

COMMUNITY DEVELOPMENT WORKER COURSEBOOK 3



Participatory Planning
(Steps 1 and 2 of the project cycle)
CDW C07 and CDW C05

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

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

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

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

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, along with other training and resources for CDWs to use.



Table of contents

Table of contents
Information for the learner

INTRODUCTION	The PNG National Standard for Community Development Workers
ELEMENT 3	UNIT C07 ASSIST GROUP TO ANALYSE THEIR DEVELOPMENT SITUATION AND IDENTIFY PRIORITIES
TOPIC 3.1	Support and encourage effective participation and inclusion during the activities
TOPIC 3.2	Encourage key people to take the lead during the activities
TOPIC 3.3	Communicate effectively and respectfully during the activities
TOPIC 3.4	Work in a way that is appropriate to local culture during the activities
TOPIC 3.5	Explain the purpose of the visit and why it is important that everyone in the group participates to analyse their development situation and identify priorities
TOPIC 3.6	Work with the group to analyse their development situation and identify their strengths and needs
TOPIC 3.7	Work with the group to identify their development priorities
TOPIC 3.8	Discuss what the group or community can do to address their priorities
TOPIC 3.9	Confirm what the next steps following the visit will be and who will be responsible for making them happen
TOPIC 3.10	Discuss how or if the visit has been useful, and ways it could be improved
TOPIC 3.11	Thank the group, without rushing, and explain again the purpose of the visit
ELEMENT 3	Revision - putting it into practice
ELEMENT 3	UNIT C05 ASSIST GROUP TO DEVELOP A PROJECT PLAN FOR A COMMUNITY ACTIVITY
TOPIC 3.1-3.4	<i>See above</i>
TOPIC 3.5	Explain the purpose of the visit and why it is important that everyone in the group participates to develop their project plan
TOPIC 3.6	Work with the group to identify the project objective, activities, and expected project outcomes
TOPIC 3.7	Work with the group to identify ways to sustain the impact of the project
TOPIC 3.8	Work with the group to identify what can be done to manage risks
TOPIC 3.9	Work with the group to develop an activity schedule and budget
TOPIC 3.10	Work with the group to review and confirm the project plan and discuss how the project will be managed
TOPIC 3.11	Confirm what the next steps following the visit will be and who will be responsible for making them happen
TOPIC 3.12	Discuss how or if the visit has been useful, and ways it could be improved
TOPIC 3.13	Thank the group, without rushing, and explain again the purpose of the visit
ELEMENT 3	Revision - putting it into practice
EVALUATION	Coursebook 3 Participatory Planning (step 1 and 2 of the project cycle)



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

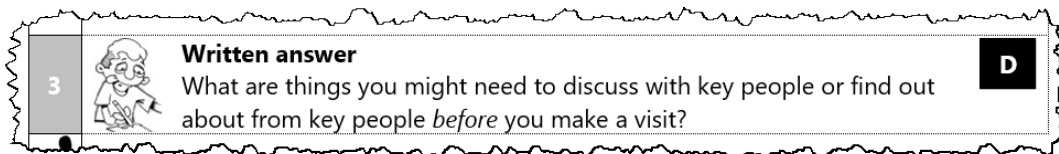
Attachments	<i>Tok projek</i>
	More meat
	PRA tools
	Pamphlet on the National Standard for Community Development Workers
	Hasarai community project plan – ‘fewer teenagers damaged by drug abuse’

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

HOW TO USE THE COURSEBOOKS USING THE WORKBOOK APPROACH



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



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

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

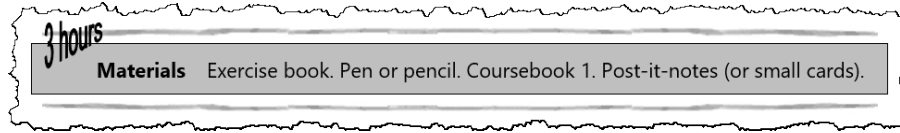
Luksave:

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

Information for the learner

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

Luksave:



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

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

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

Luksave:

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

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

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

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



'Revision ball'

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



HOW LONG SHOULD IT TAKE TO COMPLETE THE COURSEBOOKS?

