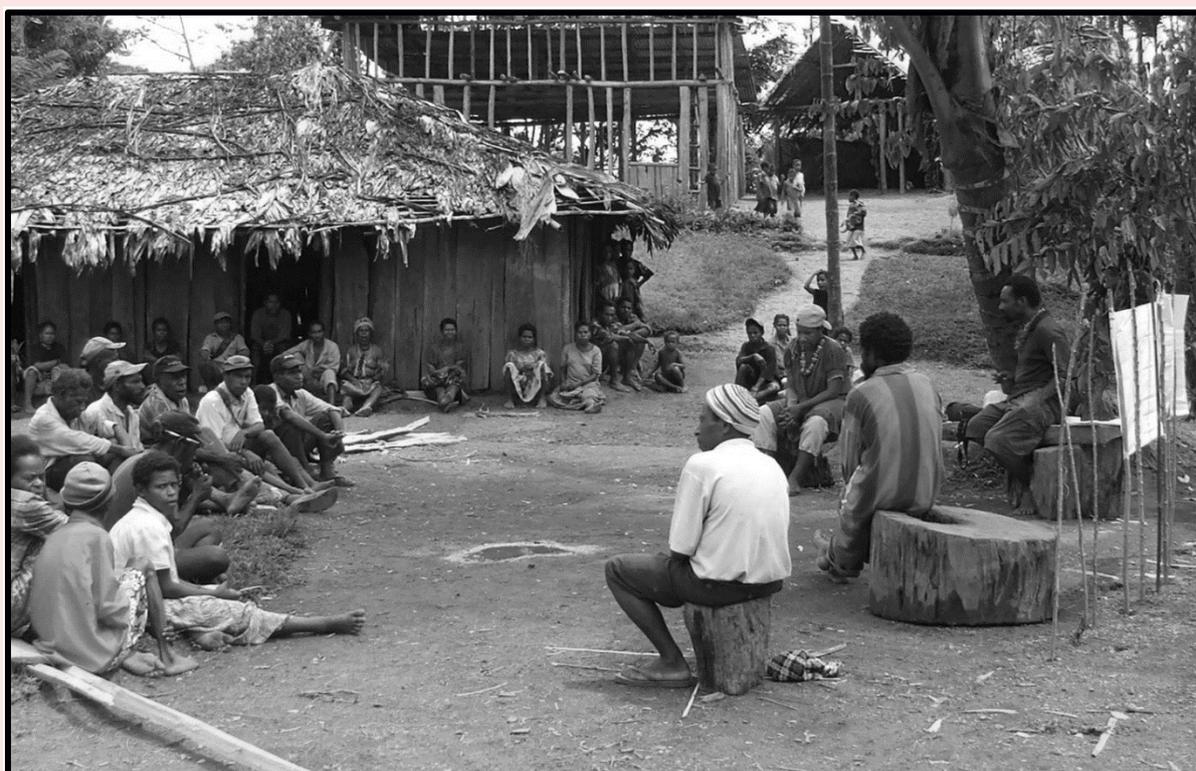


# **COMMUNITY DEVELOPMENT WORKER COURSEBOOK 7**



**Facilitate a  
Specialist's Visit  
CDW C10**

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

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

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

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

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

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



|                             |
|-----------------------------|
| Table of contents           |
| Information for the learner |

|                     |                                                                                                                                                                                   |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTRODUCTION</b> | The PNG National Standard for Community Development Workers                                                                                                                       |
| <b>ELEMENT 3</b>    | <b>CDW C10 FACILITATE A SPECIALIST'S VISIT</b>                                                                                                                                    |
| <b>TOPIC 3.1</b>    | Support and encourage effective participation and inclusion during the activities                                                                                                 |
| <b>TOPIC 3.2</b>    | Encourage key people to take the lead during the activities                                                                                                                       |
| <b>TOPIC 3.3</b>    | Communicate effectively and respectfully during the activities                                                                                                                    |
| <b>TOPIC 3.4</b>    | Work in a way that is appropriate to local culture during the activities                                                                                                          |
| <b>TOPIC 3.5</b>    | Discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit |
| <b>TOPIC 3.6</b>    | Review with the group the plan for collecting the information and the methods and equipment that will be used                                                                     |
| <b>TOPIC 3.7</b>    | Confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next                                                                    |
| <b>TOPIC 3.8</b>    | Discuss roles and expectations with the group                                                                                                                                     |
| <b>TOPIC 3.9</b>    | Help the specialist and the group to address any problems or issues while the information is being collected                                                                      |
| <b>TOPIC 3.10</b>   | Assist the specialist, after the information is collected, to explain to the group what was found out and respond to questions                                                    |
| <b>TOPIC 3.11</b>   | Confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information                                  |
| <b>TOPIC 3.12</b>   | Discuss how or if the visit was useful, and ways it could be improved                                                                                                             |
| <b>TOPIC 3.13</b>   | Thank the group, without rushing, and explain again the purpose of the visit                                                                                                      |
| <b>ELEMENT 3</b>    | Revision                                                                                                                                                                          |
| <b>EVALUATION</b>   | Coursebook 7 Facilitate a Specialist's Visit                                                                                                                                      |



**Luk save.** The topic title is written at the top of each page in the topic (along with the Element the *wok mak* is for). You can use the title (at the top of each page) to find the topic you want.

|             |                                                                     |
|-------------|---------------------------------------------------------------------|
| Attachments | The <i>kumul</i> needs two wings to fly                             |
|             | Pamphlet on the National Standard for Community Development Workers |

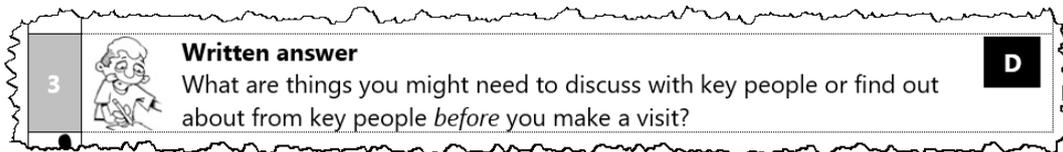


This series of coursebooks can be used as training handbooks, with trainers to 'train' you how to do it. If you have good trainers, then this is the best way for you to learn how to be a Community Development Worker. However, it is hard to organise training, and it can be hard to find good trainers.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

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



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



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

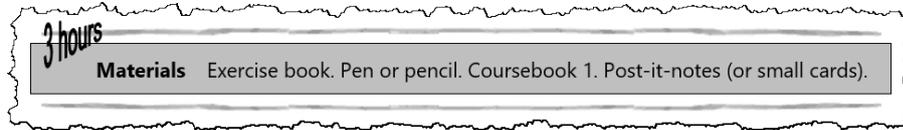
**HOW EACH TOPIC IS SET OUT** Each topic is a *wok mak* from the National Standard, but the topic title has "How to" written in front of the *wok mak*. The topic title is written at the top of every page in the topic, along with other tracking information. This means you can use the information at the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

Luksave:

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

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

*Luksave:*



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

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

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

*Luksave:*

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

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

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

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



### 'Revision ball'

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



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

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

### HOW TO USE THE COURSEBOOKS AS TRAINING HANDBOOKS

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

# Introduction | The PNG National Standard for Community Development Workers

2 hours

**Materials** Exercise book. Pen or pencil. CDW Coursebook 1. PowerPoint on the National Standard which you can download from [pngcdwstandard.com](http://pngcdwstandard.com) (but if you don't have a copy don't worry).

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

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



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

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

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                   |                                                                                                                                             |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Discussion</b></p> <p>What is a Community Development Worker?</p> <p>Discuss this with your colleagues.</p> | <p>If this course is being run as a training by a trainer, then many of these discussion activities will be run as general discussions.</p> |
| <b>1</b> | <p>A <b>Community Development Worker</b> is someone who helps communities and groups and families <u>in the community</u>. <i>Long ples. Ol save tok 'CDW'.</i></p> <p>CDWs support development that is community-led, participatory, inclusive, and builds local capacity (you will learn what all these 'expensive' words mean <i>olsem na stap isi</i>).</p> <p>A CDW might be someone who is from <i>outside</i> a community who makes visits to help communities and groups and families. An agriculture extension officer or a community liaison officer or a health worker or a field worker or an NGO worker or a District officer or a loans officer <i>o kain olsem</i>.</p> |                                                                                                                   |                                                                                                                                             |

# Introduction | The PNG National Standard for Community Development Workers

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



Often a Community Development Worker will also have other expert skills. For example, an agriculture extension officer might be an expert on farming systems (a *didiman*) and also someone who works with communities and groups and families to help them develop (a CDW). They wear two hats at the same time. Great.



**A CDW has the most important job in development.** In most parts of PNG, education levels are low, but we need to start developing modern PNG now. We can’t wait.

1



### Discussion

What is community-led development? Discuss this with your colleagues.

1

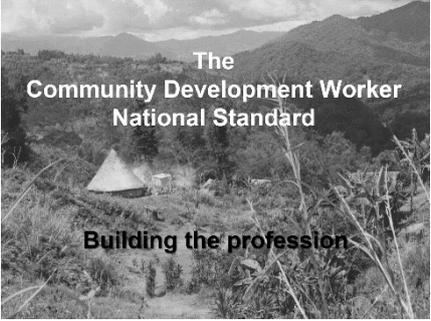
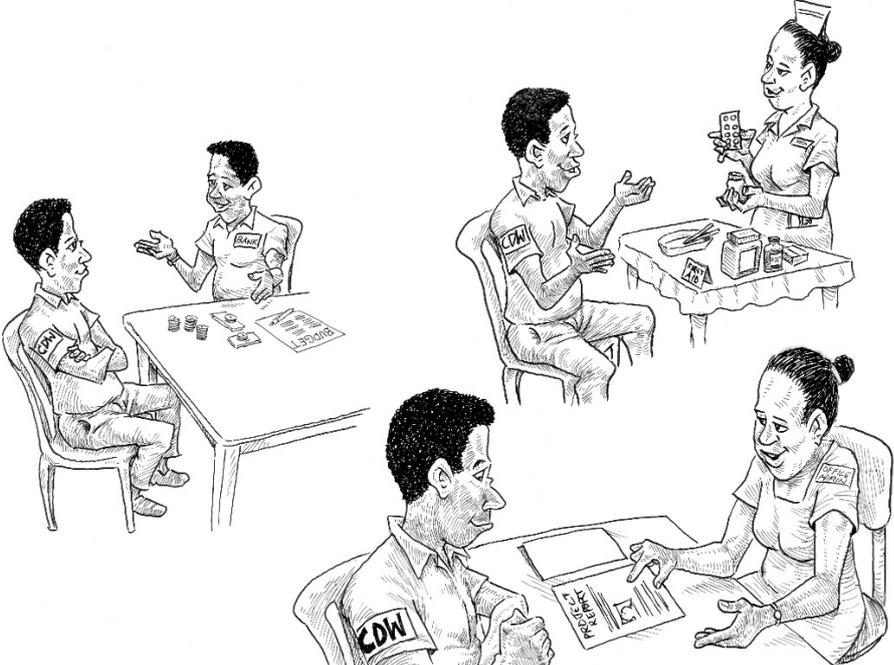
The job of a CDW is to support community-led development.

Sometimes the job of a CDW is to help outside organisations listen to what the community or group says they need. The CDW has done this well if the community or group feels they have been listened to (even if someone else decides what help they need). The community or group has led the development. Community-led development.

Sometimes the job of a CDW is to help a community or group to decide themselves what needs to be done to *strongim sindaun*. This is *trutru* community-led development. The community or group decides what they want to do, and then either does the work themselves or works closely with outside organisations to do the work. When the work is over, if the community or group points to what was done and says *mipela yet papa bilong en*, then the CDW has done a good job. *Trutru* community-led development.



# Introduction | The PNG National Standard for Community Development Workers

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1</p> |  <p><b>Discussion</b><br/>What is the PNG National Standard for Community Development Workers? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>1</p> | <p>The PNG Government worked with expert PNG CDWs to set up the PNG National Standard for Community Development Workers.</p> <p>They set up the National Standard to give CDWs <i>inside</i> and <i>outside</i> the community the key skills and knowledge they need. They set it up to give professional development opportunities to CDWs. They set it up to give CDWs and the organisations they work for a way to build the profession. And they did all of this so that in the end, communities and groups and families in PNG get the development assistance that they need.</p>  <p>National Standards are always set at the lowest possible level (the <i>minimum</i> level) required to perform the job to an acceptable level. The high jump bar is not set too high (so that no one can jump over it). Instead, the high jump bar is set lower down so that any Community Development Worker who tries should be able to clear the mark.</p>  |
| <p>2</p> | <p><b>A CDW has the most important job in development. <i>Yu save pinis.</i></b></p> <p>It is common for CDWs to work with experts who have specialist skills when they help communities and groups and families. Specialists. <i>Kaksi. Kaksmanmeri.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

# Introduction | The PNG National Standard for Community Development Workers

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 |  <p><b>Discussion</b><br/>What are examples of specialists that CDWs might work with?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2 | <p><i>Igat kain kain kaksì. Kain kain kaksmanmeri. Kain kain experts. Kain kain specialists.</i></p>  <ul style="list-style-type: none"> <li>Water supply experts</li> <li>Line Managers</li> <li>Agriculture experts</li> <li>Peace building experts</li> <li>Disaster relief experts</li> <li>Finance experts</li> <li>Project planning experts</li> <li>Monitoring experts</li> <li>Evaluation experts</li> <li>Business experts</li> <li>CDW experts</li> <li>District Inspectors</li> <li>NGO Managers</li> <li>Culture experts</li> <li>Health experts</li> </ul> <p>If you are a CDW who wants to meet the Standard when you facilitate a specialist's visit, you have to put into practice the <i>wok mak</i> from Unit C10 Facilitate a Specialist's Visit from the PNG National Standard for Community Development Workers.</p> <p>In this coursebook, you will learn how (and why) to put into practice the <i>wok mak</i> from Unit C10 Facilitate a Specialist's Visit.</p> |
| 3 |  <p><b>Activity</b><br/>With your colleagues, read the pamphlet on the PNG National Standard for CDWs (at the end of this coursebook). You should have already looked at this pamphlet in other CDW coursebooks. Go through it again <i>long kirapim bek tingting</i>. Make sure you can answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What does it mean if you are 'competent'?</li> <li>2. What are the ten CDW Core Units?</li> <li>3. Which of the ten CDW Core Units sets the Standard for a CDW who is helping a specialist or expert to do something in a community?</li> <li>4. Which three Elements (duties) are exactly the same in each CDW Core Unit?</li> <li>5. Which Element is different in each CDW Core Unit?</li> </ol>                                                                                                                                                                                                              |

# Introduction | The PNG National Standard for Community Development Workers

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <p>It is important to be very clear that Element 1, Element 2 and Element 4 are exactly the same in each of the ten Core Units. What changes each time is Element 3. For this reason, Element 3 is called the 'critical Element'. For example:</p> <p>Unit C10 Facilitate a Specialist's Visit</p> <ul style="list-style-type: none"> <li>Element 1 Make Preparations</li> <li>Element 2 Conduct Community Entry</li> <li><b>Element 3 Facilitate the specialist's visit</b></li> <li>Element 4 Prepare a Report</li> </ul> <p>This coursebook will not show you how to <i>inapim</i> the <i>wok mak</i> for Element 1, Element 2 and Element 4. To learn how to meet the Standard for these three Elements, you need to complete CDW Coursebook 1 Make preparations, conduct community entry, and prepare a report. You have probably already done this. Nice. Set.</p> |
| 2 | <p> <b>Activity</b></p> <p>On the next page are the <i>wok mak</i> for Unit C10 Facilitate a Specialist's Visit. With your colleagues, have a look at the <i>wok mak</i> for Element 3. <i>Kisim piksa pisin lukluk kam daun</i>. The <i>wok mak</i> in Element 3 are what you need to <i>inapim</i> when you facilitate the specialist's visit. In this coursebook, we will go through each <i>wok mak</i> one-by-one so you learn how (and why) to do it.</p>                                                                                                                                                                                                                                                                                                                         |
| 2 | <p><i>Las tok</i>. The PNG National Standard for CDWs is not a recipe to follow. It does not replace your workplace practice or what you like to do based on your own experience.</p> <p>The National Standard only lists the key skills and knowledge (the key ingredients) that need to be in your recipe if you want to provide mentoring in a way that meets the Standard.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>                                                                                                                                                                                                                     |
| 2 | <p> <b>Written answer</b></p> <p>With your colleagues, write the coursebook objective on a poster <i>na putim long ples klia</i>. Leave it <i>long ples klia</i> until you complete this coursebook. For CDW Coursebook 7 (this coursebook) the objective is to <b>Understand how to facilitate a specialist's visit in a way that meets the Standard</b>. Next, in your exercise book, write the coursebook objective and underline it (or circle it).</p> <div style="text-align: right; background-color: black; color: white; padding: 2px 5px; font-weight: bold; font-size: 1.2em;">A</div>                                                                                                                                                                                     |



## Revision discussion

What are some reasons why a CDW might work with a specialist to help communities and groups and families? Discuss this with your colleagues.

