bring the poster which shows the pictures of what they want to change so that they produce more and better coffee or sago or cocoa or vanilla or copra or market vegetables. Say that they will need to use it for the final session of the course.

Ask couples to bring the household budget that they are going to do for homework – so everyone can see what they have come up with.



'Review ball' (10 minutes)

Get everyone into a large circle. The trainer will throw someone a ball (or a *muli o buai* or ball made of paper) and ask they will ask them one question about any topic so far in the course.

When that person has answered the question (everyone else can help them) they have to then think of a new question and throw the ball to someone else. The person they throw the ball to has to answer the question.

The activity ends when everyone in the group has had a turn answering and asking a question or when no one can think of a new question to ask.

If there are 20 or more participants, then get everyone into two separate circles – as long as you have two trainers so that one trainer can help each circle!





5

SUMMARY AND PLANNING FOR CHANGE

Welcome and introduction	0.5 hour
Activity 5.1 Developing your household plan	2 hours
Activity 5.2 Story and role play	1 hour
Evaluation	1 hour
Closing	0.5 hour

Welcome and introduction

Time
0.5 hour

Material
Ball for the 'review ball' activity

Objective
Participants are informed about Session 5

STEP 1 Welcome (25 minutes)

Welcome participants. Ask people to share *sapos ol i bin stori wantaim ol haus lain long samting we oli lainim insait long trenin*.



Next *askim tupela marit* to talk about the homework.

Couples were asked to do a **household budget** for their household. Check by a raise of hands if they have managed to do so.

Invite couples to present their household budget. Encourage positive comments.

At the end ask everyone the following questions about the homework:

- ? What did you both find difficult when you developed your household budget?
- ? Was it difficult to agree on what your expenses should be?
- ? Are you going to use a household budget in future?
- ? Do you have any questions about developing a household budget?



STEP 2 Introduce the topic of the day (5 minutes)

Refer to the training outline (on butcher paper). Explain that today you would like couples to **develop a plan** to help them achieve their vision for their household.



 **Activity 5.1**

Developing your household plan

<p>Time 2 hours</p>	<p>Objective Create commitment to follow a plan</p>
<p>Material Butcher paper (lots of it) and marker pens, camera, vision picture <i>bilong wanwan tupela marit</i></p>	<p>Key learning points How to develop a simple plan</p>

STEP 1 Introduction and demonstration (30 minutes)

Welcome participants. Ask participants if they have ever made a **plan**. Ask participants what a plan is and how a plan can be useful?

Explain that a **plan** is like a journey. *Yu laik go long sampela hap pastaim bai yu makim wanem hap yu laik go long en. Wanbel pinis long hap yu laik go long en orait neks bai yu makim ol wanwan samting long wokim long kam kamap long hap yu laik go long en. Makim pinis ol wanwan samting long wokim orait neks bai yu makim wanem samting yu bai nidim long wokim ol wanwan samting na husat stret bai wokim wanwan samting na wanem taim long wokim wanwan samting. Em plen nau long winim hap we yu laik kamap long en.*

With your training partner perform a role play. One of you should pretend to be the husband and the other should pretend to be the wife. In the role play you are sitting down talking together about your vision to have more and better coffee (or sago or cocoa or vanilla or copra or market vegetables *o kain olsem*). Talk together about what you need to do to achieve your vision. For example:

Meri – “Hau bai yumi kamapim moa kopi?”

Man – “Yumi lainim olsem sapos man karim sampela wok we meri save karim em bai mekim isi long mama long hatwok moa long kopi gaden. Olsem na bai yumi mas skelim wok gut”.

Meri – “Na tu yumi lainim olsem sapos man lainim meri long hau long usim tul bilong kopi na ol teknikal samting meri bai gat strongpela bel long wok kopi. Em olsem man soim respek long meri bilong en. Olsem na bai yumi wokim olsem”.

Man – “Na tu yumi lainim gut sapos tupela marit wantaim wokim disisen long hau long usim kopi moni meri tu bai gat strongpela bel long wok kopi. Olsem na taim long wokim disisen long hau long yusim kopi moni bai yumi wokbung wantaim”

Meri – “Mi wanbel stret long yu. Aiting sapos yumi wokim plen olsem bai yumi kamapim planti moa na gutpela disisen. Na tu mi bai hamamas moa long yu!”

Man – “Rait. Olgeta Saturday bai yumi olgeta femili wok long kopi gaden. Na tu pikinini bai luksave long pasin bilong yumi. Pikinini lainim kain pasin olsem taim long marit ol tu bai gat gutpela sindaun”.