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

HOW TO USE THE COURSEBOOKS AS TRAINING HANDBOOKS

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

Introduction | The PNG National Standard for Community Development Workers

2 hours

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

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

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



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

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

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

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



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

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




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

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

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

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

Introduction | The PNG National Standard for Community Development Workers

1	 <p>Discussion Think about a change you have made in your life. Think about how you put each of these six steps into practice when you made the change. Share your ideas with your colleagues.</p>
1	<p>The six steps you need to take to make a change are sometimes called a 'cycle'.</p> <p>A 'cycle' means that when you get to the end, you then go back and start again at the beginning. After step 6 you go back to step 1 and start again to make a new change. The lessons you learn in step 6 will help you when you go back to step 1 and start again.</p> <p>This is how change happens. This is how development happens. Development never stops. Change never stops. The cycle of change keeps turning. Good.</p>
1	 <p>Discussion What is a 'project'? Discuss this with your colleagues.</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-left: 20px;"> <p>If this course is being run as a training by a trainer, then many of these discussion activities will be run as general discussions.</p> </div>
1	<p>In <i>tok divelopmin</i> a change is often called a project. A 'project' is anything you do to make a change. The change might be an activity at a church, or a community water supply, or expanding your business, or sending mum to university. <i>Kain kain</i>.</p> <p>If the change is for a family or a group or a community, then for the change to be successful, everyone in the family or group or community needs to participate. <i>Wanman</i> projects never work out. <i>Olgeta mas kamap papa bilong en</i>. We will look at why participation is so important later in the coursebook <i>olsem na stap isi pastaim</i>.</p> 

Introduction | The PNG National Standard for Community Development Workers

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



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



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



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



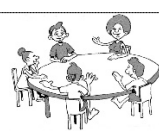
4. SET GUT NA STATIM WOK Everyone in the group comes together to start up their project. Begin implementation.



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



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



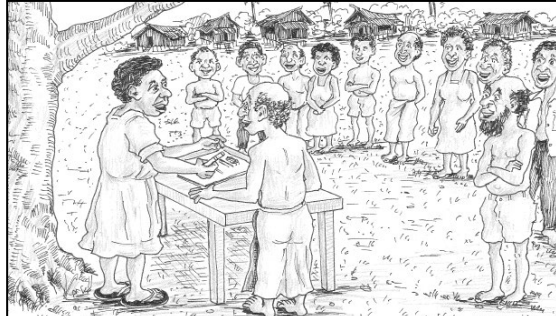
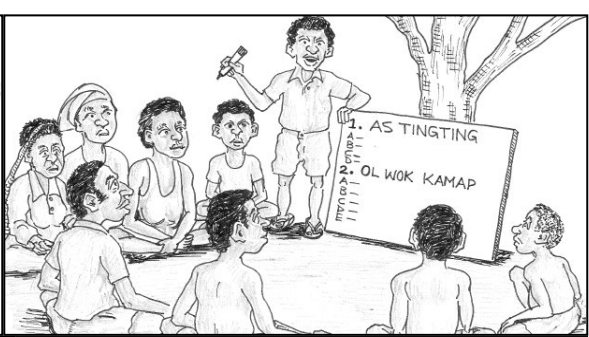
Activity

With your colleagues, look at the 6 pictures below. These pictures show the 6 steps of a participatory project cycle.

Which pictures show step 1 (*glasim na skelim sindaun*) and step 2 (develop a project plan)?



1



Introduction | The PNG National Standard for Community Development Workers



Luk olsem the first picture is step 1 of the project cycle (*glasim na skelim sindaun*), and the second picture is step 2 of the project cycle (*kamapim plen*).




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

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


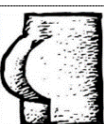

A CDW might be someone from *outside* a community who makes visits to help communities and groups and families to help them develop. An agriculture extension officer or a community liaison officer or a health worker or a field worker or an NGO worker or a District officer or a loans officer *o kain olsem*.

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

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

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

Introduction | The PNG National Standard for Community Development Workers

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

Introduction | The PNG National Standard for Community Development Workers



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



They call it an organisation cycle.