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

| <b>Elements</b>                                              | <b>Performance criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b><br/><b>Make preparations</b></p>                 | <p>1.1 Find out information about the place and people to be visited<br/>1.2 Communicate effectively and respectfully with key people from the place to be visited<br/>1.3 Prepare a suitable work plan<br/>1.4 Put together suitable materials for the activities<br/>1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>2</b><br/><b>Conduct community entry</b></p>           | <p>2.1 Confirm who the key people are and work with them to make arrangements for the visit<br/>2.2 Discuss roles, expectations, and the purpose of the visit with key people<br/>2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities<br/>2.4 Communicate effectively and respectfully with key people<br/>2.5 Show respect for local culture and be sensitive to gender roles<br/>2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes<br/>2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>3</b><br/><b>Facilitate the Specialist's Visit</b></p> | <p>3.1 Support and encourage effective participation and inclusion during the activities<br/>3.2 Encourage key people to take the lead during the activities<br/>3.3 Communicate effectively and respectfully during the activities<br/>3.4 Work in a way that is appropriate to local culture during the activities<br/>3.5 Discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit<br/>3.6 Review with the group the plan for collecting the information and the methods and equipment that will be used<br/>3.7 Confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next<br/>3.8 Discuss roles and expectations with the group<br/>3.9 Help the specialist and the group to address any problems or issues while the information is being collected<br/>3.10 Assist the specialist, after the information is collected, to explain to the group what was found out and respond to questions<br/>3.11 Confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information<br/>3.12 Discuss how or if the visit was useful, and ways it could be improved<br/>3.13 Thank the group, without rushing, and explain again the purpose of the visit</p> |
| <p><b>4</b><br/><b>Prepare a report</b></p>                  | <p>4.1 Keep a record of activities and movements according to workplace practices<br/>4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations<br/>4.3 Report outcomes clearly<br/>4.4 Provide an analysis of outcomes<br/>4.5 Provide recommendations for future action based on analysis</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

2 hours

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

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |  <p><b>Discussion</b><br/>With your colleagues, look at the four elements that make up this Core Unit (on the previous page). What two elements should you have already put into practice before the specialist begins the work they came to do?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1 | <p>This <i>wok mak</i> from the National Standard is <b>support and encourage effective participation and inclusion during the activities</b>.</p> <p>The principle of <b>participation</b> is one of the principles that the Government wants every organisation in PNG to make a part of their <i>kastom</i> – <i>Gavman ikam daun long ol komiuniti na grup long ples na famili tu</i>. The principle of participation is:</p> <div style="text-align: right;">  </div> <p><b>Pasin bilong wokim disisen wantaim na wokbung wantaim</b></p> <p>The PNG Government wants as many people as possible to participate in community activities – not just leaders and key people.</p>                                                                                               |
| 1 |  <p><b>Discussion</b><br/>With your colleagues, discuss why it is important to try and encourage everyone in a community to participate in community activities?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1 | <p>There are <b>THREE BIG REASONS</b> why it is important for everyone in a group to participate in community activities – not just leaders and key people:</p> <div style="background-color: black; color: white; padding: 10px;"> <p>① <b>Participation makes the work more successful</b><br/>         ② <b>Participation supports inclusive development (equality)</b><br/>         ③ <b>Participation grows goodwill and trust <i>namel long ol</i></b></p> </div>                                                                                                                                                                                                                                                                                                                                                                                              |
| 1 |  <p><b>Activity</b><br/>When you did CDW Coursebook 1 (Make preparations, conduct community entry, and prepare a report) you learned how to ‘confirm who the key people are and work with them to make arrangements for the visit’ (topic 2.3). In topic 2.3 we looked at three big reasons why it is important to encourage everyone in a family, group or community to participate. <i>Tingim</i>. With your colleagues, go back over this again and then answer the three questions below. Take your time. This is very important. <i>Kirapim bek gut tru</i>.</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If this course is being run as a training by a trainer, then they will go back over this with you</p> </div> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>1. How does participation by everyone make the work more successful?<br/>2. How does participation by everyone support inclusive development?<br/>3. How does participation by everyone grow goodwill and trust <i>namel long ol</i>?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1 | <p>One of the three big reasons why it is important for as many people as possible to participate in community activities – not just leaders and key people – is because it supports inclusive development. <b>Inclusion.</b> <i>Yu save pinis.</i></p>  <p>Inclusion (inclusive development) is another principle that the Government wants every organisation in PNG to make a part of their <i>kastom</i> – <i>Gavman ikam daun long ol komiuniti na grup long ples na femili tu.</i> The principle of inclusion is:</p> <p><b>Pasin bilong halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1 |  <p><b>Discussion</b><br/>Why does it matter if some people have less choices and options? Why does it matter if some people are left behind? Why is inclusion important?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1 | <p><b>THREE BIG REASONS</b> why encouraging and supporting inclusion is important:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>1</b> It matters because it's not fair. <i>Tarangu. Wari. Tok bilong Jisas.</i> Have a heart. <i>Mi sori long ol.</i> Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. Equality. <i>Em wan.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>2</b> <i>Na tu,</i> it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem.</i> People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim.</i> They can become dependent on other people and the Government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap.</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>3</b> <i>Na tri,</i> it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant!) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.</p> </div> |
| 2 |  <p>The principle of participation and the principle of inclusion go together like two sides of the same coin. When you do community entry (Element 2) you need to make sure you discuss with the key people how to support and encourage as many people as possible to participate in the activities AND you also need to discuss with the key people how to make sure that people from groups that are normally left behind or excluded are also included (inclusion). This is performance criteria 2.3. <i>Tingim.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

When you facilitate the specialist's visit, one of the activities you will use is a community *kibung*. *Luk olsem* this means that to perform this *wok mak* you will need to try and support and encourage participation and inclusion during the *kibung*.

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



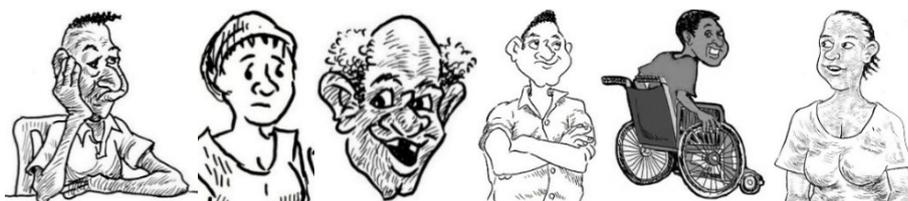
**Effective participation is when all the participants especially those from groups that are normally left behind or excluded are supported and encouraged to get involved and contribute their ideas**



**Discussion**

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

2



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



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

2

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

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

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



3



### Discussion

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

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

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

3

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



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

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | <p>✓ <b>Acknowledge the contribution of everyone at the end of the activities.</b> Remind everyone that women and youth and people living with a disability were all involved and contributed their ideas. Hopefully, everyone else sees that women and youth and people living with a disability can do it (and it helped). This lesson is powerful.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>4</p>                                                                          | <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p>The <i>kumul</i> needs two wings to fly. Supporting and encouraging women to get involved and contribute their ideas during a <i>kibung</i> (or any activity) will help the <i>kumul</i> to fly with both wings. <i>Igat kainkain gutpela kaikai long en:</i></p> <ul style="list-style-type: none"> <li>☺ Women will learn new skills and knowledge to help them to step forward <i>em wan</i>.</li> <li>☺ <i>Na tu</i> women will feel like their ideas and experiences are important. They feel valued. This means that women (and girls) are more likely to have the confidence to step forward.</li> <li>☺ <i>Na tri</i> men see that women can do it. This means that men are more likely to support women and girls to step forward (and to step back themselves to help women and girls step forward).</li> <li>☺ <i>Na foa</i> young men and young women <i>luksave</i> that the <i>kumul</i> needs two wings to fly. Young people who learn this lesson will be more successful in modern PNG. <i>Tingim senis bilong yumi.</i></li> </ul> </div> <div style="flex: 0.5; text-align: center;">  </div> </div> |
| <p>4</p>                                                                          | <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Discussion</b></p> <p>What could a CDW do to help the specialist also work in a way that also supports and encourages effective participation and inclusion?</p> </div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>4</p>                                                                          | <p>If the specialist you are working with also tries to support and encourage effective participation and inclusion, it will make your job (the CDW) much easier. Definitely.</p> <p><i>Before</i> you begin the activities, discuss with the specialist why and how to support and encourage effective participation and inclusion. During community entry, discuss with the specialist all the <i>wok mak</i> that you need to put into practice to facilitate a specialist's visit in a way that meets the Standard. Be a team. <i>Set gut.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>4</p>                                                                          | <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Written answer</b></p> <p>With your colleagues, discuss what you would say to the specialist you are working with so that they know <u>why it is important</u> to support and encourage effective participation and inclusion during the activities. In your exercise book, write down three good points from your discussion.</p> </div> <div style="margin-left: 20px; background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 1.2em;">B</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



**Revision discussion**

It is also important to support and encourage elderly people to get involved and contribute their ideas during a *kibung*. Discuss ways to do this.

2 hours

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

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Community Development Workers are a bridge. <i>Ol save gokam gokam</i> to help communities and groups and families to develop.</p>  <p>The goal for PNG is to not need Community Development Workers from outside. When there are enough people <i>long ples</i> who know what to do themselves, then there is no need for outside Community Development Workers. It may take generations to reach this goal. For the time being, we need CDWs from outside. <i>Yumi nidim stret.</i></p> <p>When you work with groups and communities to help them develop, do what you can to identify people in the community who have the potential to take the lead, and hand over to them the skills and knowledge they need. Build up their experience and confidence. It won't happen overnight – but never forget that as an outside Community Development Worker, your job is to not have a job.</p> |
| 1 |  <p><b>Discussion</b></p> <p>Think about the expression '<i>give a man a fish he feeds his family for a day - teach a man to fish he feeds his family for a lifetime</i>'. With your colleagues, discuss what this expression tells you about what the role of a Community Development Worker should be?</p>  <p style="text-align: center;"><b>Give a man a fish he feeds his family for a day<br/>Teach a man to fish he feeds his family for a lifetime</b></p>                                                                                                                                                                                                                                                                                                                                             |
| 2 |  <p>PNG needs people <i>long ples</i> who know how to facilitate a specialist's visit – so that the group or community knows what is happening and is in control. <i>Yumi nidim stret.</i></p> <p>To help people <i>long ples</i> understand how to facilitate a specialist's visit you need to <b>encourage key people to take the lead during the activities</b> - so that eventually the key people will be able to do it themselves.</p> <p>This is why it is a <i>wok mak</i> in the PNG National Standard. It won't happen overnight. It won't be easy. But do what you can.</p>                                                                                                                                                                                                                                                                                                            |
| 2 |  <p><b>Discussion</b></p> <p>Discuss with your colleagues what you can do during community entry (Element 2), before you begin the work you came to do, to encourage key people to take the lead during the activities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

When you first arrived to work with the community or group to help them, you should have conducted community entry first (Element 2) before beginning the activities.

When you do community entry you need to meet with key people to make all the necessary arrangements. Always try and make sure the key people you work with include people who want to learn from you the skills and knowledge to be a Community Development Worker, so they know *why* and *how* to do it themselves. A grade 12 school-leaver or women's leader or pastor or retired public servant *o kain olsem*.

2

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



2



**Discussion**

Imagine you are going to facilitate a *kibung*. With your colleagues, discuss what key people could do to take the lead? *Gespaia. Troimwe tingting.*

2

There are many things you can do to involve key people during a *kibung*.

- ✓ Give key people sessions or activities to lead (but be there to help them). If you are going to try and get key people to lead sessions or activities, then use the following four points to help you:

**1**

**Before you do something**, sit down with key people and explain what will happen and why it is necessary. Adults learn best when they know what is going to happen.

**2**

**When you do something**, encourage key people to observe you, and tell them what they need to learn. Adults learn best when they know what they are supposed to be learning.

**3**

**When you do something**, encourage key people to take the lead. Adults learn best when they have a chance to learn by doing. See if you can encourage them to take the lead and do it.

**4**

**After you have finished**, sit down with key people and go back over what you did together. Adults learn best when they have a chance to go back over what they learned. Revision.

- ✓ Ask key people to explain the purpose of the specialist's visit.
- ✓ Ask key people to explain why it is important to encourage everyone to participate (especially people from groups that are normally left behind or excluded).
- ✓ Ask key people to *go pas* to develop rules for everyone to follow during the *kibung*.
- ✓ Ask key people to move around everyone during the *kibung* to find out if anyone is unsure or unclear about something – or has a question.
- ✓ Ask key people to do smaller jobs, like leading the prayer or keeping track of time or leading small group activities or acting as a translator.
- ✓ Ask key people to be your assistant – this doesn't mean they take the lead, but they are up in front of everyone gaining confidence and experience. You may find that as they get confidence and experience, they will want to lead.



In the last topic we said that during community entry, it is a very good idea to discuss with the specialist the *wok mak* that you need to put into practice when you go ahead and facilitate the activities. When you do this it is a good idea (a very good idea) to also involve key people. Definitely. Discuss with the specialist and the key people why you need to encourage key people to take the lead during the activities - and how to do it.



3



**Activity**

During community entry, it is a very good idea to discuss with the specialist and the key people the *wok mak* that you need to put into practice when you go ahead and facilitate the activities. With your colleagues, look at the *wok mak* (below) that a CDW needs to put into practice to conduct community entry (Element 2). When (which *wok mak* from Element 2) would be a good time to go through the *wok mak* that you need to put into practice when you go ahead and facilitate the specialist's activities (Element 3)?

3

|          |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |
|----------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|          | <p><b>2</b><br/><b>Conduct community entry</b></p>                                  | <p>2.1 Confirm who the key people are and work with them to make arrangements for the visit</p> <p>2.2 Discuss roles, expectations, and the purpose of the visit with key people</p> <p>2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities</p> <p>2.4 Communicate effectively and respectfully with key people</p> <p>2.5 Show respect for local culture and be sensitive to gender roles</p> <p>2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes</p> <p>2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |
| <p>3</p> |                                                                                     | <p><i>Long ples</i> you sometimes find the belief that only outside people have the solutions to their problems. They think that ‘development’ is something done by others to them. This is wrong. <i>Dispela tingting wok long bagarapim sindaun bilong ol manmeri long ples.</i></p>  <p>By encouraging key people to take the lead, you are starting to turn this belief around so that communities and groups take control of their own development. In PNG we desperately need local people at the ward level who have the skills and knowledge – and the confidence and experience – to take the lead. <i>Yumi nidim stret.</i></p> <ul style="list-style-type: none"> <li>✓ By encouraging key people to take the lead, you build their confidence as leaders.</li> <li>✓ By encouraging key people to take the lead, you help them understand <i>why</i> and <i>how</i> to be a Community Development Worker.</li> <li>✓ By encouraging key people to take the lead, they will have more ownership of the work you are doing. This means the work you are doing will be more successful</li> <li>✓ By encouraging key people to take the lead, everyone else in the group or the community will feel that they can also do it. You make everyone feel more powerful.</li> <li>✓ By encouraging key people to take the lead you are showing respect – as long as you don’t force key people to take the lead. <i>Rispek emi bikpela samting.</i></li> </ul>  <p>If possible, help key people who have the potential to be Community Development Workers to learn the <i>wok mak</i> from the National Standard. Help them feel like a professional. And if possible, help them get assessed and accredited – you might be helping them start a new career.</p> |                 |
| <p>3</p> |  | <p><b>Written answer</b></p> <p>With your colleagues, discuss what you would say to the specialist and the key people so that they know <u>why it is important</u> to encourage key people to take the lead during the activities. In your exercise book, write down three good points from your discussion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>C</b></p> |



**Revision discussion**

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

2 hours

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

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

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | <p>Some of the key things you need to try and do to communicate effectively are:</p> <ol style="list-style-type: none"> <li>1. Speak clearly and loudly enough to be heard</li> <li>2. Use <i>tok piksa</i> and <i>tok bokis</i> to help people understand</li> <li>3. Use a language that everyone understands (use a translator if necessary)</li> <li>4. Be careful to not talk down to adults – talk to adults as equals</li> <li>5. Look confident and encouraging (body language and facial expressions)</li> <li>6. Use two-way communication. Take turns to talk. Give people time to respond. Listen</li> <li>7. Use butcher paper and other materials if you think they will help you communicate</li> <li>8. Don't use big words that are too complicated. Don't use 'expensive' English.</li> </ol> |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|   |                                                                                                                                                                                                                                                                                                                                                         |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <div style="display: flex; align-items: center;">  <div> <p><b>Discussion</b></p> <p>With your colleagues discuss why you should avoid using big words and 'expensive' English when you facilitate a specialist's visit?</p> </div> </div> |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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



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

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

## **Don't hide behind jargon and expensive words**

3 Make an effort to use words that everyone will understand. This might mean you have to find out what the jargon and expensive words mean yourself. If people have to use their *kru pamkin* to understand your words then they are not using their *kru pamkin* to understand what you are talking about.