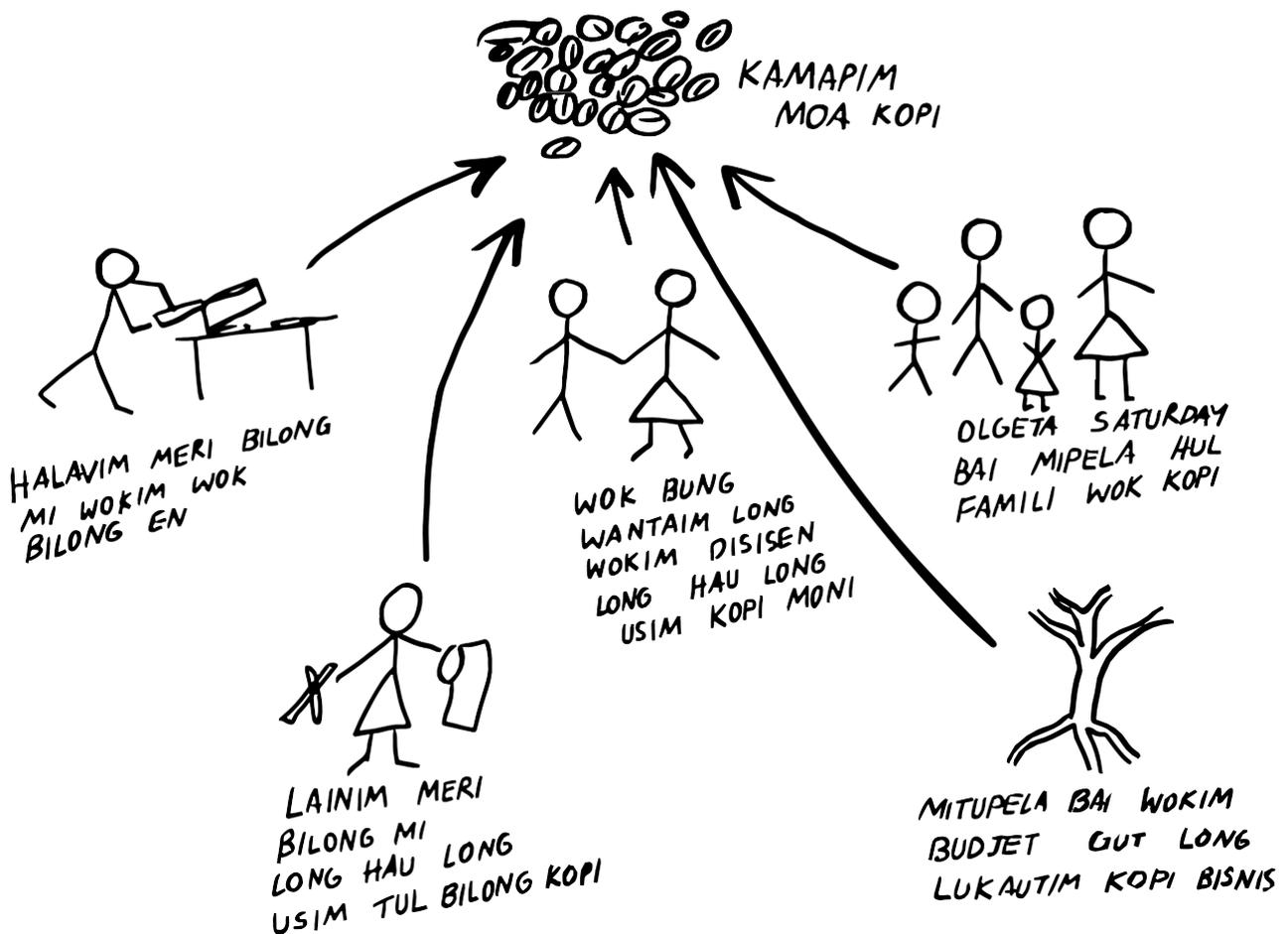
Meri – “Na tu bai yumi mas wokim badjet gut long setim gutpela wokabaut”.

Finally, make the point to the participants that what you have just done is come up with a plan. Also make the point that you and your training partner (husband and wife) came up with a plan *wantaim wanbel pasin*.

Next show everyone how to turn the vision that the married couple had in the role play into a plan.

Using a sheet of butcher paper draw a picture of plan. Use the example below because it lines up with the role play that you just performed.

Make sure everyone is clear what it shows. *Kamapim moa kopi* was the vision that the couple had. All the pictures (and words) describe what they want to do to achieve their vision.



STEP 2 Developing a household plan (60 minutes)

Explain that now you would like couples to try and come up with a household plan – a plan for how to turn their dreams into reality.

At the end of the last session, you asked each couple to bring their household vision pictures to this session. Now it is time for couples to use their household vision pictures.