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



Discussion

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

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

3 Core Unit C07
Assist group to analyse their development situation and identify priorities



Element 1 Make preparations
Element 2 Conduct community entry
Element 3 Assist group to analyse their development situation and identify priorities
Element 4 Prepare a report

Core Unit C05
Assist group to develop a project plan for a community activity



Element 1 Make preparations
Element 2 Conduct community entry
Element 3 Assist group to develop the project plan
Element 4 Prepare a report

This means that if you want to meet the Standard when you assist a group to analyse their development situation and identify priorities (step 1) or develop a project plan (step 2), you also need to make preparations, do community entry, and prepare a report in a way that meets the Standard. Definitely.



Revision discussion

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

Assist group to analyse their development situation and identify priorities

Glasim na skelim sindaun (STEP 1 of a change cycle)







Help a group to analyse their development situation, identify their strengths and needs, and identify their development priorities. This is normally done as the first step of a change cycle – for example to identify the objective for the project at the start of a project cycle, or to identify priorities for action (strategic planning) at the start of an organisation cycle. Everyone in the group needs to do this step together.




Wok mak from the PNG National Standard for Community Development Workers for UNIT C07 Assist group to analyse their development situation and identify priorities

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

2 hours

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

1	 <p>Discussion With your colleagues, look at the four elements that make up this Core Unit (on the previous page). What two elements should you have already put into practice before assisting the group to do this step of a project cycle?</p>
1	<p>This <i>wok mak</i> from the National Standard is support and encourage effective participation and inclusion during the activities.</p> <p>The principle of participation is one of the principles that the Government wants every organisation in PNG to make a part of their <i>kastom</i> – <i>Gavman ikam daun long ol komiuniti na grup long ples na femili tu</i>. The principle of participation is:</p>  <p>Pasin bilong wokim disisen wantaim na wokbung wantaim</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>Discussion 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 THREE BIG REASONS 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 Participation makes the work more successful ② Participation supports inclusive development (equality) ③ Participation grows goodwill and trust <i>namel long ol</i></p> </div>
1	 <p>Activity 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? 2. How does participation by everyone support inclusive development? 3. How does participation by everyone grow goodwill and trust <i>namel long ol</i>?</p>
1	<p>One of the three big reasons why it is important for as many people as possible to participate in community activities – not just leaders and key people – is because participation it supports inclusive development. Inclusion. <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>Pasin bilong halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela</p>
1	 <p>Discussion 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>THREE BIG REASONS why encouraging and supporting inclusion is important:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>1 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>2 <i>Na tu,</i> it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran.</i> <i>Em bai olsem.</i> People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim.</i> They can become dependent on other people and the Government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap.</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>3 <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) in the activities. This is performance criteria 2.3. <i>Tingim.</i></p>

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

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



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



Discussion

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

2



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



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

2

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

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

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



3



Discussion

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

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

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

3

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



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



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

3



Written answer

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

C

3



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

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









Revision discussion

It is also important to make sure that the elderly get involved and contribute their ideas? Discuss with your colleagues how helping the elderly to get involved and contribute their ideas during a *kibung* (or any activity) will help? Discuss with your colleagues some ways to help the elderly participate effectively during a *kibung*.

1 hour

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

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

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

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



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

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

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



3

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



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

3



Written answer

With your colleagues, discuss why encouraging key people to take the lead is important. Next, in your exercise book, explain four things you want to do next time you help a group or community to encourage key people to take the lead.

D













Revision discussion

What will happen if you (the Community Development Worker) just do everything for the leaders and key people?

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>You are communicating EFFECTIVELY when everyone understands you and you understand them</p>  <p>You are communicating RESPECTFULLY if everyone feels like they are being treated as an adult</p>	
1	 <p>Discussion With your colleagues, share a story or joke about poor communication or miscommunication.</p>	
	<p>Whenever you work with a group or a community you need to communicate effectively and respectfully. "Communicate effectively and respectfully with the key people from the place to be visited" is a <i>wok mak</i> in Element 1 (Make Preparations). "Communicate effectively and respectfully with key people" is also a <i>wok mak</i> in Element 2 (Conduct Community Entry). And when you go ahead and start the work you have come to do (Element 3) you also need to communicate effectively and respectfully. Community Development Workers should always communicate effectively and respectfully. Always.</p>	
2	 <p>Discussion 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"> 1. Speak clearly and loudly enough to be heard 2. Use <i>tok piksa</i> and <i>tok bokis</i> to help people understand 3. Use a language that everyone understands (use a translator if necessary) 4. Be careful to not talk down to adults – talk to adults as equals 5. Look confident and encouraging (body language and facial expressions) 6. Use two-way communication. Take turns to talk. Give people time to respond. Listen 7. Use butcher paper and other materials if you think they will help you communicate 8. Don't use big words that are too complicated. Don't use 'expensive' English. 	