In PNG there is a big gap opening up between formally educated elites who know the jargon and expensive English (and like to show it) and the majority of people who don't. You can help to close this gap by not using jargon and expensive words. If you do this then you will win the respect of everyone. Be humble.





4



**Discussion**

With your colleagues, discuss how it feels if another adult talks to you like they think they are better than you?

✓ Be careful to not talk down to adults – talk to adults as equals

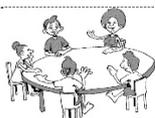
In PNG there is a big gap opening up between formally educated elites, and the majority of people who are not formally educated or don't have access to information.

4

You can help close this gap by not using jargon and expensive words. *Nau tasol yumi lukim*. You can also close this gap by talking to adults as equals. Don't talk down to other adults – show them that you are not better than them. Don't forget, this *wok mak* in the National Standard for Community Development Workers also says you need to communicate respectfully. You are communicating respectfully if everyone feels they are being treated as adults.



4



**Discussion**

With your colleagues, discuss what you can do so that you talk with adults as equals?

To talk with adults as equals, try the following:

4

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

If you talk to adults as equals (and if you avoid using big words and 'expensive' English) you will win the respect of everyone. Be humble.

And by doing this, you help people feel more confident that they can step forward. You help them feel that they can do it. You close the gap that is growing between formally educated elites (who like to show they are better than everyone) and everyone else.

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 |  <p><b>Activity</b><br/>         With your colleagues, have a look at the picture below. What is wrong with this communication?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5 |  <p><b>Discussion</b><br/>         What is two-way communication? You learned this in other CDW Coursebooks. Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>✓ Use two-way communication. Take turns to talk. Give people time to respond. Listen.</p> </div> <p>Effective communication is like a good conversation – both people need a turn to be speakers and listeners. If both people take turns to be speakers and listeners, it is called two-way communication.</p> <p>An important part of two-way communication is good listening. Listen to what people say when it is their turn to talk. <i>Pasim maus na putim ia gut.</i></p> <p>When someone is talking, be interested in what they are saying. Say “thankyou” after they speak and use responses such as “that sounds interesting” and “<i>gutpela tingting</i>”.</p> <p>When you listen, use non-verbal communication. Make eye contact, nod your head, lean closer (but not too close), frown, smile. And learn from their non-verbal communication – people say a lot without words.</p> <p>Try not to interrupt people when they are talking. <i>Noken katim toktok bilong ol.</i> Letting people finish what they are saying shows respect. And pause before you start to respond to them because it shows you have first thought about what they have said.</p>  |
| 5 |  <p><b>Discussion</b><br/>         People say, “<b>We have two ears but only one mouth</b>”. What do you think this expression is trying to tell us? Brainstorm. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

*Luk olsem* it is telling us that we should listen twice as much as we speak.



6

A big challenge for CDWs when they facilitate a specialist's visit is helping the specialist to also communicate effectively and respectfully.

If the specialist doesn't communicate effectively and respectfully then the relationship is broken between them and the community (and maybe also between you and the community). During community entry, it is a very good idea to discuss with the specialist (and the key people) the *wok mak* that you need to put into practice to facilitate a specialist's visit in a way that meets the Standard.

When you do this, make sure you discuss why and how to communicate effectively and respectfully. And make sure you emphasise the following three things:

- ✓ Don't use big words that are too complicated. Don't use expensive English.
- ✓ Be careful to not talk down to adults – talk to adults as equals
- ✓ Use two-way communication. Take turns to talk. Give people time to respond. Listen.

6



**Written answer**

With your colleagues, discuss what you would say to the specialist so that they know why it is important to not use big words that are too complicated ("don't use expensive English"). In your exercise book, write down two good points from your discussion.

**D**

6

*Las tok*. Sometimes, when you facilitate a specialist's visit, you will need a translator.

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



**Revision discussion**

Effective communication is when everyone understands you and you understand them. Share an example of when you think you have communicated effectively with people from a group or community.

2 hours

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

1



**Discussion**

With your colleagues, share a story of when you have been working in a community, and you had to do something to fit in with local *kastom*. What would have happened if you didn't try and fit in with local *kastom*?

It is important that you do all you can to try and fit in with local *kastom* whenever you work in a community – including when you facilitate a specialist's visit.

Hopefully, you did community entry properly before you started the specialist's visit. Doing community entry in a way that meets the Standard shows respect for local culture.



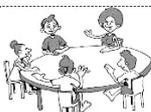
And when you begin the work that the specialist needs to do, respect local culture.

And when you exit the community after finishing the specialist's visit, take your time and do it properly. Respect local *kastom*. *Pasin*.

By working in a way that fits in with local *kastom* you will earn everyone's respect, and your work will go better. *Tok i dai*.

1



|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|---------|-------|---------|--------|------------|--------|---------------|----------------|
| 1              |  <p><b>Discussion</b><br/><i>Tingim as ples bilong yu.</i> What are examples of <i>kastom</i> in your own <i>ples</i> that a CDW would need to fit in with if they came to work in your <i>ples</i>? Share your thoughts with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |        |         |       |         |        |            |        |               |                |
| 1              | <p>When you facilitate a specialist's visit, you need to try and fit in with local <i>kastom</i>. The <i>kastom</i> that you need to fit in with might be different depending on who you are. Put yourself in their shoes, and think about how they will see you. <i>Yu husat?</i></p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> <li>Male or female?</li> <li>Younger or older?</li> <li>Married or single?</li> <li>Dressed-up or casual?</li> <li><i>Nambis o hailans?</i></li> </ul> </div> <p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>. The people you are working with will respect you no matter who you are – as long as you show respect for them.</p> |      |        |         |       |         |        |            |        |               |                |
| 1              |  <p><b>Discussion</b><br/><i>Tingim gen as ples bilong yu.</i> Go through the list on the right and think about how each of these things would make a difference to how a CDW could fit in with the <i>kastom</i> of your <i>ples</i>? In each case, what should the CDW do so that they worked in a way that was appropriate to local culture? Share your thoughts with your colleagues.</p> <table border="1" style="float: right; margin-left: 20px;"> <tr><td>Male</td></tr> <tr><td>Female</td></tr> <tr><td>Younger</td></tr> <tr><td>Older</td></tr> <tr><td>Married</td></tr> <tr><td>Single</td></tr> <tr><td>Dressed-up</td></tr> <tr><td>Casual</td></tr> <tr><td><i>Nambis</i></td></tr> <tr><td><i>Hailans</i></td></tr> </table>                                                                                             | Male | Female | Younger | Older | Married | Single | Dressed-up | Casual | <i>Nambis</i> | <i>Hailans</i> |
| Male           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| Female         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| Younger        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| Older          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| Married        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| Single         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| Dressed-up     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| Casual         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| <i>Nambis</i>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| <i>Hailans</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |         |       |         |        |            |        |               |                |
| 2              |  <p><b>Discussion</b><br/><i>Tingim as ples bilong yu.</i> Imagine you are helping an expatriate specialist – a <i>wait man o meri</i> – to do something in your community. What would you discuss with them so that they know how to respect local <i>kastom</i>? What could you also do during community entry when you talked with key people to help things go smoothly? Share your thoughts with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                |      |        |         |       |         |        |            |        |               |                |
| 2              | <p>When you facilitate the specialist's visit, you also need to help the specialist to work in a way that is appropriate to local culture. Your role is to be the bridge. <i>Tingim.</i></p> <p>If the specialist doesn't work in a way that is appropriate to local culture, then the relationship is broken between them and the community (and maybe also between you and the community).</p> <p>Have a talk with the specialist before you make the visit (or during community entry) and explain why it is very important to work in a way that is appropriate to local culture. Discuss what you can both do so that you show respect.</p> <p>And point to this <i>wok mak</i> from the National Standard <i>long strongim tok bilong yu.</i></p>                                                                                                                                                                      |      |        |         |       |         |        |            |        |               |                |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 |  <p><b>Discussion</b><br/>         If a specialist does something that is not respectful or appropriate to local culture, what should a CDW do? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2 | <p><i>Luk olsem</i> the specialist you are helping is not a CDW. They might do the wrong thing.</p> <p>Your role as a CDW is to be the bridge. If you have a strong relationship with the group or community then normally if something goes wrong it will not cause a big problem.</p>  <p>If the specialist does or says something that is not respectful or appropriate, then you will need to work with the key people (and the specialist) to address the problem or issue. A golden rule is never hope that a problem or issue will solve itself – especially one which involves someone disrespecting local culture. If this happens then immediately discuss with the key people (and the specialist) what to do about it.</p> <p>A <i>wok mak</i> that you need to <i>inapim</i> if you want to facilitate a specialist’s visit in a way that meets the Standard is: “help the specialist and the group to address any problems or issues while the information is being collected”. We will learn how to do this later in the course <i>olsem na stap isi pastaim</i>.</p> |
| 3 |   <p><b>Written answer</b><br/>         With your colleagues, discuss what you would say to a specialist so that they know <u>why it is important</u> to work in a way that respects local culture. Next, in your exercise book write down two good points from your discussion.</p> <div style="text-align: right; background-color: black; color: white; padding: 5px;"><b>E</b></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for *kastom*. But because we are so good at respecting different cultures, we find it so hard to help people think about changing parts of their culture that may no longer be helping them.

You can respect a different culture without agreeing with it – in the same way that you might respect your father or mother, but disagree with them, or respect the religious views of a friend but not believe in them yourself.

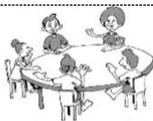
Culture (including the different roles of men and women) has developed over a very long history. But a healthy culture also changes as the world changes.

Helping a specialist to do something with a group or community that challenges or tests their culture can be one of the most difficult things for a CDW to do.

3



3



### Activity

In CDW Coursebook 1 we looked at ways to show respect for local culture. *Tingim*. We looked at it in topic 2.4 "How to show respect for local culture and be sensitive to gender roles". With your colleagues, go back over this topic in CDW Coursebook 1 again. *Kirapim bek tingting*. If you need to facilitate a specialist's visit and what they are doing will challenge or test local culture, what should you do during community entry?

If this course is being run as a training by a trainer, then they will go back over this with you



### Revision discussion

If a specialist does something that is not respectful or appropriate to local culture, should you include this in your report about the visit?

# How to discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit

3 hours

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



### Activity

Go outside with your colleagues. One of you pretend to be a specialist (for example, a district officer collecting information on who lives in each household). Everyone else pretend you are members of a community (that the specialist is working with).

If this course is being run as a training by a trainer, then they will do this activity with everyone

The specialist will be leading everyone on a walk somewhere. For example a walk to the volleyball court then around the big tree and back. The walk needs to be hard - with obstacles to move around - but not so hard that people might get injured.

The specialist has their eyes open (they know where they will be going) and stands in the middle. Everyone else (from the community) needs to hold hands on either side of the specialist and SHUT THEIR EYES. *Ai pas.*



Next, the specialist needs to lead everyone on the walk. Hold hands as you walk. *Pasim ai.* Only the specialist knows where everyone is going.

When the walk is finished open your eyes and discuss together how it felt to be led around by a specialist with your eyes closed.

*Tok save* if you don't have colleagues to help you do this activity *em orait.* Read through the activity carefully and imagine what it would feel like to be led around by a specialist (or anyone) with your eyes closed.



Too often, when a specialist comes to work with a group or community, everyone has their eyes closed. No one knows what is happening. *Ai pas. Ai pas gut tru.* This causes all sorts of problems.



## How to discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit

1



### Discussion

Too often, when a specialist comes to work with a group or community, everyone has their eyes closed. No one knows what is happening. *Ai pas.*

*Ai pas gut tru.* What sort of problems does this cause?

But more than having their eyes open, the key people and their group or community need to be IN CONTROL of what is happening. The key people and their group or community need to have their eyes open AND they need to be helping to lead.

Think about the activity where you went on a walk - to the volleyball court then around the big tree and back *o kain olsem*. The key people and their group or community should be leading the specialist (and the CDW), not the other way around. This is because it is their community. *Ples bilong ol.* They know where the dangers are, they know the easy route, they know who owns the ground, they know who will need help in their community so everyone can walk together. *Kain kain.* They know!

If development is led by the community, then everyone in the community feels powerful. If development is led by the community, then leaders and key people get the confidence they need. If development is led by the community, then it builds trust.

It is good if key people and their group or community lead the specialist (and the CDW), not the other way round. It is even better if the group or community don't just lead the walk but decide where to walk in the first place (to achieve their vision and missions).

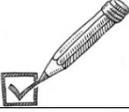
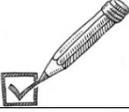
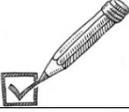
This is *tru* community-led development

1

OL LAIN.. SISTA YA EM KAM LO  
DISTRIK OFIS LO TOKTOK LONG OL  
YANGPLA LONG OL KAIN KAIN  
PILAI OL BAI PILAI LONG EN...