Ask each couple to **sit with another couple who they are friends with**.

Explain that for this activity each couple will need to develop their own household plans – but the couples who sit together can give each other advice.

If a couple forgot to bring their vision picture they will have to try and remember their vision picture.



Give out marker pens and plenty of butcher paper.

Point to the butcher paper showing the plan you just made for the role play couple who want to *kamapim moa kopi (nau tasol)*.

Explain that what you want each couple to do is the same thing for each of their household visions (each of their vision pictures).

To start ask each couple to select one of their vision pictures and then draw the vision at the top of a sheet of butcher paper.

Their vision might be for the family to get on better or *haus kapa* for the home or children going to school every day or producing more and better quality coffee (or sago or vanilla or cocoa or copra or market vegetables or honey *o kain olsem*).

Next each couple will need to discuss what they need to do to achieve it.

When they discuss how they will achieve their vision, encourage them to use good decision making.

And encourage couples to think of the social side – *wanbel na wokbung bilong tupela marit emi bikpela samting long kamapim driaman bilong femili olsem na tokim tupela marit taim long toktok long hau long kamapim driaman bilong femili noken luk tingting long toktok long hau long kamapim wanbel na wokbung pasin insait long femili*.

Long kirapim tingting askim ol:

- What do you need to change about who does what work in the household?
- What do you need to change about how *yutupela save wok bung wantaim?*
- What do you need to change about how your income is controlled?
- What do you need to change to make better decisions?

Next, each couple needs to draw pictures of all the things they want to do to achieve their vision. Use arrows to show that they will help to achieve the vision – just like the plan for the role play couple who wanted to *kamapim moa kopi*.

If the couple can read and write, then encourage them to use both words and pictures to explain what they are going to do to achieve their vision.



When it is finished each couple can then select another vision and repeat the process until all the pictures that were on their vision picture have been turned into a plan. Some couples might have five or six butcher paper plans. Nice.



STEP 3 **Witness (30 minutes)**

At the end, ask couples to put their plans on the wall or *long ples klia*. Invite couples to explain their plans one at a time.

Ask everyone else to make helpful comments or suggestions. After each presentation, encourage everyone to clap.

After each couple has presented their plan make a big deal out of getting the couple to sign their plan (*o putim mak*).

By asking couples to sign the plan you are asking them to make a commitment to put the plan into practice.

If possible, ask a village leader to also sign the couple's plan. After the leader signs the plan ask them how they think they will be able to help the couple to put their plan into practice – *hau bai yu halavim tupela marit long bihainim plen?*

Try and take a photo of each couple (with the village leader).

A great idea is for someone (you the trainer or the village leader?) to follow-up with the married couple a few months after the training, to see how their household plan is going. This will be a strong motivation for the married couple to put their plan into practice.



 **Activity 5.2**

Story and role play

<p>Time 1 hour</p> <p>Materials Story about Theresa and Landuwari</p>	<p>Objective Give an example of how change can happen – and has happened. And get couples to think about the future of their children (make the change for your children’s sake).</p> <p>Key learning points <i>Brukim bus</i> can be scary, but it needs champions.</p>
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STEP 1 Story (30 minutes)

Introduce the story of Theresa and Landuwari. Theresa and Landuwari are a couple living in Rwanda. Rwanda is a small country in Eastern Africa where coffee is grown, and people farm small pieces of land. Make sure everyone knows this is a real story!

Show the video of the Theresa and Landuwari story if you have it (and if you have power). *Sapos nogat, ridim tasol na stori.*



Stori bilong Theresa na Landuwari

“ Dispela eme wanpela tru tru stori bilong wanpela femili long ples Afrika.

Long taim Theresa emi yangpela meri emi save tingim olsem ol meri nogat tingting. Kastom bilong ples bilong ol i tok olsem man i bos na het bilong femili na ol meri mas harim tok bilong ol man na pasim maus.

Taim Theresa i bin stap long skul yet, em wantaim brata bilong en i bin sindaun long wanpela exam/tes na tupela wantaim bin winim mak long go long neks gred. Tasol mama papa bin tok orait long brata bai go long neks gred na oli tokim Theresa long stap bek na halavim long lukautim haus na gaden. Kastom bilong ol em olsem.

Kastom mekim nau na dispela givim strongpela tingting long Theresa long bihain taim olgeta pikinini bilong en man meri wantaim mas kisim sans long go skul.

Ino long taim Theresa i maritim wanpela man nem bilong em Landuwari. Pes bon pikinini bilong tupela emi meri. Sekon bon tu em i meri. Landuwari em i bel nogut tru long dispela long wanem kastom bilong ol i tok olsem, strong bilong femili emi kam long strong bilong man tasol. Kastom holim Landuwari olsem nae mi no laik salim pikinini meri i go long skul. Theresa i wari nogut tru.