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

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



Activity

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



3



Discussion

4

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

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

4

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

4



Written answer

With your colleagues, discuss how to communicate effectively and respectfully. Next, in your exercise book, explain three things you plan to do next time you work in a community to try and communicate effectively.

E











Revision discussion

What are some examples of bad communication (communication that is not effective and respectful)?

1 hour

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

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

<p>1</p>	 <p>Discussion <i>Tingim gen ples bilong yu.</i> Go through the list on the right and think about how each of these things would make a difference to how a Community Development Worker could fit in with the <i>kastom</i> of your <i>ples</i>. In each case, what should the Community Development Worker do so that they work in a way that is appropriate to local culture? Share your thoughts with your colleagues.</p>	<p>Male Female Younger Older Married Single Dressed-up Casual Nambis Hailans</p>
<p>2</p>	<p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>. But because we are so good at respecting different cultures, we find it so hard to help people think about changing parts of their culture that may no longer be helping them.</p> <p>You can respect a different culture without agreeing with it – in the same way that you might respect your father or mother, but disagree with them, or respect the religious views of a friend but not believe in them yourself.</p> <p>Culture (including the different roles of men and women) has developed over a very long history. But a healthy culture also changes as the world changes. Helping a family or group or community to challenge or test their culture while also being respectful can be one of the most difficult things for a Community Development Worker to do.</p> 	
<p>2</p>	 <p>Activity In CDW Coursebook 1 we looked at ways to show respect for local culture. <i>Tingim</i>. We looked at it in topic 2.5 “How to show respect for local culture and be sensitive to gender roles”. With your colleagues, go back over this topic in CDW Coursebook 1 again. <i>Kirapim bek tingting</i>. If you need to help a community group to challenge or test their culture, what should you do during community entry?</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>If this course is being run as a training by a trainer, they will go back over this with you</p> </div>	
<p>3</p>	 <p>Written answer With your colleagues, discuss what a Community Development Worker should do to work in a way that is appropriate to local culture. Next, in your exercise book, explain three things you plan to do next time you work in a community so that you work in a way that is appropriate to local culture.</p>	<p>F</p>













Revision discussion

Tingim ples bilong yu. What are some *kastom* ways of showing respect for people who aren't from your *ples*?

1 hour

Materials Exercise book. Pen or pencil.

1	 <p>This coursebook is called 'Participatory Planning'. It covers both step 1 and step 2 of the project cycle together because often the reason for helping the group to do <i>glasim na skelim sindaun</i> is to identify the target (objective) for a project. If this is the case, then it is common to just continue on from step 1 and help the group to develop their project plan.</p> <p>How long it takes to do step 1 of the project cycle will depend on what you are doing. If you are helping the group to <i>glasim na skelim olgeta sindaun</i> then it can take a few days or more. If you are helping them to <i>glasim na skelim</i> only one issue (like malaria or youth sport or problems with <i>kaukau</i>) then it should only take a day.</p>
1	 <p>Discussion What are the six steps of a project cycle? Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>
1	<p>If you are a CDW who is helping a group through one of the steps of a participatory project cycle, then when you begin the activities (after you have completed community entry) it is normal to begin the activities with a <i>kibung</i>. <i>Slip kirap wantaim kibung.</i></p> <p><i>Olsem na statim</i> step 1 of the project cycle (<i>glasim na skelim sindaun</i>) with a <i>kibung</i>. Everyone in the group needs to participate (and participate effectively) – including people from groups that are normally left behind or excluded. The principles of participation and inclusion <i>em nau yupela save pinis.</i></p> <p>If you are working with a community group, then it is a good idea if other people from the community also attend the <i>kibung</i>. They can share ideas and give <i>stia</i> so you get the whole story. <i>Em wan.</i></p> <p><i>Na tu</i> if other people from the community attend it is far more likely that the community will support the project (and the group). <i>Tingim wanpela mama grup long ples. Nogut ol mama tasol wokim kibung na statim projek na bihain ol man ok olsem em samting bilong ol mama wari bilong ol. Em bai olsem yu save.</i></p> 
2	 <p>Development means change. A change that helps. A good change. <i>Strongim sindaun.</i></p>  <p>There are six key steps you need to take to make a change. It might be a change in your own life or in a family or organisation or business or ward. There can be other steps, but the following six key steps are always needed:</p>