**How to discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit**

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                   |                                                                                                                                                              |                                                                                   |                                                                                                 |                                                                                   |                                                                           |                                                                                    |                                                                     |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 2                                                                                  | <p><i>Yumi raunim liklik tasol kam bek gen.</i> The role of a CDW during a specialist's visit is to work in a way that meets the National Standard, so that the key people and their group or community are IN CONTROL.</p> <p>For the key people and their group or community to be IN CONTROL, they need to:</p> <table border="1" data-bbox="256 539 1401 1003"> <tr> <td data-bbox="256 539 427 658"></td> <td data-bbox="427 539 1401 658">Understand the purpose of the specialist's visit, what information needs to be collected, how it will be used, and how the group or community might benefit.</td> </tr> <tr> <td data-bbox="256 658 427 777"></td> <td data-bbox="427 658 1401 777">Review the plan for collecting the information and the methods and equipment that will be used.</td> </tr> <tr> <td data-bbox="256 777 427 893"></td> <td data-bbox="427 777 1401 893">Give their consent for the specialist's visit to go ahead. <i>Wanbel.</i></td> </tr> <tr> <td data-bbox="256 893 427 1003"></td> <td data-bbox="427 893 1401 1003">Discuss roles and expectations. Who will do what. Who expects what?</td> </tr> </table> |  | Understand the purpose of the specialist's visit, what information needs to be collected, how it will be used, and how the group or community might benefit. |  | Review the plan for collecting the information and the methods and equipment that will be used. |  | Give their consent for the specialist's visit to go ahead. <i>Wanbel.</i> |  | Discuss roles and expectations. Who will do what. Who expects what? |
|   | Understand the purpose of the specialist's visit, what information needs to be collected, how it will be used, and how the group or community might benefit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                   |                                                                                                                                                              |                                                                                   |                                                                                                 |                                                                                   |                                                                           |                                                                                    |                                                                     |
|   | Review the plan for collecting the information and the methods and equipment that will be used.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                   |                                                                                                                                                              |                                                                                   |                                                                                                 |                                                                                   |                                                                           |                                                                                    |                                                                     |
|   | Give their consent for the specialist's visit to go ahead. <i>Wanbel.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                   |                                                                                                                                                              |                                                                                   |                                                                                                 |                                                                                   |                                                                           |                                                                                    |                                                                     |
|  | Discuss roles and expectations. Who will do what. Who expects what?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                   |                                                                                                                                                              |                                                                                   |                                                                                                 |                                                                                   |                                                                           |                                                                                    |                                                                     |
| 2                                                                                  | <p> <b>Discussion</b></p> <p><i>Luksave</i> the four things that need to happen for the key people and their group and community to be IN CONTROL (above) are the next four <i>wok mak</i> in the Standard – starting with the <i>wok mak</i> we are looking at now. <i>Luksave.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                   |                                                                                                                                                              |                                                                                   |                                                                                                 |                                                                                   |                                                                           |                                                                                    |                                                                     |
| 3                                                                                  | <p> This <i>wok mak</i> from the Standard is: <b>Discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit.</b></p> <p>Most CDWs begin the job of facilitating a specialist's visit with a community <i>kibung</i>. A meeting with everyone from the group or community puts <i>olgeta toktok long ples klia</i>.</p> <p>And one of the first things you should do (after the prayer and <i>tok welkam</i>) is put this <i>wok mak</i> into practice.</p> <p><i>Statim wantaim klia tingting. Ai op.</i></p> <p>Discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |                                                                                                                                                              |                                                                                   |                                                                                                 |                                                                                   |                                                                           |                                                                                    |                                                                     |

**How to discuss with the group the purpose of the specialist’s visit, including what information needs to be collected, how it will be used, and how the group or community might benefit**

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Discussion</b><br/>         Discuss with your colleagues what could happen if a specialist visits a community, and people in the community don’t know why the specialist has come or what they are doing?</p>                                                                                                                                                                                                                                                                                                                                                                         |
| 3 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Even if you are a CDW who works for an organisation that has a long partnership with a community, if people starts to see all sorts of experts coming and going in their community, without knowing who they are or what they are doing, it will cause suspicion and distrust. Jealousy too. And worse!</p> <p>This can ruin the working relationship that you (and your organisation) has with the group or community. And worse, it makes people in the group or community feel powerless. The key people and leaders, and their group or community, always need to be IN CONTROL.</p> |
| 3 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Discussion</b><br/>         What are examples of the sort of work that a specialist might do (that you need to help facilitate)? <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3 | <p>A specialist has “special” or “expert skills”. <i>Kaksi.</i> There are lots of different types of specialists. <i>Kain kain kaksi.</i></p> <ul style="list-style-type: none"> <li>Water supply experts</li> <li>Construction and engineering experts</li> <li>Community Development Worker experts</li> <li>Agriculture experts</li> <li>Relocation experts</li> <li>Peace building experts</li> <li>Disaster relief experts</li> <li>Finance experts</li> <li>Project planning experts</li> <li>Line managers</li> <li>Monitoring experts</li> <li>Evaluation experts</li> <li>Business experts</li> <li>District Inspectors</li> <li>NGO Managers</li> <li>Culture experts</li> <li>Law and order experts</li> <li>Health experts</li> </ul> |  <p>And the work that they might do (that you need to help facilitate) is just as varied.</p>                                                                                                                                                                                                                                                                                                                                                                                                           |

**How to discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit**

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3</p> |  <p><b>Discussion</b><br/>         Think about a health expert. What are some things they might need to do in a community (that you need to help facilitate)? Brainstorm.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>3</p> | <p>The first part of this <i>wok mak</i> says "Discuss the purpose of the specialist's visit, including what information needs to be collected...". Think about a health expert. There are all sorts of things they might need to do in a community (that you need to help facilitate):</p> <ul style="list-style-type: none"> <li>Check on the health of infants</li> <li>Do awareness on a new disease</li> <li>Explain how to prevent HIV</li> <li>Collect information from the clinic</li> <li>Give vaccinations</li> <li>Help design a community health project</li> <li>Survey families about their health concerns</li> <li>Research the causes of a disease</li> <li>Help build a new ward for pregnant mothers</li> </ul> <p><i>Kain kain wok</i></p> <p>When you begin the <i>kibung</i>, <i>putim long ples klia</i> the purpose of the specialist's visit.</p> <p>And make sure you explain what information will be collected. You don't need to go through everything in detail. Just enough detail so that everyone in the group or community has a fair idea of what will happen <i>pisin lukluk kam daun</i>.</p> <p>You can ask the specialist to explain the purpose of their visit, and what information needs to be collected. Fine. But help them to not use jargon and "expensive" English. Jargon and "expensive" English <i>emi tok ples kaksi. Tok ples kaksi maski</i>.</p> <div data-bbox="256 1473 437 1644" style="border: 1px solid black; padding: 5px; display: inline-block;"> </div> <p>Or even better, get the key people to do it. They should know already because <i>luk olsem</i> you should have discussed it with them when you made preparations and again during community entry. Don't forget that encouraging key people to take the lead is a <i>wok mak</i> that you need to <i>inapim</i> if you want to work in a way that meets the Standard.</p> |
| <p>4</p> |  <p><b>Discussion</b><br/>         If the specialist is coming to to collect information as part of an agreement that has already been made (with the group or community) is it a good idea to go over the purpose and content of the agreement again with everyone?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**How to discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit**

4 If the specialist is coming to collect information as part of an agreement that has already been made (with the group or community), then it is very important to go over this agreement again with everyone so they are clear. *Kirapim bek tingting.*

For example, there might be a cooperation agreement or a project agreement in place between the group or community and an outside organisation – and part of the agreement is for a specialist to come and collect information (about health statistics or water sources or clan boundaries or to evaluate the success of an expected project outcome *o kain olsem*).

To meet the National Standard, any agreement between an outside organisation and a group or community should involve everyone in the group or community (not just the leaders and key people). You can find out more information on how to facilitate an agreement in a way that meets the Standard in CDW Coursebook 4.



5 The next part of this *wok mak* says you need to explain how the information that needs to be collected will be used and how the group or community might benefit.

*Wanem as trutru na wanem kaikai grup o komiuniti yet bai kisim long en?*

You might think it is obvious. You might think people already know. But it is very important to discuss again with everyone in the group how the information will be used and how the group or community might benefit.



5  **Activity**

Think about a health expert. Imagine you are helping them to do a health survey in Ward 7. The specialist has been asked by the Government to do a survey across the entire district to collect information on infant mortality (how many babies are dying and why). With your colleagues, answer the following two questions:

1. What are some ways you think this information could be used (by the Government)?
2. What are some ways the Ward 7 community might benefit?

**How to discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit**

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <p>Often how the information will be used and how the group or community might benefit is clear because it was the group who asked the specialist to come and do the work.</p> <p>For example, the specialist might be a water-supply expert who is coming to collect information on possible water sources for a water-supply project. The group or community should have been involved in developing the project plan. The need for a specialist to come and help identify water sources should be clear to everyone.</p> <p>BUT it is still important to <i>putim ples klia gen</i> at the start of the visit. There might be people in the group or community who have forgotten. There might be new people involved. <i>Putim long ples klia</i> how the information will be used and how the group or community might benefit so that everyone is singing from the same hymn sheet.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 5 |  <p><b>Discussion</b></p> <p>What could happen if young people in a community don't think they will benefit from what the specialist has come to do?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5 | <p>Hopefully there is good participation at the <i>kibung</i>. As many people as possible need to be involved – not just leaders and key people. And hopefully there is good inclusion. People from groups we normally leave behind or exclude should be included. Women, young people, people with disabilities. <i>Em nau yu save pinis</i>.</p> <p>When you discuss how the group or community might benefit, <i>brukim igo daun gen</i> to how both women and men might benefit – and how youth might benefit – and how people living with a disability might benefit.</p> <p>Doing this helps everyone think about why and how everyone should benefit from development – not just those at the front.</p> <p>This can also help the specialist, because they (and whoever they represent) also need to be thinking about how to make sure the information they collect also benefits everyone (not just those at the front). And if the specialist also understands why inclusive development is important, this might change what information they collect, and how it is used – and how the group or community might benefit. <i>Tingim</i>.</p>  <p><b>The kumul needs two wings to fly</b><br/><b>People with disabilities need the chance to fly</b><br/><b>The next generation needs to learn how to fly</b></p> |

**How to discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit**

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 |  <p><b>Activity</b><br/>As a CDW, you have the most important job in development. You are in the middle. Your role is to be a bridge. You help <i>ol lain long ples. Em klia</i>. But you can also influence the organisations and the people who make decisions <i>antap</i>. For example, don't assume that the specialist (or their organisation) knows what inclusive development means, or why it is important. What would you say to the specialist so that they also understand why inclusive development matters?</p> <p><b>THREE BIG REASONS</b> why inclusive development matters:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>1</b> It matters because it's not fair. <i>Tarangu. Wari. Tok bilong Jisas. Have a heart. Mi sori long ol. Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. Equality. Em wan.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>2</b> <i>Na tu</i>, it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem</i>. People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim</i>. They can become dependent on other people and the Government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap.</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>3</b> <i>Na tri</i>, it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant!) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.</p> </div> |
| 6 |  <p>When everyone discusses how the group or community might benefit from the information the specialist needs to collect, encourage key people to take the lead.</p> <p><i>Larim ol long toktok namel long ol yet.</i></p> <p>If the group or community is <i>wanbel</i> that the work the specialist needs to do will benefit them, then everything should go smoothly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 6 |  <p><b>Written answer</b></p> <p>With your colleagues, discuss what could go wrong if the group or community don't know how they might benefit from the work the specialist will be doing? Next, in your exercise book write down what could go wrong.</p> <div style="text-align: right; background-color: black; color: white; padding: 2px 5px; font-weight: bold;">F</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



**Revision discussion**

If the CDW facilitated the cooperation agreement or project agreement in a way that meets the National Standard, should everyone in the group or community already know the purpose of the specialist's visit?

3 hours

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

The role of a CDW during a specialist's visit is to work in a way that meets the National Standard, so that the key people and their group or community are IN CONTROL.

For the key people and their group or community to be IN CONTROL, they need to:

1



Understand the purpose of the specialist's visit, what information needs to be collected, how it will be used, and how the group or community might benefit.

But to be IN CONTROL the key people and their group or community also need to:



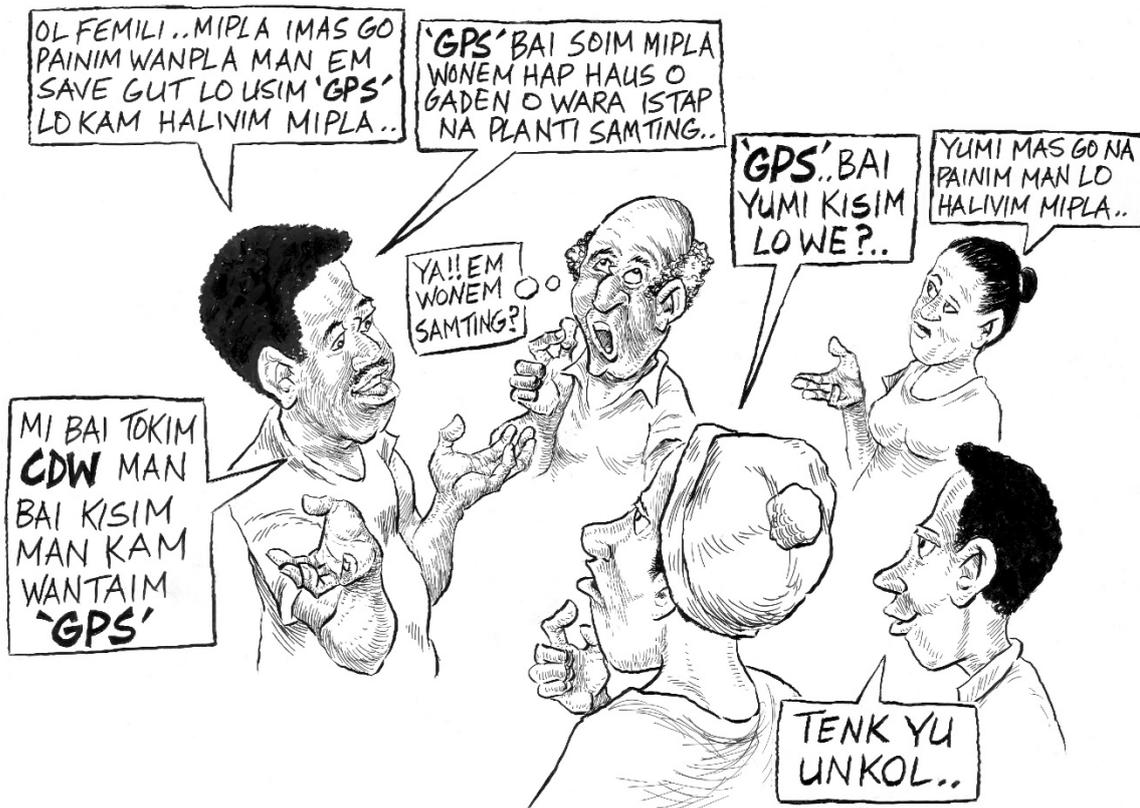
Review the plan for collecting the information and the methods and equipment that will be used.



**Discussion**

What could happen if the specialist uses equipment that people in the community don't understand? Discuss this with your colleagues.

1



## How to review with the group the plan for collecting the information and the methods and equipment that will be used

This *wok mak* from the Standard is **review with the group the plan for collecting the information and the methods and equipment that will be used.**

*Luk olsem* everyone understands the purpose of the specialist's visit, what information needs to be collected, how it will be used, and how the group or community might benefit. Nice. Now everyone needs to know the details about the plan, and the methods and equipment that will be used.

1



The first part of this *wok mak* is **review with the group the plan for collecting the information.**

The plan for collecting the information (and what methods and equipment will be used) should have been discussed with the key people during community entry. But it is very important to go through it again with everyone during the *kibung*.

2

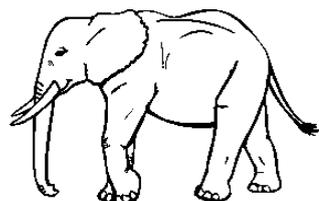
When you do this, an important word is 'review'. Review means more than just telling everyone what the plan is. Review is two-way. It means that the group or community should also have the opportunity to influence the plan.



Don't forget the key people and their group or community should lead the specialist (and the CDW), not the other way around.