Nogat pikinini boi olsem na Landuwari skelim olsem femili bai bagarap. Landuwari stat long drin bia. Em kamap les man. Wanpela spak man nating.

Landuwari emi no givim sans long Theresa long autim tingting bilong en. Femili bilong tupela ino ron gut. Theresa tu stat long les tasol laki na em i go kisim wanpela gutpela trenin. Long dispela trenin, Theresa i lainim olsem ol meri tu i gat gutpela tingting na long stronigm sindaun long ples man meri tupela wantaim mas igat sans long go skul na wokim disisen wantaim na flai.

Trena emi strongim bel bilong Theresa gut tru. Theresa kirap.

Theresa ibin go bek na stori wantaim Landuwari long wanem samting em ibin lainim long trenin na Landuwari i skelim gut pastaim. Landuwari laik bagarap olgeta olsem na emi tok long traim. Landuwari em i stat long senis isi isi. Long bipo taim em i no man bilong wokim wok bilong meri tasol em stat long karim sampela wok we ol meri sapos long wokim. Em kamap man bilong redim kaikai na man bilong halavim Theresa long klinim haus. Theresa emi wanbel stret wantaim man bilong en. Tru tru man.

Ol hauslain ol i bin tok beksait long Landuwari. Ol i tok Theresa em mas wokim sampela kain pasin sanguma long Landuwari. Tasol ino long taim ol hauslain tu oli luksave olsem pasin wok bung bilong Theresa na Landuwari i karim bikpela kaikai. Landuwari i bin lusim les pasin na spak pasin. Femili i karim.

Famili bilong tupela i kamap gut stret bilong wanem Landuwari na Theresa save wokim disisen wantaim na wokbung wantaim. Kopi gaden bilong tupela stat long karim gut na tu tupela i baim wanpela kau. Tupela i bungim gut moni na yusim gut moni na salim tupela pikinini meri igo long skul.

Femili bilong Theresa na Landuwari emi stat long pulap wantaim lav na hop.

Landuwari emi bringim bikpela senis i kam insait long hauslain. Ol narapela yangpela man oli bin stat long bihainim Landuwari bilong wanem ol lukim olsem femili bilong Landuwari i karim moa long ol narapela. Na ol yangpela man aigris long gutpela pasin marit namel long Theresa na Landuwari.

Landuwari i save raun long stori wantaim ol narapela man long tingim gen long kastom sait. Kastom save senis na kastom bilong yumi mas i senis liklik long sait bilong meri. Manmeri tupela wantaim flai femili tu save flai. ”

Make sure everyone understands that the story of Theresa and Landuwari is a common story – there are many families that have started to change.

See if any participants have any comments to make about the story.

Remind participants about the beginning of the first session when we talked about **change**. Change starts with small steps – *ol liklik hain wara kam joinim joinim nau em save kamapim traipela wara!*

Everywhere in the world where *tupela marit* have changed so that they make decisions together, it has helped to make their family (and their marriage) stronger.

The kumul needs both wings to fly

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

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

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

STEP 2 **Role play – which couple will have more successful children?** (30 minutes)

Get three people to help you (co-trainers or participants).

Demonstrate the first married couple (see picture on the next page). The women should be walking behind the man (not holding hands) and with her eyes closed and her hands by her side. Only the man is flying (with one wing).

Next to the first couple, demonstrate the second married couple (see picture on the next page). The married couple hold hands, walk side-by-side, and both have their eyes open, and they are both flying (making two wings).

Ask everyone two questions:

- ① Look at the two married couples. *Tingim nau PNG*. Which married couple will be more successful? Why?
- ② Look at the two married couples. Which married couple will have sons and daughters that grow up to be more successful in future PNG? Why?

MARRIED COUPLE 1



MARRIED COUPLE 2



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

Evaluation

<p>Time 1 hour</p> <p>Materials Training outline poster. Butcher paper. 5 containers. Objects to give to men (like stones) and objects to give to women (like leaves).</p>	<p>Objective Get feedback on the training, provide monitoring data for the project</p> <p>Key learning points What evaluation means and why it is necessary</p>
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STEP 1 What is evaluation? (10 minutes)

Ask everyone what evaluation means?