	<p>Step 1 Glasim na skelim sindaun. Decide what change to make. Step 2 Kamapim plen. Plan how to make the change. Step 3 Kamapim wanbel. Make agreements with anyone who you need to help you. Step 4 Set gut na statim wok. Begin to implement the plan. Step 5 Sekim wok. During implementation, monitor how things are going. Step 6 Lukluk bek na skelim. After you finish, evaluate how it went. Learn lessons.</p> <p>The six steps you need to take to make a change are called a 'cycle'. A 'cycle' means that when you get to the end, you then go back and start again at the beginning. After step 6 you go back to step 1 and start again to make a new change. The lessons you learn in step 6 will help you when you go back to step 1 and start again. This is how change happens. This is how development happens. Development never stops. Change.</p>
2	 <p>Discussion Think about a change you have made in your life. Think about how you put each of these six steps (above) into practice when you made the change. Share your ideas with your colleagues.</p>
	
3	 <p>Discussion What is a 'project'? Discuss this with your colleagues.</p>
3	<p>In <i>tok divelopmin</i> anything you do to make a change is called a project. The change might be an activity at a church, or a community water supply, or expanding your business, or sending mum to university. <i>Kain kain</i>.</p> <p>If the change is for a family or a group or a community, then for the change to be successful, everyone in the family or group or community needs to participate. <i>Wanman</i> projects never work out. <i>Olgeta mas kamap papa bilong en</i>.</p> <p>Bikpela tok. If everyone in a family or group or community participates in making a change, it is called a participatory project cycle. A participatory project cycle has the same six steps to make a change that we looked at earlier in the topic, but everyone in the family or group or community takes the six steps <i>together</i>. Best.</p> 
	
4	<p>This <i>wok mak</i> from the National Standard is explain the purpose of the visit and why it is important that everyone in the group participates to analyse their development situation and identify priorities.</p>

A good time to put this *wok mak* into practice is when you start the *kibung* to help the group *glasim na skelim sindaun* (step 1 of the project cycle). You can't help a group or community through the steps of a project cycle if they don't know why they are doing it. *Kliarim ol gut tru pastaim*. Makes sense.

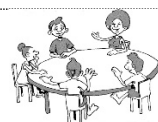
When you explain the purpose of step 1 of the project cycle to everyone, it is a good idea to first give a clear explanation of the participatory project cycle so that everyone can see how it all fits together *pisin lukluk kam daun*.

Many Community Development Workers explain the 6 steps of a participatory project cycle using the example of a family project cycle. This helps everyone connect it to their everyday lives. For example:



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

4



Discussion

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

4	 <p>To <i>inapim</i> this <i>wok mak</i> you need to explain the purpose of this step of the project cycle (<i>glasim na skelim sindaun</i>). The best way to do this is by explaining all the steps of a project cycle together. <i>Nau tasol yumi lukim</i>.</p> <p>But this <i>wok mak</i> also says you need to explain why it is important that everyone in the group participates, not just the leaders and key people. The principle of participation. <i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>.</p> <p>We looked at why participation (and inclusion) was important at the start of this coursebook (topic 3.1). <i>Tingim</i>.</p> <div style="background-color: black; color: white; padding: 5px;"> <p>① Participation makes the work more successful ② Participation supports inclusive development (equality) ③ Participation grows goodwill and trust <i>namel long ol</i></p> </div>
4	 <p>Activity</p> <p>Go back over topic 3.1 in this coursebook to refresh yourselves – so you and your colleagues know how to explain why it is important that everyone in the group participates in this step (and every step) of the project cycle.</p>
4	<p>To <i>inapim</i> this <i>wok mak</i>, everyone needs to understand how participation by everyone in the group (not just the leaders and key people) makes the work more successful, supports inclusive development, and grows goodwill and trust <i>namel long ol</i>.</p> <div style="display: flex; align-items: center;">  <p>Don't forget, another <i>wok mak</i> you need to <i>inapim</i> is encourage key people to take the lead during the activities. If you can help key people to <i>go pas</i> to explain the purpose of the visit and why it is important that everyone in the group participates to analyse their development situation and identify priorities, then <i>yu wok long inapim tupela wok mak long sem taim</i>.</p> </div>
4	 <p>Written answer</p> <p>When you start the <i>kibung</i> to help the group <i>glasim na skelim sindaun</i> (step 1 of the project cycle), you need to explain the purpose of the visit and why it is important that everyone in the group participates to analyse their development situation and identify priorities. Discuss with your colleagues how you would put this <i>wok mak</i> into practice. Next, in your exercise book, write down two dot points to guide you when you do it.</p> <div style="background-color: black; color: white; padding: 5px; text-align: center; float: right;">G</div>