# How to review with the group the plan for collecting the information and the methods and equipment that will be used

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2                                                     |  <p><b>Activity</b></p> <p>Below are the <i>wok mak</i> for community entry (Element 2). If you (and the specialist) did community entry in a way that meets the Standard, do you think the key people would already understand the plan for collecting the information (and what methods and equipment will be used)? Do you think it would be a good idea to ask key people to help the specialist and the CDW to review the plan for collecting the information (and what methods and equipment will be used)?</p>                                                                                                                                                                                                                                                                                                                                                                                            |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                       | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center; vertical-align: middle;"> <p><b>2</b></p> <p><b>Conduct community entry</b></p> </td> <td> <p>2.1 Confirm who the key people are and work with them to make arrangements for the visit</p> <p>2.2 Discuss roles, expectations, and the purpose of the visit with key people</p> <p>2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities</p> <p>2.4 Communicate effectively and respectfully with key people</p> <p>2.5 Show respect for local culture and be sensitive to gender roles</p> <p>2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes</p> <p>2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities</p> </td> </tr> </table>                                                                               | <p><b>2</b></p> <p><b>Conduct community entry</b></p> | <p>2.1 Confirm who the key people are and work with them to make arrangements for the visit</p> <p>2.2 Discuss roles, expectations, and the purpose of the visit with key people</p> <p>2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities</p> <p>2.4 Communicate effectively and respectfully with key people</p> <p>2.5 Show respect for local culture and be sensitive to gender roles</p> <p>2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes</p> <p>2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities</p> |
| <p><b>2</b></p> <p><b>Conduct community entry</b></p> | <p>2.1 Confirm who the key people are and work with them to make arrangements for the visit</p> <p>2.2 Discuss roles, expectations, and the purpose of the visit with key people</p> <p>2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities</p> <p>2.4 Communicate effectively and respectfully with key people</p> <p>2.5 Show respect for local culture and be sensitive to gender roles</p> <p>2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes</p> <p>2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities</p>                                                                                                                                                                                                                                                                           |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2                                                     | <p>During the <i>kibung</i> with everyone at the start, most CDWs help the specialist to go through the details of the plan, and after each key activity they ask everyone to make suggestions and confirm if they are happy.</p> <p>Some CDWs like to put the participants into small groups to go through the details of the plan, because they know that some people in a <i>kibung</i> find it hard to speak up. It is a good idea to at least put everyone into a men's group and a women's group – <i>tasol long mekim gut tru brukim igo long man na meri na yut man na yut meri</i>.</p> <p>If more different groups of people (men, women, youth) have a chance to make suggestions, it is more likely you will have the full story (remember the elephant!) so the plan is a good plan. And it is more likely that each group (men, women, youth) will help and support when the work begins.</p>  |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2                                                     |  <p><b>Activity</b></p> <p>Below is a plan for collecting information developed by a water-supply specialist. Pretend that you and your colleagues are the CDW. You have already discussed the plan for collecting the information (and what methods and equipment will be used) with key people during community entry. Nice.</p>  <p>Now you need to review this plan with everyone at the <i>kibung</i>? What are the key things to get everyone to review? Would you put people into small groups (<i>man na meri na yut man na yut meri o kain olsem</i>) when you did it? What words might <i>ol lain long ples</i> find confusing? What are some methods or equipment that you think need to be explained in more detail?</p>                                                                                        |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## How to review with the group the plan for collecting the information and the methods and equipment that will be used

|          | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Method             | Equipment                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------|
|          | Day 1<br>Community Entry                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                                                                                       |
|          | Day 2<br>Start-of-work community <i>kibung</i>                                                                                                                                                                                                                                                                                                                                                                                                                | Group discussion   | Butcher paper<br>Equipment (to demonstrate)                                           |
|          | Day 3<br>Collect information on water use from a sample of Mako village households (approx. 20 households).                                                                                                                                                                                                                                                                                                                                                   | Questionnaire      | Tablet<br>GPS                                                                         |
|          | Day 4<br>Collect information on water use from a sample of Bulbul village households (approx. 20 households)                                                                                                                                                                                                                                                                                                                                                  | Questionnaire      | Tablet<br>GPS                                                                         |
|          | Day 5<br>Map likely water sources, pipe locations, and possible tank locations.<br>Take samples of water purity and calculate flow rates (using buckets) for each likely water source.                                                                                                                                                                                                                                                                        | Surveys<br>Samples | Tablet<br>GPS<br>Sample jars<br>Buckets                                               |
|          | Day 6<br>End-of-work community <i>kibung</i>                                                                                                                                                                                                                                                                                                                                                                                                                  | Group discussion   | Butcher paper                                                                         |
| <b>2</b> |  <p><b>Written answer</b><br/>With your colleagues, discuss why some CDWs like to put the participants into small groups (<i>man na meri na yut man na yut meri</i>) to go through the details of the plan. Next, in your exercise book write down two good points from your discussion.</p>                                                                                 |                    | <b>G</b>                                                                              |
| <b>3</b> |  <p><b>Discussion</b><br/>What are some 'methods' that specialists use to collect information? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                 |                    |                                                                                       |
| <b>3</b> | <p>Specialists use all sorts of methods to collect information:</p> <ul style="list-style-type: none"> <li>○ Surveys</li> <li>○ Samples</li> <li>○ Checklists</li> <li>○ Photographs</li> <li>○ Case study</li> <li>○ Transects</li> <li>○ Surveys</li> <li>○ Interviews</li> <li>○ Group discussions</li> <li>○ Inspections</li> <li>○ Household surveys</li> <li>○ Observations</li> <li>○ Questionnaire</li> <li>○ Mapping</li> <li>○ Genealogy</li> </ul> |                    |                                                                                       |
| <b>3</b> |  <p><b>Activity</b><br/>Pretend that you are working with a water-supply specialist, and you need to explain two methods to everyone at the <i>kibung</i>: (1) Household surveys and (2) questionnaire. With your colleagues, have a go at explaining these two methods to <i>ol lain long ples</i> in a way that people could understand.</p>                             |                    |  |
| <b>4</b> |  <p><b>Discussion</b><br/>Share stories from your experience (or that you have heard) about how <i>ol lain long ples</i> can sometimes misunderstand what equipment that specialist's use is for (because no one explained to them what it was for).</p>                                                                                                                   |                    |                                                                                       |

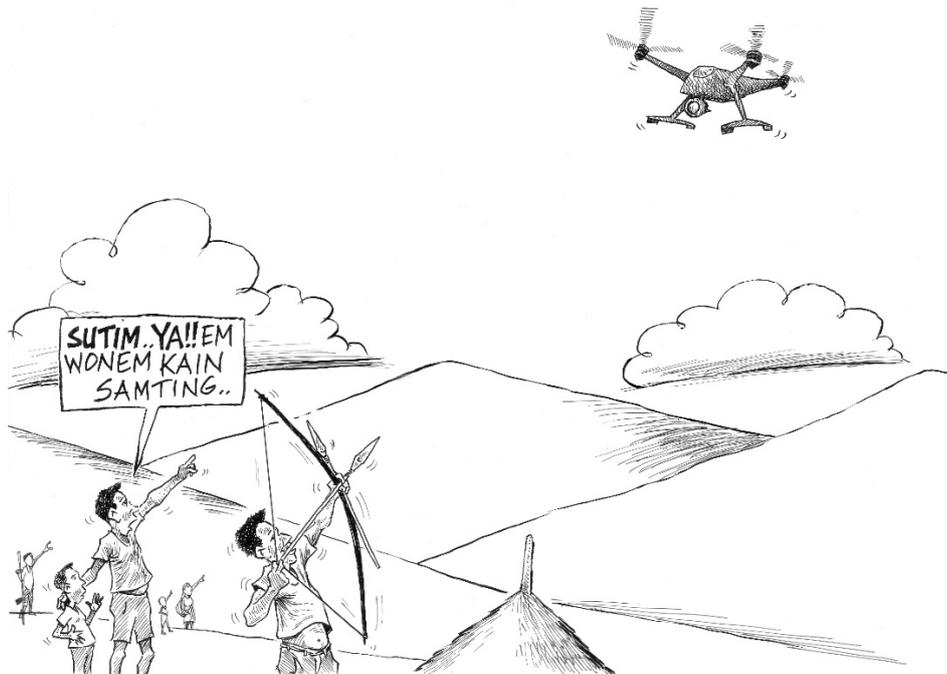
**How to review with the group the plan for collecting the information and the methods and equipment that will be used**

One CDW tells a story about a specialist who used a handheld GPS to mark the location for a water supply header tank. Someone in the community thought the GPS machine was able to identify who the *papa graun* was (because they had seen it used to identify land boundaries during a land dispute), so they persuaded young men to steal the GPS and stop the work. It nearly got out of control.

Another CDW tells a story about a specialist who was collecting water samples – and he was told to leave because the community thought he was poisoning the water.

Another CDW tells a story about people shooting down an aerial drone that was taking photos of gardens because they thought it was spreading germs.

4



4



**Discussion**

What are examples of equipment that specialists use to collect information? Discuss this with your colleagues.

4

Specialists use all sorts of equipment to collect information:

- |                    |                       |                  |
|--------------------|-----------------------|------------------|
| ○ Pens and paper   | ○ Microphone          | ○ Traps          |
| ○ Test tubes       | ○ Recording equipment | ○ Sample jar     |
| ○ Handheld GPS     | ○ Clip boards         | ○ Pipettes       |
| ○ Aerial drone     | ○ Tablet              | ○ Thermometers   |
| ○ Measuring wheel  | ○ PH testers          | ○ Weather meters |
| ○ Camera and video | ○ Pruners             | ○ Rain guage     |
| ○ Laser levels     | ○ Sieves              | ○ Counters       |
| ○ Binoculars       | ○ Nets                | ○ Flag markers   |
| ○ Tree corers      | ○ Microscopes         | ○ Magnifiers     |

## How to review with the group the plan for collecting the information and the methods and equipment that will be used

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <div data-bbox="256 309 405 421" data-label="Image"> </div> <p><b>Activity</b></p> <p>A handheld GPS is often used by specialists. They allow the specialist to record a location. When the specialist stands at the location they want to record, they press a button, the GPS speaks with satellites, and the satellites tell the GPS its exact location on the earth (using lines of latitude and longitude). Later, the specialist can 'download' these location points onto a map using a computer. With your colleagues, have a go at explaining how a GPS works to <i>ol lain long ples</i> in a way that people could understand. If you need to research how a GPS works first, then do so.</p> <div data-bbox="1129 309 1401 497" data-label="Image"> </div>                      |
| 4 | <p>Ask the specialist to explain the methods and equipment they plan to use. But specialists <i>save slip kirap wantaim</i> "expensive" words and jargon.</p> <p>This is why it will normally be better if you (or the key people) help the specialist to explain the equipment in a way that <i>ol lain long ples</i> can understand.</p> <p>And if possible, ask the specialist to demonstrate the equipment. Show and tell.</p> <p>If everyone understands the equipment and how it works they will be less suspicious <i>em wan</i>. <i>Na tu</i> it builds trust. <i>Na tri</i> it helps close the gap that is opening up in PNG between formally educated elites, and the majority of people who are not formally educated or don't have access to information. <i>Sotim rop</i>.</p> |



### Revision discussion

If you make sure the specialist knows that a *wok mak* you need to *inapim* is 'review with the group the plan for collecting the information and the methods and equipment that will be used', will this help you to put this *wok mak* into practice?



# How to confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next

1 hour

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

To be IN CONTROL the key people and their group or community need to:

1



Understand the purpose of the specialist's visit, what information needs to be collected, how it will be used, and how the group or community might benefit.



Review the plan for collecting the information and the methods and equipment that will be used.

But to be IN CONTROL the key people and their group or community also need to:



Give their consent for the specialist's visit to go ahead. *Wanbel.*

1



### Discussion

What does consent mean? Discuss this with your colleagues.

Even though you might already have a strong sense that everyone supports (or doesn't support) the specialist's visit, it is important to confirm that this is the case. *Pasin.*

Normally, finding out if everyone consents to the specialist's visit going ahead is simply a matter of asking everyone. "Is it okay for the specialist's visit to continue?"

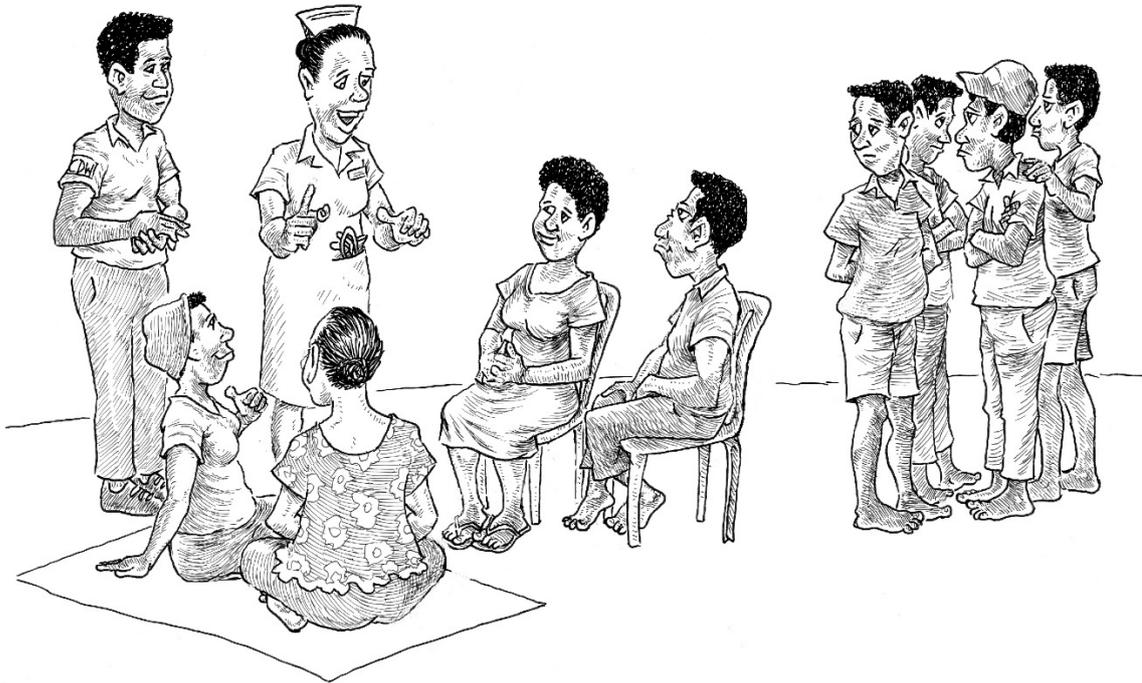
# BUT

But make sure everyone gets a chance to have their voice heard. Some people find it hard to speak up in a *kibung.*

1



**How to confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next**

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1</p> |  <p><b>Discussion</b><br/>         Who are people who might find it hard to speak up in a <i>kibung</i>? What could you do to make sure they have their voices heard?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>1</p> | <p>Many CDWs like to first ask women and young people at the <i>kibung</i> if they are happy with the specialist's visit going ahead – before asking the whole group.</p> <p><i>"Yupela ol meri na ol yangpela yupela wanbel long kaksi bai raun na mekim wok?"</i></p> <p>Doing this makes it easier for women and young people to say what they think. This is because it can be hard for women and young people to go against what their husbands and fathers and leaders say.</p>   <p>A good idea is to ask key people to <i>go pas</i> to check if everyone gives their consent. But if you do this, make sure they are careful to check that everyone gives their consent – including women and youth.</p> |
| <p>1</p> |  <p><b>Discussion</b><br/>         What could go wrong if a specialist visit goes ahead, but it turns out that young men didn't want it to go ahead? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**How to confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next**



|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2 |  <p><b>Written answer</b></p> <p>With your colleagues, discuss some reasons why a group or community might not give their consent to the specialist's visit going ahead? Next, in your exercise book write down three good reasons.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>H</b> |
| 2 | <p>Sometimes people want more details first before they are comfortable giving their consent to the visit going ahead. Fine. Discuss more details first before checking everyone gives their consent.</p>  <p>But sometimes people won't give their consent for other reasons that can't be easily satisfied by more discussion (and more information).</p> <p>It might be that the community are worried about the visit causing problems with neighbouring communities – jealousy <i>o kain olsem</i>.</p> <p>It might be that there is a political dispute <i>namel long ol</i>.</p> <p>Or there might be that something else is happening in the community that means the visit would be disrespectful or inappropriate.</p> <p>Or it might be that people have safety or environmental concerns.</p> |          |
| 2 |  <p><b>Discussion</b></p> <p>What should you do if people don't give their consent? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| 2 | <p>If consent is not given, then discuss what to do.</p> <p>It might be that the specialist will need to return another time (with more information). If this is the case then try and decide on a time when the visit can take place.</p> <p>Or it might just be that the specialist's visit is not possible. Fine. If this is the case then make sure you discuss with everyone what the consequences might be for the group or community if the specialist is not able to collect the information.</p>                                                                                                                                                                                                                                                                                              |          |



**Revision discussion**

Share with you colleagues an example from your own experience of when consent was not given for a specialist's visit to go ahead?

2 hours

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

To be IN CONTROL the key people and their group or community need to:



Understand the purpose of the specialist's visit, what information needs to be collected, how it will be used, and how the group or community might benefit.



Review the plan for collecting the information and the methods and equipment that will be used.



Give their consent for the specialist's visit to go ahead. *Wanbel*.

1

But to be IN CONTROL the key people and their group or community also need to:

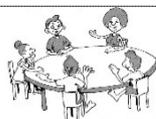


Discuss roles and expectations. Who will do what. Who expects what?



Don't forget the *wok mak* from the Standard don't need to be performed in order. The *wok mak* from the Standard are the key ingredients – what order you put them into your mix depends on your recipe. The Standard doesn't tell you what recipe to follow when you do your work – that is up to you (and your organisation).

1



### Discussion

If a specialist and a CDW came to your *ples*, and they did the four things above *before* beginning their work, would you feel IN CONTROL?



2

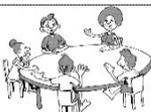


*Luk olsem* the specialist is ready to begin the work of collecting the information.