Explain that at the end of training (or anything) it is important to conduct evaluation – *glasim na skelim wanem samting yupela bin wokim inap long yumi bai lainim lesen.*

Glasim na skelim wanem samting yupela bin wokim inap long yumi bai lainim lesen

Evaluation *ino samting nating!* Evaluation is important because:

- ✓ The trainers (and their organisation) can learn lessons so they become better trainers.
- ✓ The organisation that organized the training can learn lessons to support the training.
- ✓ The participants have a chance to *glasim na skelim wanem samting oli bin wokim na tu long lukluk long tingting bilong ol narapela wanskul.*



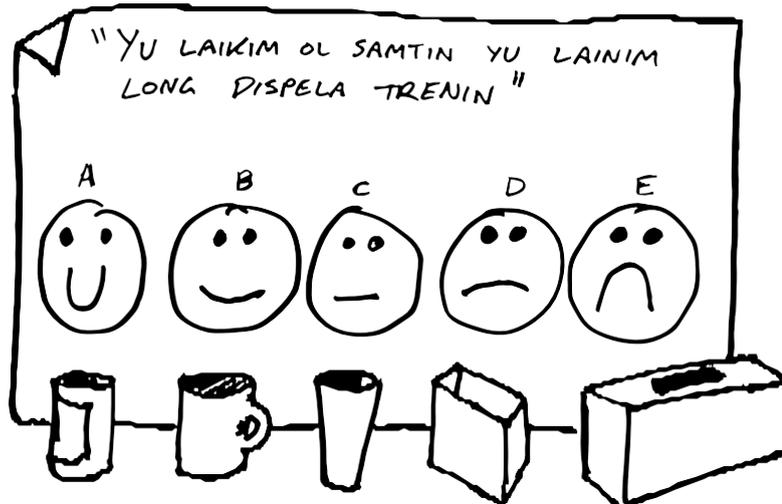
STEP 2 Evaluation QUESTION ONE (30 minutes)

Get everything prepared beforehand.



Do the following:

1. Draw a poster with five faces like the one below. (next page)
2. Write the evaluation question on the top of the poster.
3. Next under each face place a tin can or cup *o samting olsem.*



4. Give all the male participants small stones (*o samting olsem*). Give all the female participants leaves (*o samting olsem*).
5. Next ask the participants the following evaluation question (evaluation question one) and make it clear that everyone *mas tok stret* – “*sapos yupela no tok stret dispela evaluation bai no inap halavim yumi*”.

“Yu laikim ol samting yu lainim long dispela trenin?”

When you ask the question point to the training outline poster. Go through each session again and point to the pictures *long kirapim bek tingting*.

6. Next ask participants to look at the faces on the poster. Explain that each participant should put their stone or leaf in *wanem basket emi lain up wantaim tingting bilong en* – from most smiley (full bar) to least smiley (no bar).
7. When every participant has made their selection then leave the containers where they are so that after the training you can count what selections people have made. After the training when you record the results just write the evaluation question in your journal and then each letter (A – E) and then the results for each letter (the number of stones and the number of leaves).
8. Thank participants for their honest feedback!

It is a very good idea to put the poster with the faces and the 5 containers in a place that is **hidden from view**. This is so that when participants make their selection the other participants won't be able to see which container they chose – *nogut wanpela bihainim tingting long narapela o nogut meri bihainim tingting bilong man bilong em. Na tu mek sua yu trena yu no inap lukim – nogut ol i pret o ol i laik hamamasim yu tasol.*



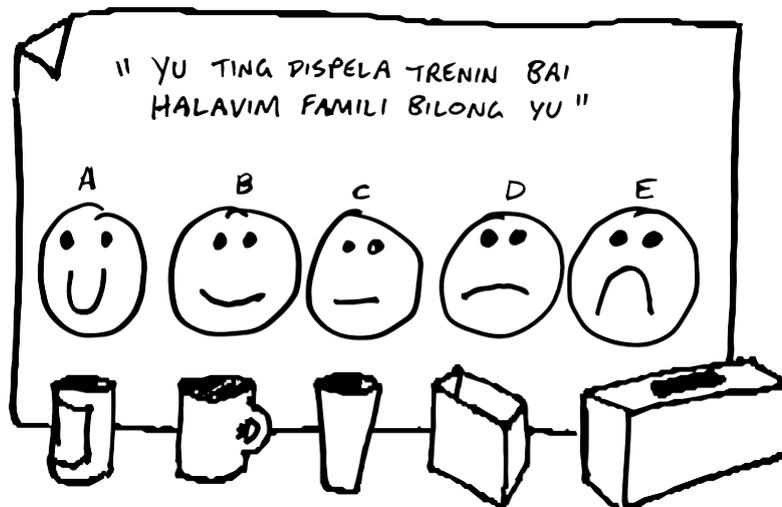
STEP 3 Evaluation QUESTION TWO (20 minutes)

Get everything prepared beforehand.



Do the following:

1. Draw a poster with five faces like the one below.
2. Write the evaluation question on the top of the poster.
3. Next under each face place a tin can or cup o *samting olsem*. Use different containers from evaluation question one so that things don't get mixed up. It is a very good idea to put the poster with the faces and the 5 containers in a place that is hidden from view.