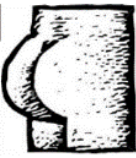


Revision discussion

Imagine you are helping a youth group in a remote part of Oro Province to do *glasim na skelim sindaun*. Have a go at putting this *wok mak* into practice.








4 hours

Materials Exercise book. Pen or pencil. Glass of water.

1	 <p>Discussion What does 'development' mean? Discuss this with your colleagues.</p>
1	<p>Step 1 of the project cycle is all about helping a group to analyse their development situation and identify priorities. But what does development mean? The problem is that development can mean everything and anything. <i>Developmin emi biknem tumas.</i></p> <p>Sometimes the reason you are helping a group to do step 1 of the project cycle is because you need to help them <i>glasim na skelim</i> a specific issue to identify priorities for action - like malaria or youth sports or drought. In this case development is already broken down into what it is you need to help everyone <i>glasim na skelim sindaun long en - luk olsem</i> malaria or youth sports or drought.</p> <p>BUT  But if you need to help a group to <i>glasim na skelim</i> everything - <i>olgeta sindaun</i> - then first you need to help them break down development into the parts that they want to do something about. They need to choose what they mean by 'development'.</p>
1	 <p>Discussion The PNG Government breaks development down into the parts that they want to do something about. What does the Government call these parts? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p> 
1	<p>The PNG Government chooses what it means by development. It breaks development into <u>sectors</u> – health, education, law and order, social support, infrastructure, environment, <i>na ol kain samting olsem</i>. Then it tries to do something about each sector.</p> <p>Every five years, the Government analyses each sector and decides on priorities to achieve each sector over the next five years. This is <i>glasim na skelim sindaun</i> (step 1 of a change cycle). Then they put their plans to achieve each sector into practice until five years are up and they start again. <i>Faiv-yia wokabaut bilong gavmen em olsem.</i></p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Each sector is managed by a department. For example, the Department of Health.</p> </div>



2	<p>Any organisation - whether a family or a business or a <i>grup long ples</i> or a community or a large mining company or a church or the Government - needs to choose what they mean by development. If you don't break down development into the parts that you want to do something about then you can't plan to do anything about it. <i>Stap nating</i>.</p> <p style="text-align: center;">If you don't break down development into the parts that you want to do something about THEN YOU CAN'T PLAN TO DO ANYTHING ABOUT IT</p> <p>The Government breaks development down into <u>sectors</u>. <i>Tok gavman em olsem</i>. Other organisations break development down into <u>missions</u>. <i>Wankain samting</i>.</p>
2	 <p>Discussion What are an organisation's missions? Discuss this with your colleagues.</p>
2	<p>To help a group choose what they mean by development, many Community Development Workers start by getting everyone in the group to agree on what change they are dreaming about. What is their shared dream?</p> <p>Organisations call this shared dream their 'vision'. This is what people in the organisation are 'organising' to do. <i>Wanem longwe hap ol laik kam kamap long en</i>.</p> <p>Once an organisation knows what it is organising to do (its vision) everyone then needs to agree on how to break their vision down into the parts that they can do something about. <i>Yumi bihainim wanem ol rot long kam kamap long driaman bilong yumi?</i></p> <p>In <i>tok ogenaiseson</i> the different parts that the group wants to do something about to try and achieve their vision (the roads they want to follow) are called their 'missions'.</p> <p>Governments are big enough to have a lot of sectors. But a community group should only have a few missions - otherwise they will find it too hard to make progress. They can always change or add more missions later.</p>
2	 <p>Discussion There are coursebooks for CDWs to use that show them how to help a group come up with their vision and missions, to come up with ideas (priorities) to achieve their missions, and to put their missions into practice. If you have access to the internet, you can download these coursebooks from pngcdwstandard.com (go to 'other resources – for working with wards, communities'). <i>Lukluk tasol</i>.</p>