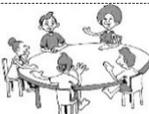
But before the community *kibung* ends (and the specialist starts their work), most CDWs first discuss roles and expectations with everyone. *Wok mak em olsem*. Who will do what. Who expects what?

### Discuss roles

The CDW has a role to play. The specialist has a role to play. The key people have a role to play. *Luk olsem* everyone in the group or community has a role to play.

|   |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 |    | <p><b>Discussion</b></p> <p>What is the role of the CDW during a specialist’s visit? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|   |                                                                                     | <p>CDWs can be from <i>outside</i> the community. CDWs can be from <i>inside</i> the community.</p> <p>A CDW has the most important job in development. This is why the PNG Government and expert PNG CDWs set up the PNG National Standard.</p> <p>Hopefully the group or community asked the specialist to come and help them. Easy. But sometimes this won’t be the case. Either way, during a specialist’s visit, the role of a CDW is to make sure the group or community is in control. This means everything the specialist is doing needs to be out in the open and crystal clear.</p> <p>Never forget that the information the specialist needs to collect <i>belongs</i> to the group or community. No one can collect it (and take it away) without their consent.</p> |
|   |   | <p><b>The role of a CDW during a specialist’s visit is to make sure the key people and their group or community stay IN CONTROL.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2 |  | <p><b>Discussion</b></p> <p>What is the role of the specialist? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|   |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|   |  | <p><b>The role of the specialist is to collect information in a way which makes sure the key people and their group or community stay IN CONTROL.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 2                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Discussion</b></p> <p>What is the role of the key people from the group or community? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
| 2                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                      | <p>The role of key people is to assist the CDW and the specialist and to represent the interests of their group or community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
| 2                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Discussion</b></p> <p>What is the role of everyone else in the group or community? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
| 2                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                      | <p>The role of everyone in the group or community is to cooperate with their key people, the CDW, and the specialist.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
| 2                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Written answer</b></p> <p>With your colleagues, discuss the roles of the CDW, the specialist, the key people, and everyone else in the group or community. Next, write down everyone's roles (below) in your exercise book.</p> <table border="1" data-bbox="252 1088 1399 1608"> <tr> <td data-bbox="252 1088 448 1220">  </td> <td data-bbox="448 1088 1399 1220"> <p>The role of a CDW during a specialist's visit is to make sure the key people and their group or community stay <b>IN CONTROL</b>.</p> </td> </tr> <tr> <td data-bbox="252 1220 448 1352">  </td> <td data-bbox="448 1220 1399 1352"> <p>The role of the specialist is to collect information in a way which makes sure the key people and their group or community stay <b>IN CONTROL</b>.</p> </td> </tr> <tr> <td data-bbox="252 1352 448 1485">  </td> <td data-bbox="448 1352 1399 1485"> <p>The role of key people is to assist the CDW and the specialist and to represent the interests of their group or community.</p> </td> </tr> <tr> <td data-bbox="252 1485 448 1608">  </td> <td data-bbox="448 1485 1399 1608"> <p>The role of everyone in the group or community is to cooperate with their key people, the CDW, and the specialist.</p> </td> </tr> </table> |  | <p>The role of a CDW during a specialist's visit is to make sure the key people and their group or community stay <b>IN CONTROL</b>.</p> |  | <p>The role of the specialist is to collect information in a way which makes sure the key people and their group or community stay <b>IN CONTROL</b>.</p> |  | <p>The role of key people is to assist the CDW and the specialist and to represent the interests of their group or community.</p> |  | <p>The role of everyone in the group or community is to cooperate with their key people, the CDW, and the specialist.</p> |
|  | <p>The role of a CDW during a specialist's visit is to make sure the key people and their group or community stay <b>IN CONTROL</b>.</p>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
|  | <p>The role of the specialist is to collect information in a way which makes sure the key people and their group or community stay <b>IN CONTROL</b>.</p>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
|  | <p>The role of key people is to assist the CDW and the specialist and to represent the interests of their group or community.</p>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
|  | <p>The role of everyone in the group or community is to cooperate with their key people, the CDW, and the specialist.</p>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |
| 3                                                                                   | <p><b>Discuss expectations</b></p> <p>You have discussed roles. Who will do what. Now you need to discuss expectations.</p> <ul style="list-style-type: none"> <li>✓ Ask the key people to discuss what they expect from everyone else</li> <li>✓ Ask the specialist to discuss what they expect from everyone else</li> <li>✓ Ask the group or community to discuss what they expect from everyone else</li> <li>✓ You the CDW discuss what you expect from everyone else</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                          |                                                                                     |                                                                                                                                                           |                                                                                     |                                                                                                                                   |                                                                                     |                                                                                                                           |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>Knowing what everyone's expectations are will help everyone meet those expectations – and it means there shouldn't be any 'unrealistic' expectations that become problems. Problems grow in darkness. Let the sunshine in. <i>Putim olgeta toktok long ples klia.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3 |  <p><b>Discussion</b><br/>What is the difference between 'realistic' expectations and 'unrealistic' expectations? Discuss this with your colleagues. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3 | <p>Often, we have 'unrealistic' expectations. Unrealistic expectations are what we expect will happen that is not real (not possible or not likely).</p> <p>During community entry, you (and the specialist) should have put into practice the <i>wok mak</i> 'discuss roles, expectations, and the purpose of the visit with key people'. When you did this, hopefully you tried to make sure the key people had realistic expectations.</p> <p>During the <i>kibung</i> it is also important to make sure that everyone else in the group or community has realistic expectations. For example, some members of the group or community might expect that the specialist will pay them if they help the specialist to collect the information. It may be that they will be paid – fine – but it is important to <i>putim long ples klia</i>.</p>  <div style="display: flex; align-items: center;">  <p>If you can, ask the key people to <i>go pas</i> to discuss expectations during the <i>kibung</i>. They should know about expectations because <i>luk olsem</i> you discussed it together during community entry. And don't forget that encouraging key people to take the lead is a <i>wok mak</i> that you need to <i>inapim</i> if you want to work in a way that meets the Standard.</p> </div> |
| 3 |  <p><b>Discussion</b><br/>What expectations might a specialist have of everyone else? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3 | <p>The specialist will have expectations of everyone else.</p> <p>They might expect that everyone in the group or community will be honest and open. They might expect to be kept safe and healthy.</p> <p>They might expect the key people and their group or community to help and support. They might expect the CDW to guide them and facilitate the visit. They might expect <i>sait moni</i> for doing the work (hopefully not!).</p> <p><i>Putim long ples klia</i> and make sure the specialist's expectations are realistic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3 |  <p><b>Discussion</b><br/>What expectations might the group or community have of everyone else? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

3 The group or community will have expectations of everyone else.



They might expect the specialist to be honest and open.  
They might expect their leaders and key people to *go pas*.  
They might expect the CDW to guide them and facilitate the visit.  
They might expect payment for helping.

*Putim long ples klia* and make sure they are realistic expectations.

3  **Discussion**  
Some CDWs like to list the *wok mak* from the National Standard that they need to put into practice when they facilitate a specialist's visit *na putim long ples klia* during the *kibung*. Do you think this would be a good idea. Discuss this with your colleagues.

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3<br/><b>Facilitate the Specialist's Visit</b></p> | <ol style="list-style-type: none"> <li>3.1 Support and encourage effective participation and inclusion during the activities</li> <li>3.2 Encourage key people to take the lead during the activities</li> <li>3.3 Communicate effectively and respectfully during the activities</li> <li>3.4 Work in a way that is appropriate to local culture during the activities</li> <li>3.5 Discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit</li> <li>3.6 Review with the group the plan for collecting the information and the methods and equipment that will be used</li> <li>3.7 Confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next</li> <li>3.8 Discuss roles and expectations with the group</li> <li>3.9 Help the specialist and the group to address any problems or issues while the information is being collected</li> <li>3.10 Assist the specialist, after the information is collected, to explain to the group what was found out and respond to questions</li> <li>3.11 Confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information</li> <li>3.12 Discuss how or if the visit was useful, and ways it could be improved</li> <li>3.13 Thank the group, without rushing, and explain again the purpose of the visit</li> </ol> |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4  **Discussion**  
What is the principle of transparency? Discuss this with your colleagues.

4 For a specialist's visit to be successful you need everything to be out in the open. *Klia glas*. Let the sunshine in. No secrets. Problems grow in darkens. *Putim long ples klia*. Transparency



The principle of transparency is:

**Pasin blong mekim na putim olgeta samting long ples klia**

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |  <p>Transparency is like pruning and weeding your cocoa or coffee to let the sunshine in. If you prune and weed your cocoa or coffee <i>san save klinim. Binatang nogut save dai.</i></p> <p>It takes more work to let the sunshine in. But problems only grow in darkness. At the start of the specialist's visit, you need to <i>putim olgeta samting long ples klia.</i> What is happening. Why. Who will do what. What everyone's expectations are. What methods and equipment will be used. Whether everyone agrees. <i>Ples klia.</i></p>                                                                                                                                                                                                                                                                                                                                             |
| 4 |  <p><b>Discussion</b><br/>What is the principle of accountability? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4 | <p>For a specialist's visit to be successful there needs to be accountability. Accountability is <i>pasin bilong mekim wok bihainim mak na skelim wok bihainim mak.</i> Being measured (and measuring other people) against what they are supposed to be doing.</p>  <p><b>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</b></p>  <p>Being measured (and measuring other people) means that everything needs to be out in the open. Transparency. <i>Klia glas.</i> Sunshine. If there is shade and shadow, you can't see if people are doing what they are supposed to be doing. <i>Dak glas maski.</i></p> <p>This means the principle of accountability and the principle of transparency are two sides of the same coin. You can't have one without the other. You need both.</p> |
| 4 |  <p><b>Discussion</b><br/>Some CDWs like to write down what everyone agrees their roles are during the specialist's visit. <i>Wok mak.</i> Then at the end of the visit, if the key people and their group or community have tried to put their roles into practice, they award the group or community a certificate which lists the <i>wok mak</i> that they have demonstrated. The group or community can use this certificate as evidence that they can be trusted when they market themselves to outside organisations for support (banks, district, NGOs, companies, buyers, etc.). Discuss with your colleagues whether you think doing this would be a good idea? How could it help?</p>                                                                                                       |
| 5 |  <p><b>Written answer</b><br/>The role of a CDW during a specialist's visit is to work in a way that meets the National Standard, so that the key people and their group or</p> <div style="text-align: right; background-color: black; color: white; padding: 5px; width: 30px; margin-left: auto;">J</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

community are IN CONTROL. In your exercise book write down the four things you need to do so that the key people and their group or community are IN CONTROL (below). Don't forget, these four things are also *wok mak* in the National Standard.

- |                                                                                   |                                                                                                                                                              |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Understand the purpose of the specialist's visit, what information needs to be collected, how it will be used, and how the group or community might benefit. |
|  | Review the plan for collecting the information and the methods and equipment that will be used.                                                              |
|  | Give their consent for the specialist's visit to go ahead. <i>Wanbel</i> .                                                                                   |
|  | Discuss roles and expectations. Who will do what. Who expects what?                                                                                          |



*Las tok. Luk olsem* everything is now ready for the specialist to begin the work of collecting the information. Time to end the *kibung*.

When you end the *kibung*, make sure you tell everyone that after the specialist has collected the information there will be a final *kibung* to *putim long ples klia* what the specialist found out, and to discuss what will happen next.

Time for the specialist to begin the work they have come to do.



**Revision discussion**

How would you explain the role of the CDW in *tok pisin* or *tok motu*?

2 hours

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

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                      |                                                                                     |                                                                                              |                                                                                     |                                                                        |                                                                                     |                                                                                                                                                |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                   | <p>Time for the specialist to begin the work they have come to do. Time to collect the information.</p> <p><i>Luk olsem</i> the key people and their group or community are IN CONTROL. But, when the specialist begins the work of collecting the information, the key people and their group or community need to STAY IN CONTROL.</p> <p>If the specialist just did the work <i>long laik</i> and then left, then <i>luk olsem ol manmeri bai ai pas gen</i>. Darkness. Problems grow in darkness. Out of control.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                                                                     |                                                                                              |                                                                                     |                                                                        |                                                                                     |                                                                                                                                                |
| 1                                                                                   | <p><b>Discussion</b></p> <p>What sort of things need to happen for the key people and their group or community to STAY IN CONTROL when the specialist begins the work of collecting the information? Brainstorm. <i>Troimwe tingting</i>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                      |                                                                                     |                                                                                              |                                                                                     |                                                                        |                                                                                     |                                                                                                                                                |
| 1                                                                                   | <p>For key people and their group or community to STAY IN CONTROL everyone needs to:</p> <table border="1" data-bbox="256 1189 1401 1541"> <tr> <td data-bbox="256 1189 427 1305">  </td> <td data-bbox="427 1189 1401 1305">Be involved with addressing any problems of issues while the information is being collected.</td> </tr> <tr> <td data-bbox="256 1305 427 1422">  </td> <td data-bbox="427 1305 1401 1422">Know what the specialist found out and have a chance to ask questions.</td> </tr> <tr> <td data-bbox="256 1422 427 1541">  </td> <td data-bbox="427 1422 1401 1541">Know what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information.</td> </tr> </table> |                                                                                      |  | Be involved with addressing any problems of issues while the information is being collected. |  | Know what the specialist found out and have a chance to ask questions. |  | Know what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information. |
|  | Be involved with addressing any problems of issues while the information is being collected.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |                                                                                     |                                                                                              |                                                                                     |                                                                        |                                                                                     |                                                                                                                                                |
|  | Know what the specialist found out and have a chance to ask questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                      |                                                                                     |                                                                                              |                                                                                     |                                                                        |                                                                                     |                                                                                                                                                |
|  | Know what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                      |                                                                                     |                                                                                              |                                                                                     |                                                                        |                                                                                     |                                                                                                                                                |
| 1                                                                                   | <p><b>Discussion</b></p> <p><i>Luksave</i> the three things that need to happen for the key people and their group or community to STAY IN CONTROL are the next three <i>wok mak</i> in the Standard – starting with the <i>wok mak</i> we are looking at now. <i>Luksave tasol</i>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                     |                                                                                              |                                                                                     |                                                                        |                                                                                     |                                                                                                                                                |



## How to help the specialist and the group to address any problems or issues while the information is being collected

2

Hopefully the plan for collecting the information GOES TO PLAN. But there are always problems or issues. Always. For the key people and their group or community to STAY IN CONTROL they need to be involved with addressing any problems or issues.



### Discussion

What are examples of problems or issues that might occur while the specialist is collecting the information? Brainstorm. *Troimwe tingting.*

2



2

There are lots of things that can go wrong. Issues can occur. Definitely. Always.

An emergency might occur and someone has to leave.

A piece of equipment breaks.

The key to the *haus sik* has gone missing.

Mobile reception is down.

Heavy rain.

The specialist or the CDW gets sick.

A local dispute.

Someone dies.

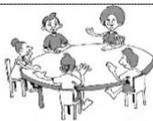
The car breaks down.

Miscommunication.

Bee sting.

*Kain kain. Kain kain nogut tru.*

## How to help the specialist and the group to address any problems or issues while the information is being collected



### Discussion

For each of the three scenarios below, what would you and your colleagues recommend to help the specialist and the group to address the problem or issue? Put yourself in the shoes of the CDW.

1. A specialist has planned to conduct 20 household interviews to find out about household income. During the community *kibung* at the start everyone agreed that during the household interviews both the father and the mother should be present. When the specialist arrives at a house only the father is present ("*mama go long gaden*"). What should the CDW recommend?
2. A specialist needs to visit a forest to survey how many blue butterflies there are. During the community *kibung* at the start everyone agreed that a local man (*papa graun*) would accompany the specialist during the survey. The specialist is nervous, and tells you that she doesn't want to be on her own with the local man. What should the CDW recommend?
3. A specialist has planned to use an aerial drone to take photos of gardens, to work out what percentage of different crops farmers are growing in the ward. During the community *kibung* at the start everyone agreed that the day before the specialist began to use the drone, the Ward Development Committee would go to each *haus lain* and remind everyone of what the drone was doing. However, not long after beginning, an old man threatens to shoot down the drone and is clearly very cross. What should the CDW recommend?



2

**How to help the specialist and the group to address any problems or issues while the information is being collected**

(1) *Luk olsem* one recommendation you could make would be to skip the house and continue to do the other households. Then come back to the house when both the father and mother are present. A good recommendation would also be to ask the key people about the situation. Maybe there is an underlying issue?