4. Give all the male participants' small stones (*o samting olsem*) and all the female participants' leaves (*o samting olsem*) – *wankain long bipo*.
5. Next ask the participants the following evaluation question (evaluation question two) and make it clear that everyone *mas tok stret* – “*sapos yupela no tok stret dispela evaluation bai no inap halavim yumi*”.

“Yu ting dispela trenin bai halavim famili bilong yu?”

6. Next ask participants to look at the faces on the poster. Explain that each participant should put their stone or leaf in *wanem basket emi lain up wantaim tingting bilong en* – from most smiley (full bar) to least smiley (no bar).
7. After the training you can count what selections people have made. After the training when you record the results just write the evaluation question in your journal and then each letter (A – E) and then the results for each letter (the number of stones and the number of leaves).
8. Thank participants for their honest feedback!

The evaluation is not complete.....

After the training has finished, arrange to sit down with some of the local participants – two or three couples – and ask them the questions below. Their answers will give you more detailed evaluation information.

Ask them the following questions and record their answers in your journal:

- ? What comments or criticisms do you have about the way the trainers did the training?
- ? What was the topic or part you found most useful?
- ? What topic or part are you most confused about?
- ? What changes should we make to improve the training?
- ? Any other comments?



Closing

Time
0.5 hour

Materials
Attendance certificates, camera

Objective
Pasim trenin wantaim gutpela pasin

STEP 1 Closing (30 minutes)

Arrange for a small ceremony at the end of the training.

Givim sans long ol sumatin bilong yu long autim bel na tok tenkyu. Na tu yu mas tok tenkyu long komiuniti long givim sapot. Pasin tasol.

If possible, also provide participants with a certificate of attendance – and take a photo at the end with everyone holding their certificates.

Encourage everyone to work towards their goal by making changes in their lives.

Encourage everyone to be champions of change – just like Theresa and Landuwari.

And encourage everyone to think of how making the change themselves will help their children have a more successful life in future PNG.





RESOURCES

Activity 3.1 (Gender fish bowl) Notes for the facilitator

Trainer's toolbox (useful exercises)

Energisers

Pictures for expenses (needs and wants) cards

Activity 3.1 (Gender fish bowl) Notes for the facilitator

This exercise requires your best facilitation and training skills! It is best conducted by a pair of two trainers – one male and one female. The female trainer should start the session by introducing the activity and getting consent from all participants that they will keep to the rules. She will then sit with the female participants in the circle and ask the questions to women. When roles are switched the male trainer should sit with the men in the inner circle and ask the questions to men.

The questions listed in the manual should guide the trainer. They are generally aimed at giving women a chance to express their views and feelings regarding coffee production, encouraging understanding of the motivations and needs (for support) of the other sex, initiating good communication among couples.

These questions build on the hypothesis that women benefit little from coffee production although they are quite heavily involved in producing coffee. Because men are taking the decisions on income from coffee women are not motivated to work in the coffee gardens. This results in low production and sometimes poor quality. The example in Uganda shows that joint decision making not only motivates women and increases production but also improves the family wellbeing.

The trainers are welcome to use more questions to get people to think about decision making, sharing income and using the income properly. However, it is important to involve all the participants who are seated in the inner circle and not stick with the more vocal participants. As a trainer you can spread the questions, even follow up questions, to a wider audience.

This is a mixed-gender group of participants so it may be difficult for some, especially when both husbands and wives are attending the session, to speak openly in front of their spouses. Do not force people to speak. When you ask the questions make sure you emphasize that you are asking their opinion about men/women in general and not specifically about their husbands/wives.

Please ensure that there is no talking in the outer (listeners) circle. Observe participants closely. If you do feel that they are not engaged in the discussion or are getting bored move to other questions or rephrase them, involve more participants or change the tone of your voice. If you do not get an answer on your question and a rephrased question, you can move on without getting an answer. You can then invite participants to think about the question even if they have not answered it.

Trainer's toolbox (useful exercises)

PMV driver

Select the number of 'drivers' according to the number of the groups you want to create. And think about how many passengers you want each driver to pick up (according to the calculated group size: e.g. if you have 16 participants and want 4 groups you ask each driver to pick up 3 passengers).

Ask for volunteers who want to drive a PMV (*tasol nogut ol PMV draiva em i man tasol*). Ask the drivers to go around the room making vehicle noises and touting for business – *Lae...Lae...Lae!* The passengers choose one driver and form up behind their driver to make it look like they are in the vehicle. Make sure each PMV has the right number of passengers. Now get all the 'vehicles' to drive around sounding their horns and shouting at other PMVs. After a few minutes, begin the group work.