(2) *Luk olsem* one recommendation you could make would be for you (the CDW) to also accompany the specialist who is nervous (along with the local man). Another recommendation you could make would be for the key people to identify a second local person (a woman) to also accompany the specialist who is nervous.

(3) *Luk olsem* one recommendation you could make would be to stop the survey and ask the key people (the Ward Development Committee) to assist. It might be that the old man did not hear about what the aerial drone was doing. It might be that there is an underlying issue. If the old man continues to refuse, it might be necessary for the community to come together to try and solve the issue.



3 What you do to address any problems or issues will depend on the problem or issue. *Em klia*. But it is always a good idea if key people from the group or community are involved (or contactable) when the specialist is collecting the information (so you can ask their advice). Never forget, it is not your job to solve any problems or issues. It is your job to help everyone find a solution. If there is no solution *ino asua bilong yu!*

**It is not the CDWs job to solve any problems or issues.  
It is the CDWs job to help everyone find a solution.**

3  **Discussion**  
Sometimes key people (and the specialist) will want you, the CDW, to tell them how to solve a problem or issue You can give *stia*, but it is not your job to tell everyone what to do. Why would telling people what to do be a bad thing?

3 If you tell people what to do (to solve a problem or issue) then look out. If the solution doesn't work *ol bai kam bek long yu*.

You can give *stia*. *Em orait*. But always make sure that it is not you (or the specialist) who makes the decision about how to address problems or issues that involve the group or community – it should be the key people who make the decisions.

And never ignore a problem or issue and hope that it will go away.



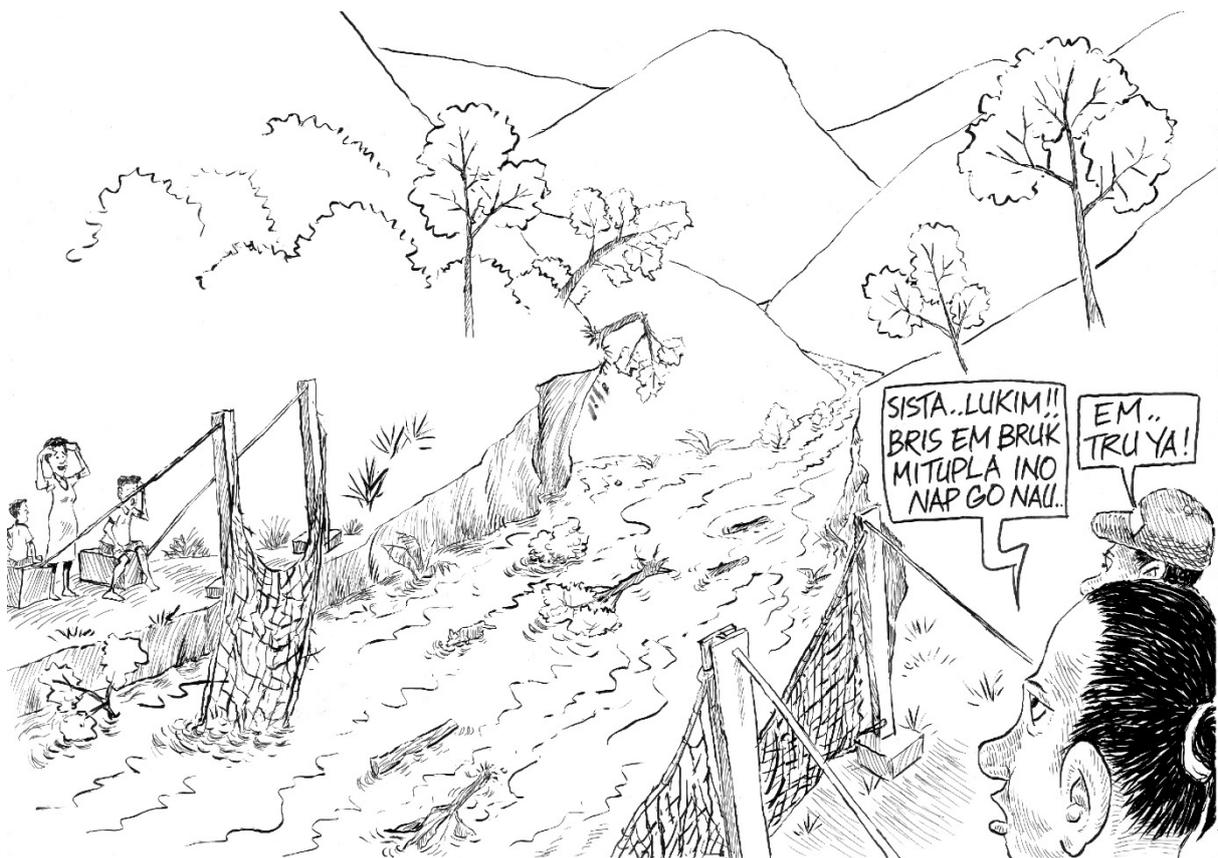
**How to help the specialist and the group to address any problems or issues while the information is being collected**

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <p>A CDW that meets the Standard knows that problems only grow in darkness. As a CDW, you should always be satisfied that any solution is a good solution. If you don't think it is a good solution, then encourage everyone to keep talking to find a better solution.</p>                                                                                                                                                                                                                          |
| <p>3</p> | <p><b>Written answer</b> <span style="float: right;"><b>K</b></span></p> <p>A specialist has planned to collect water samples from different water sources to test how clean the water is (as part of a water-supply project). There has been a landslide, and the specialist will need to cross the landslip to reach the water source. It looks dangerous. What should the CDW recommend? Discuss this with your colleagues. Next, in your exercise book, write down what you would recommend.</p> |



**Revision discussion**

Share with your colleagues examples of things that have gone wrong (problems or issues) when you have worked with a group or community?



2 hours

Materials Exercise book. Pen or pencil.

For key people and their group or community to STAY IN CONTROL everyone needs to:



Be involved with addressing any problems or issues while the information is being collected.

But to STAY IN CONTROL the key people and their group or community also need to:

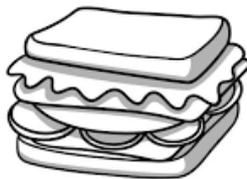
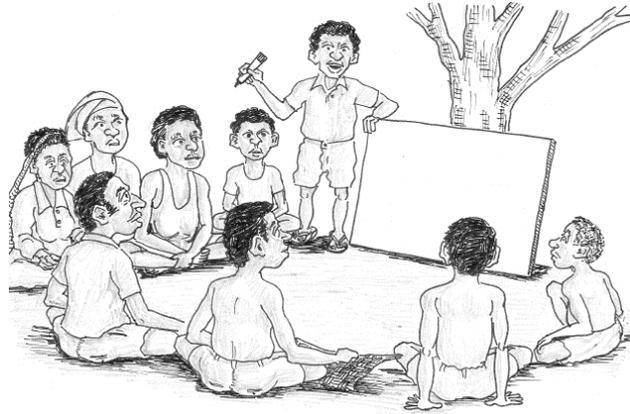


Know what the specialist found out and have a chance to ask questions.

This *wok mak* is **assist the specialist, after the information is collected, to explain to the group what was found out and respond to questions.**

The best way to put this *wok mak* into practice is by holding a final *kibung* after the specialist has collected the information to *putim olgeta toktok long ples klia*.



|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |  <p><b>Discussion</b><br/>What would happen if the specialist just left after finishing the work they came to do, without explaining to the group what was found out and responding to questions? Brainstorm. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1 | <p><i>Luk olsem</i> facilitating a specialist's visit is like a sandwich. <i>Ino olsem tasol wankain.</i></p> <p>You start the work with a community <i>kibung</i> (so that the key people and their group or community are IN CONTROL). The specialist then does the work they came to do. And then at the end you finish the work with another community <i>kibung</i> (so that the key people and their group or community STAY IN CONTROL).</p>  <div style="border: 2px solid black; padding: 5px; margin: 10px 0;"> <p>You start the work with a community <i>kibung</i> (so that the key people and their group or community are IN CONTROL) of the specialist's visit.</p> </div> <div style="border: 2px solid black; padding: 5px; margin: 10px 0; text-align: center;"> <p><b>Then you help the specialist do the work they came to do (and help solve any problems or issues).</b></p> </div> <div style="border: 2px solid black; padding: 5px; margin: 10px 0;"> <p>Then at the end of the specialist's visit you finish the work with another community <i>kibung</i> (so that the key people and their group or community STAY IN CONTROL).</p> </div> |
| 2 |  <p>During the final <i>kibung</i>, the first thing to do is help the specialist to explain to the group what was found out and respond to questions. <i>Stori gut.</i></p> <p>To explain what was found out, it is a good idea to meet with the specialist and the key people beforehand and PREPARE. When you do this, you need to think about what you will say and how you will say it (and what you will show and how you will show it).</p>  <p><i>Luk olsem</i> you will need to prepare a presentation. There are four ways to make your presentation work.</p> <p style="text-align: center;"><b>Four ways to make a presentation work</b></p> <div style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> <li><b>① Keep the presentation short</b></li> <li><b>② Use SHOW and TELL for the presentation</b></li> <li><b>③ Focus on key points during the presentation</b></li> <li><b>④ Try and keep the presentation interesting</b></li> </ol> </div>                                                                     |

|                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Discussion</b></p> <p>In CDW Coursebook 2 (Awareness and Training) we learned about four ways to make a presentation work. Look at the four ways to make a presentation work (above) and try and remember what you learned. <i>Kirapim bek.</i></p>                                                                                                                                                                                                                      |
| <p><b>1 Keep the presentation short</b></p>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2                                                                                     | <p>A presentation should be less than 5 minutes long – and shorter is better. If you need more than 5 minutes to explain the information to the participants, then break it up into <i>hap step</i> and after each <i>hap step</i> ask a question.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Activity</b></p> <p>In CDW Coursebook 2 (Awareness and Training) and CDW Coursebook 6 (Provide Mentoring) we learned about principles of adult learning. One principle of adult learning is that adults learn better if they use more than one of their senses to learn new information. Your senses are you eyes (see), ears (hear), nose (smell), mouth (taste), skin (touch). Your senses are how your brain learns about the world. <i>Kirapim bek tingting.</i></p> |
| <p><b>2 Use SHOW and TELL for the presentation</b></p>                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2                                                                                     | <p>It is important that everyone SEEs what you are saying and hears you TELL them. If you do this then everyone is using at least two of their senses to learn the information – and therefore it is more likely they will remember it. <i>Em bai stak gut tru long kru pampik.</i></p> <p>As you TELL new information, also write key points on butcher paper so they can also SEE with their eyes.<br/>         As you TELL new information, use a handout or a poster or a picture so they can also SEE with their eyes.<br/>         As you TELL new information, use body language to emphasise key points so they also SEE with their eyes.<br/>         As you TELL new information, do a practical demonstration so they also SEE with their eyes.<br/>         As you TELL new information, put a different hat on your head so they also SEE with their eyes.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Discussion</b></p> <p>Imagine you are helping a specialist to collect information on how much money households in the village spend on food. The specialist has interviewed 20 households and collected the information. How could you and the specialist explain what you found out in way that uses SHOW and TELL?</p>                                                                                                                                                 |
| <p><b>3 Focus on key points during the presentation</b></p>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                      |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|                                                                                     | <p>Your presentation should also focus on the key points. Keep hitting the nail on the head. You can't expect people to remember everything, but if you keep hitting the key points during your presentation, then they will remember the key points.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |
| <p>2</p>                                                                            | <p><b>Discussion</b><br/>Another way to make your presentation work is to try and keep it interesting. With your colleagues, discuss ways to make your presentation more interesting? Brainstorm. <i>Troimwe tingting.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |
| <p>2</p>                                                                            | <p><b>4 Try and keep the presentation interesting</b></p> <ul style="list-style-type: none"> <li>☺ Don't just read from a handout or book or poster. <i>Ol bai ai slip.</i></li> <li>☺ Tell stories and jokes</li> <li>☺ Tell them about your personal experiences</li> <li>☺ Move around – don't just stand in one place</li> <li>☺ Change the speed and loudness of your voice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p>2</p>                                                                            | <p><b>Activity</b><br/>With your colleagues, prepare a short presentation on "what I love about PNG" or "how to scratch your head" or anything you like. When you do your presentation make sure you (1) keep the presentation short, (2) use SHOW and TELL for the presentation, (3) focus on key points during the presentation, and (4) try and keep the presentation interesting. Practice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
| <p>2</p>                                                                            | <p>Often the specialist will need to examine what they have collected first (at their office or laboratory) before they know what the information means. <i>Em orait. Em nomal.</i></p> <p>For example, the water samples might need to be analysed at a laboratory. Or the household census information will need to be typed into a computer and analysed.</p> <p>If this is the case then you still need to assist the specialist to explain what information was collected – and how the specialist will need to examine the information (at their office or laboratory) before they know what the information means.</p> <p> If the specialist needs to examine what they have collected first (at their office or laboratory) then when they have finished, it is very important for the specialist (or the CDW) to return (or contact the key people) and explain what they found out. The key people and their group or community have a right to know. The information belongs to them.</p> |                                                                                      |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                      |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 |  <p><b>Discussion</b><br/>         When you facilitate a specialist's visit you need to communicate effectively and respectfully. <i>Wok mak em olsem. Em nau yupela klia pinis.</i> What are some things you should try and do so that you (and the specialist) communicate effectively and respectfully when you explain to everyone what was found out and respond to questions? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>✓ Use two-way communication - take turns to talk and give people time to respond</p> </div> <p>Effective communication is like a good conversation – both people need a turn to be speakers and listeners. This means effective communication is two-way. <i>Igo ikam.</i></p> <p>To use two-way communication, you should:</p> <ul style="list-style-type: none"> <li>✓ Give everyone else opportunities to speak</li> <li>✓ Listen carefully to what people say</li> <li>✓ Ask and encourage questions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3 |  <p><b>Discussion</b><br/>         The opposite of two-way communication is "one-way communication". What is wrong with one-way communication?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3 | <p>A very important part of two-way communication is asking and encouraging questions.</p> <ul style="list-style-type: none"> <li>↻ If you ask participants if there are any questions, then expect a minute of silence – and if there are still no questions then ask a question yourself to get things going. Don't rush, because some people take time to get their mouth around the question they want to ask.</li> <li>↻ Never ever say any question is a silly question, because other people will then be afraid to ask their question.</li> <li>↻ Move around the room when you ask if there are any questions – shy people or people with quiet voices will be more likely to ask a question (or respond to your question) if you are closer to them.</li> <li>↻ If someone asks a question, then ask the rest of the participants to try and answer it first. This encourages greater participation, and it helps everyone to learn from each other. It also helps break down the silly idea that the specialist (or the CDW) knows everything, and the participants know nothing.</li> </ul> |
| 3 |  <p><b>Discussion</b><br/>         In PNG there is a big gap opening up between formally educated elites and <i>ol lain long ples</i>. What can you do when you assist the specialist to explain to the group what was found out (and respond to questions) that will help close this gap? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

When you explain to the group what was found out, always try and use words that everyone will understand.

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

There is a big gap opening up between formally educated elites who know the jargon and expensive English (and like to show it) and the majority of people who don't.

You (and the specialist) can help to close this gap by not using jargon and expensive words. If you do this then you will win the respect of the key people and their group or community. *Sotim rop.*

3



4



**Written answer**

Earlier in this topic you learned that facilitating a specialist's visit is like a sandwich. *Ino olsem tasol wankain.* In your exercise book, write down or draw how facilitating a specialist's visit is like a sandwich.

L

4



*Las tok.* Don't forget that encouraging key people to take the lead is a *wok mak* that you need to *inapim* if you want to work in a way that meets the Standard. If you can encourage key people to *go pas* to explain what was found out (and to help answer questions) then *yu wok long inapim tupela wok mak long sem taim.*



**Revision discussion**

How would it be better for the group or community if their own key people were the ones who explained what was found out?

2 hours

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

For key people and their group or community to STAY IN CONTROL everyone needs to:



Be involved with addressing any problems or issues while the information is being collected.



Know what the specialist found out and have a chance to ask questions.

But to STAY IN CONTROL the key people and their group or community also need to:



Know what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information.

This *wok mak* is **confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information.**

The community *kibung* at the end of the specialist's visit is a good time to put this *wok mak* into practice. *Putim olgeta toktok long ples klia.*



2



**Discussion**

*Luk olsem* the specialist will have things they need to do next following the visit. Next steps. What could be some next steps for the specialist?

Discuss this with your colleagues.

2

*Luk olsem* the specialist will have things they need to do next following the visit. Next steps. For example:



Often the specialist will need to analyse the information they have collected (at their office or laboratory) so they know what the information means. For example, the water samples might need to be analysed at a laboratory. Or the household census information will need to be typed into a computer and analysed. If this is the case, then discuss what the specialist needs to do to analyse the information. And discuss how the specialist (or the CDW) will communicate what they find back to the group or community. They have a right to know. The information belongs to them.



Often the specialist will need to prepare a report. If this is the case then discuss what the specialist will do (and who they will give their report to). It is always good to make sure the key people and their group or community get a copy of the report. They have a right to know. The information belongs to them.



Sometimes the specialist will need to return to collect more information. If this is the case then discuss how and when. Or the key people might need to follow-up and collect more information to pass on to the specialist. If this is the case then discuss how and when.



2



**Discussion**

What could be some next steps for the CDW? Discuss this with your colleagues.

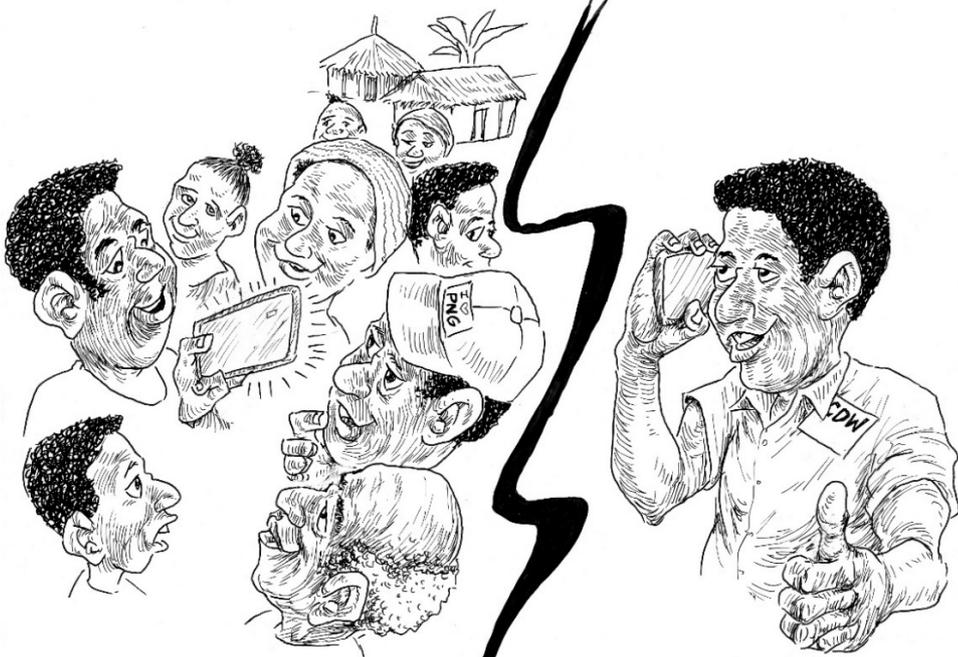


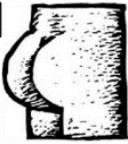
Often a next step for a CDW is to prepare a report. This might be a report to give to the group or community you are working with, or for your own organisation, or for a funding organisation. In CDW Coursebook 1 we looked at the *wok mak* that you need to put into practice if you want to prepare a report in a way that meets the Standard. *Tingim*.

2

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



|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2                                                                                   |  <p><b>Discussion</b><br/>What could be some next steps for the key people? Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2                                                                                   |  <p>Often during a specialist’s visit, there are things the key people and their group or community learn. Lessons learned. For example, the water specialist might have found that the drinking water is being polluted by pigs. Or the District Education Officer might have mentioned that the school blackboards need fixing. Or the ecologist counting blue butterflies might have mentioned that the numbers are getting lower and that it would be good to plant more flowers. <i>Kain kain</i>. The final <i>kibung</i> is an excellent opportunity for the key people and their group or community to discuss how to put any lessons learned into practice. They might even want to do a plan. Best.</p> |
| 2                                                                                   |  <p><b>Discussion</b><br/>What is the principle of accountability? We discussed this earlier in the coursebook. <i>Kirapim bek tingting</i>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2                                                                                   |  <p>When you discuss next steps, it is always a good idea to be clear who will be responsible for making them happen. Point fingers. Accountability. Accountability is <i>pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>. Being measured (and measuring other people) against what they are supposed to be doing.</p>                                                                                                                                                                                                                                                                                                                                                                        |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3                                                                                   | <p>To <i>inapim</i> this <i>wok mak</i> you also need to make sure that the key people (and their group or community) know who to contact after the visit for more information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3</p> | <p><b>Discussion</b><br/>Why might key people want to contact the specialist after the visit?<br/>Discuss this with your colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>3</p> | <p>There are lots of reasons why key people (or other people in the group or community) might want to contact the specialist. They might need to follow-up and collect more information to pass on to the specialist. They might want to check on the results or recommendations. They might want to drop some peanuts into their office. <i>Kain kain.</i></p>  <p><b>BUT</b>  But making sure everyone in the group or community knows who to contact for more information doesn't mean you and the specialist need to give your mobile number to everyone and anyone. Humbug.</p> <p> A good idea is for you and the specialist to leave your contact information with the key people, and then tell everyone else that if they need to contact you then do so through the key people.</p> <p> And don't forget to make sure that you and the specialist also have the latest contact information for the key people.</p>  |
| <p>4</p> | <p>Now is a good time to also make sure everyone has realistic expectations about what the specialist's visit will achieve. This might mean you need to lower their expectations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

It is sometimes hard to lower expectations, especially if everyone is full of enthusiasm. Don't say definitely someone will fund the project plan. Don't say definitely the District will help. Don't say that everyone will become rich. Just don't. *Tok stret.*



If the expectations of key people (and their group or community) are too high then the fall is hard. They lose respect for whoever raised their expectations - the CDW or the specialist or their own leaders. Even worse, they give up. Never ever make promises you can't keep. It is always better to under-promise and over-deliver.



## Under-promise and over-deliver



If you can, ask the key people to *go pas* to discuss expectations during the final community *kibung*. Don't forget that encouraging key people to take the lead is a *wok mak* that you need to *inapim* if you want to work in a way that meets the Standard.



### Written answer

For the key people and their group or community to **STAY IN CONTROL** everyone needs to:

**M**

|                                                                                     |                                                                                                                                                |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Be involved with addressing any problems of issues while the information is being collected.                                                   |
|  | Know what the specialist found out and have a chance to ask questions.                                                                         |
|  | Know what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information. |

In your exercise book write down the three things you need to do so that the key people and their group or community **STAY IN CONTROL**. Don't forget, these three things are also *wok mak* in the National Standard *nau tasol yumi lukim*.



### Revision discussion

You can't facilitate a specialist's visit in a way that meets the Standard if you don't "confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information". Discuss with your colleagues why this *wok mak* is important?

**1 hour**

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

It is always important to find out if the work you (and the specialist) did to help the group or community was useful.

Learning from experience is the best teacher, but only if you learn from it.

- 1 Before you finish the specialist's visit, always discuss how or if the visit has been useful and ways it could be improved.

You can ask everyone at the end of the final *kibung*. *Em orait*. However, most CDWs like to sit down just with the key people and ask them for feedback.



- 1  **Discussion** What sort of questions can you ask the key people to find out if the visit was useful and ways it could be improved?

Good questions to ask are:

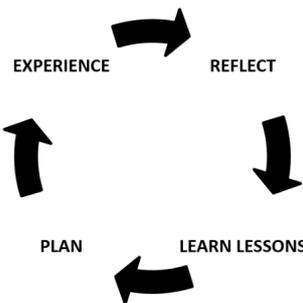
1. **What was good?** *Wanem gutpela long en?*
2. **What was not good?** *Wanem nogut long en?*
3. **How could it be improved?** *Wanem samting bai i mekim gutpela moa?*

However, what questions you ask the key people will also depend on what outcomes you expected to come out of the visit (the expected outcomes).

- 1 We learned about expected outcomes in CDW Coursebook 1 (Make preparations, conduct community entry, and prepare a report). Before making a visit, when you make preparations (Element 1) you need to prepare a work plan. When you do this, it is always a good idea to identify the expected outcomes – and then when you ask the key people if the visit was useful and ways it could be improved, make sure you also ask them if the expected outcomes were achieved.



By thinking clearly why you are making the visit (the expected outcomes) when you prepare your work plan, you will be:

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | <p><b>1</b> More likely you will achieve the expected outcomes during the visit (because you can focus on them)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                   | <p><b>2</b> More likely you will collect good evidence of whether the expected outcomes are being achieved (including by asking the key people at the end of the visit)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                   | <p><b>3</b> More likely you will prepare a report after the visit that meets the Standard.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>2</p>                                                                          | <p>This <i>wok mak</i> is discuss how or if the visit was useful, and ways it could be improved.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  </div> <div> <p>Learning from experience is the best teacher, but only if you make the effort to REFLECT on the experience, LEARN LESSONS, and PLAN how to put the lessons into practice next time you have the experience.</p> <p>This is called the learning from experience cycle. <i>Em nau yupela klia pinis.</i></p> </div> </div> <p>If you (and the specialist) discuss with the key people whether the visit was useful and ways it could be improved, then you are reflecting on the visit with them.</p> <p>And what you find out will help you to learn lessons.</p> |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>2</p>                                                                          | <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Discussion</b></p> <p>Do you think the specialist will also want to find out if the visit was useful and ways it could be improved.</p> </div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>2</p>                                                                          | <p>Definitely. The specialist (and their organisation) will want to know if the visit achieved what it was supposed to achieve – and they will want to learn lessons.</p> <p>Hopefully the specialist (and their organisation) learned that having CDW skills (or having a CDW to help facilitate the visit) made the visit more successfull.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>2</p>                                                                          | <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Discussion</b></p> <p>Do you think discussing with the key people how or if the visit was useful and ways it could be improved will also help the key people and their group or community?</p> </div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>2</p>                                                                          | <p>Definitely. The key people will want to know if the visit achieved what it was supposed to achieve – and they will want to learn lessons.</p> <p>Hopefully a lesson that key people learned is that having CDW skills is useful. If key people learned this lesson – and also learned some CDW skills – then your visit has been successful. <i>Yu strongim sindaun bilong ol pinis maski sapos narapela wok karim kaikai o nogat.</i></p> <div style="text-align: right;">  </div>                                                                                                                                                                                                                                                                                 |



3



It is a good idea to also ask the specialist for feedback. Ask them if the way you facilitated the visit was useful and ways you could improve. And you might find the specialist will also ask for your feedback. They will also want to improve how they work with groups and communities. *Yu tu yu kaksi.*



**Written answer**

3

All Community Development Workers need to maintain a record of activities and movements according to workplace practices. This is a *wok mak* that you need to *inapim* if you want to prepare a report in a way that meets the Standard. You learned about how to prepare a report in a way that meets the Standard in CDW Coursebook 1. Discuss with your colleagues what sort of information would be in your diary or journal after facilitating a specialist's visit? Next, in your exercise book, write down five things that would probably be in your diary or journal after facilitating a specialist's visit.

N



**Revision discussion**

Another *wok mak* that you need to *inapim* if you want to facilitate a specialist's visit in a way that meets the Standard is "work in a way that is appropriate to local culture during the activities". Does asking the key people if the visit was useful and ways it could be improved help you to achieve this *wok mak*?



1 hour

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

The final *wok mak* you need to *inapim* if you want to facilitate a specialist's visit in a way that meets the Standard is obvious - yet it is often done poorly.

Taking the time to thank the group, without rushing, and explain again the purpose of the visit, you exit the community on a good note. *Pasin*. You and the specialist will be welcome to come back, and the group or community will value what you did with them more highly.



1

1



**Written answer**

In your exercise book, write down the final *wok mak* you need to *inapim* if you want to facilitate a specialist's visit in a way that meets the Standard.

0



**Revision discussion**

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



## Revision | Facilitate a specialist's visit



### Activity

With your colleagues, imagine you will be directing a movie to show people how to facilitate a specialist's visit in a way that meets the Standard. In the movie, a Community Development Worker is facilitating a visit by a specialist who is collecting information on what sports people like to play (so the district can design a sports program). Go through each of the *wok mak* below and discuss how you would demonstrate the CDW (and the specialist) performing the *wok mak*.

- 3.1 Support and encourage effective participation and inclusion during the activities
- 3.2 Encourage key people to take the lead during the activities
- 3.3 Communicate effectively and respectfully during the activities
- 3.4 Work in a way that is appropriate to local culture during the activities
- 3.5 Discuss with the group the purpose of the specialist's visit, including what information needs to be collected, how it will be used, and how the group or community might benefit
- 3.6 Review with the group the plan for collecting the information and the methods and equipment that will be used
- 3.7 Confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next
- 3.8 Discuss roles and expectations with the group
- 3.9 Help the specialist and the group to address any problems or issues while the information is being collected
- 3.10 Assist the specialist, after the information is collected, to explain to the group what was found out and respond to questions
- 3.11 Confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information
- 3.12 Discuss how or if the visit was useful, and ways it could be improved
- 3.13 Thank the group, without rushing, and explain again the purpose of the visit





## Written answer

P

Congratulations. You have finished CDW Coursebook 7. Time to evaluate CDW Coursebook 7. This is not a test. The purpose of these questions is for you (and your organisation and the course facilitator) to evaluate the learning experience that you have been through. With your colleagues, answer the questions below. Don't forget to write your answers in your exercise book.

1. Which *wok mak* from CDW Unit C10 (Facilitate a Specialist's Visit) are you most confused about? What are you confused about?
2. What topic in the coursebook did you find the most useful? Why?
3. What change do you recommend to improve the course or the coursebook?
4. What advice can you give to the course facilitator to help them learn lessons?
5. What more support do you need from your organisation (or the course facilitator) to help you put what you have learned into practice?
6. Any other comments?
7. Use the rating scale below to rate overall how well you understand how to facilitate a specialist's visit in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.



## The kumul needs two wings to fly



### The kumul needs two wings to fly



1

A husband is blind to some things. A wife is blind to some things. If you have a husband and wife together *ai op 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 tingting 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 wokabaut wantaim marit bilong yu long mekim senis i kirap.*

3

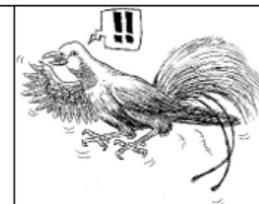
To *stretim sindaun bilong femili* you have to *stretim sindaun bilong mama*. *Yu stretim sindaun bilong mama, bai yu stretim sindaun bilong femili tupela wantaim.* In PNG, many families and groups and communities are flying with one wing. *Papa em flai pinis. Planti mama painim hat. Pikanini gel tu 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.

①

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

②

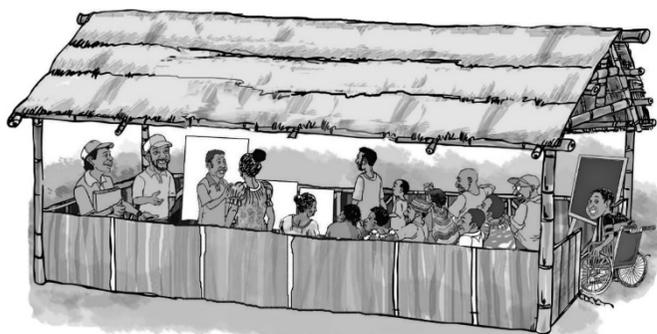
Look at the two married couples below. Which married couple will have sons and daughters that grow up to be more successful in future PNG? Why? *Selim gut.*



**Luk olsem a successful married couple is a 'team'. Igat tripela mak bilong soim kliia 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.**

## NATIONAL OCCUPATIONAL SKILLS STANDARDS

# Community Development Worker



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

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

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

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

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

### The format for the National Standard

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

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

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

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

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

### How can the National Standard be used?

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

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

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



## Steps for organisations that use CDWs

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



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



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



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



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



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



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

## NATTB accreditation

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

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

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

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



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