The animal game

This game helps to divide a large group into smaller groups. Make slips of paper for each member of the large group. Write the name of an animal on each slip, using as many different animals as you need smaller groups. Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.

Robots

Divide the participants into groups of three. One person in each group is the robot controller and the other two are the robots. Each controller must manage the movements of their two robots. The controller touches a robot on the right shoulder to move them to the right and touches them on the left shoulder to move them to the left. The facilitator begins the game by telling the robots to walk in a specific direction. The controller must try to stop the robots from crashing into obstacles such as chairs and tables. Ask participants to swap roles so that everyone has a chance to be the controller and a robot.

Yes/No game

Participants split into two lines, so that each person faces a partner. Line one has to say "Yes" in as many different ways as possible, and line two has to try to change their partner's minds by saying "No" as convincingly as possible. Give both lines a chance to say both "Yes" and "No". Then discuss how people felt. How did it feel to say "Yes" or "No"? Was it easier to say one than another? *Addition: you can keep the two lines in place and divide the line by as many groups you need. In this way you will have groups with equal numbers of men and women.*

The king is dead

The facilitator calls out a name of a participant and says, "The king is dead!" The person asks, "How did he die?", and the facilitator responds, "He died doing this", and starts a simple gesture or movement. All participants repeat this gesture continuously. The second player calls another name and repeats the statement, and the third player asks, "How did he die?" The second player adds another gesture or movement. The whole group then copies these two movements. The process continues until there are too many movements to remember.

Energisers

Energiser 1: A song

Materials: None

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

Energiser 2: Story bag

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

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

Energiser 3: Everybody who...

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

1. This game is the same as Fruit Salad, but rather than calling out fruit salad the person in the middle makes a statement such as “*everybody who is wearing black shoes*” or
2. “*Everybody who likes buai*” or “*everybody who is wearing a watch*” or “*everybody who can play a guitar*”.
3. Anyone who matches or agrees with the statement has to stand up and try and find a new seat, while the person in the middle takes over someone else’s seat.
4. The person left standing moves into the middle and then makes up a new statement so that they can get a seat. They may also choose to call two statements at a time, or they could call “*everybody who is human*” (or *samting olsem*) so that everyone must move.

Energiser 4: The human knot

Materials: None

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

Energiser 5: Balloon bust

Materials: A few balloons (or condoms)

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

Energiser 6: Pass it along

Materials: A *buai* or orange or keys or any object

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

Energiser 7: Oink...2...3

Materials: None

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

Energiser 8: Animal crackers

Materials: None

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

Energiser 9: Balloon in the air

Materials: Balloons (or condoms)

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

Energiser 10: Gotcha

Materials: None

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

Energiser 11: Team balloon

Materials: Balloons (or condoms)

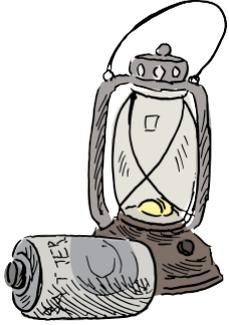
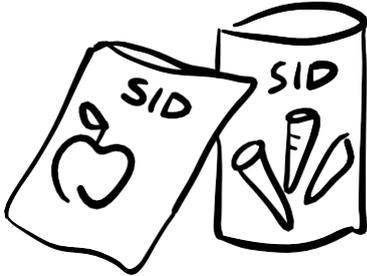
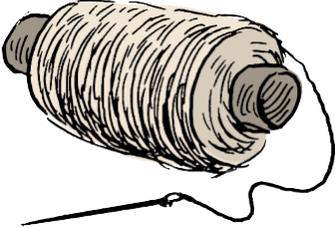
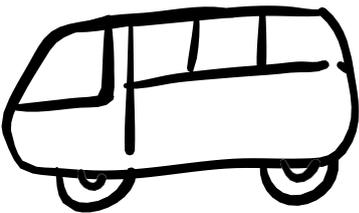
1. Blow up a balloon (or a condom).
2. Ask everyone to hold hands. Explain to everyone that they must try and keep the balloon in the air without letting go of anyone's hand.
3. Do it a few times to see if everyone can beat their record.

Energiser 12: Nose balloon

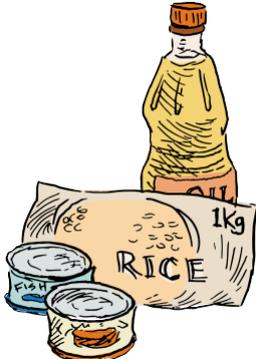
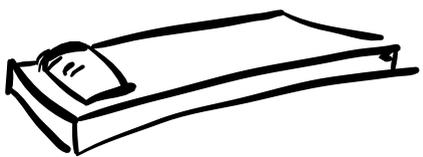
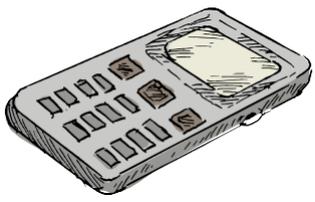
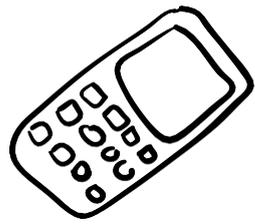
Materials: A few balloons (or condoms)

1. Blow up a balloon (or a condom) and tie it off (have a few spares)
2. Invite a pair to come to the front and stand face to face.
3. Place the balloon at their feet between them.
4. Ask the pair to try and get the balloon up off the ground so that it ends up between their noses *without using their hands or lower arms*.
5. Tell them they can talk to each other. If they cooperate and think about how to do it first it can be done. (Hint: the best way is if one person stands still and the second person uses their body to roll the balloon up the other person until it gets between their noses)
6. If one pair is successful or cannot do it, then invite another pair to have a go

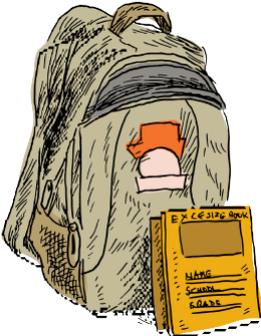
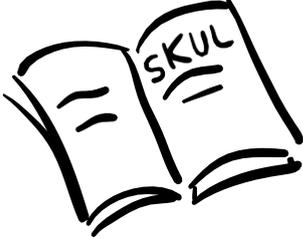
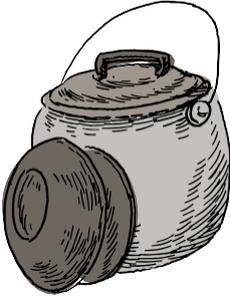
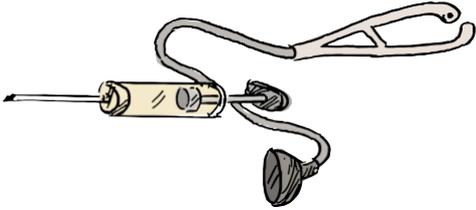
Pictures for expenses (needs and wants) cards

1		
2		
3		
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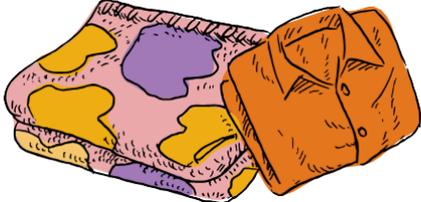
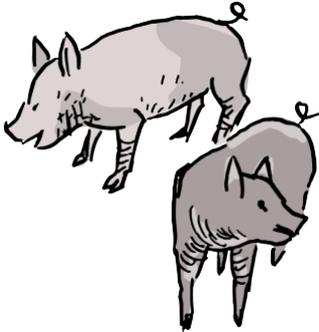
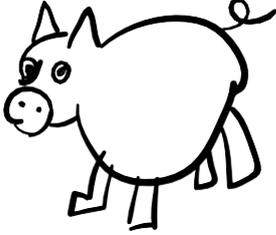
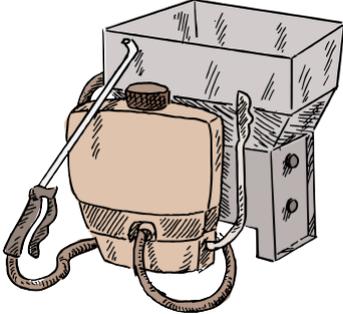
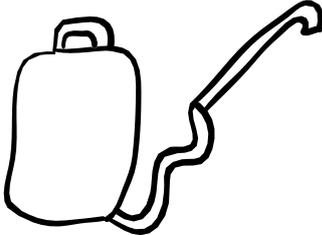
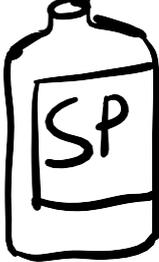
Pictures for expenses
(needs and wants) cards
(continues)

<p>5</p>		
<p>6</p>		
<p>7</p>		
<p>8</p>		

**Pictures for expenses
(needs and wants) cards
(continues)**

<p>9</p>		
<p>10</p>		
<p>11</p>		
<p>12</p>		

Pictures for expenses
(needs and wants) cards
(continues)

<p>13</p>		
<p>14</p>		
<p>15</p>		
<p>16</p>		

FAMILY BUSINESS MANAGEMENT TRAINING

TRAINERS' HANDBOOK