2	<p>All organisations should identify their missions - whether a family or a business or a <i>grup long ples</i> or a community or a mining company or a church or the Government.</p> <p>Then every five years (or sometimes every three years), all organisations should <i>glasim na skelim</i> their missions and decide on priorities to try and achieve their missions over the next five years. Then all organisations should put their plans to achieve their missions into practice - until five years is up, and they start again.</p> <p>All organisations - whether a family or a business or a <i>grup long ples</i> or a community or a mining company or a church or the Government - should run their organisation by following the steps of a change cycle. <i>Wankain olsem projek saikel.</i></p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Instead of vision and missions, some organisations talk about their goals or targets or objectives or aims <i>o kain olsem</i>. No problem. <i>Wankain samting.</i></p> </div> 
	<p><i>Yumi raunim liklik tasol nau yumi kam bek gen.</i></p>
3	<p>If you need to help a group to <i>glasim na skelim</i> their development situation for a specific issue (like malaria or youth sports or drought) then the method that we are going to look at in this coursebook is a good way to do it. <i>Tasol yu yet.</i></p> <p>If you need to help a group to <i>glasim na skelim</i> everything – <i>olgeta sindaun</i>, and they can tell you what their missions are, then the method we are going to look at in this coursebook is a good way to do it. <i>Tasol yu yet.</i></p> <p>But if they don't have missions, you might need to help them come up with their vision and missions first. All organisations should identify their missions - whether a family or a business or a <i>grup long ples</i> or a community or a mining company or a church or the Government. You can't take charge of your own development unless you first identify what you mean by development. If you don't take charge, you will always be following</p> <p>If you don't take charge, you will always be following</p>
3	 <p>Discussion If you know the vision and missions of an organisation that you belong to, then share what they are with your colleagues.</p>
3	<p>In this coursebook, we will use an example to show how a CDW can help a group to analyse their development situation and identify priorities and develop a project plan (step 1 and 2 of the project cycle).</p>

We are going to look at one way to put the *wok mak* from the National Standard into practice. But don't forget the recipe you follow to put the *wok mak* into practice is up to you (and your organisation). The National Standard only tells you what key ingredients need to be in your recipe (not what recipe to use).



Merilyn is going to help a women's group called *Mama Kirap* to do step 1 and 2 of the project cycle. *Mama Kirap* already knows what their vision and missions are. They know what they mean by development. Nice. Merilyn is going to help them *glasim na skelim sindaun* to come up with an idea for a project. To do this she is going to help them *glasim na skelim* each of their missions. Merilyn will then help them to turn their idea for a project into a project plan. Merilyn *emi fit* CDW.

Stori em olsem: The Member for Buin has allocated money to Buin District for projects for community groups. A community group called Mama Kirap from the village of Hasarai has decided to apply for funding for a project.

Mama Kirap already knows their vision and missions. Their vision is: 'Manmeri wantaim kirapim ples'. Their missions are the roads they want to follow to try and reach their vision. Mama Kirap's missions are:

Help men and women and children get an education (education)

Help men and women and youth get income and livelihood skills (economy)

Help men and women and children get the health care they need (health)

Mama Kirap wants the project they identify to help achieve one of their missions. Gutpela. That is how it should be. The Buin District also want to see organisations taking charge of their own development.

A local woman, Merilyn, has agreed to help Mama Kirap analyse their development situation and identify priorities and develop a project proposal (step 1 and step 2 of the project cycle). Merilyn is a competent Community Development Worker.



Time to start *glasim sindaun*.

4

The best way to do step 1 of the project cycle is to get everyone together in a *kibung*. Merilyn and the key people made sure that everyone from *Mama Kirap* was involved, especially people from groups that are normally left behind or excluded. Nice. The principles of participation and inclusion.



Merilyn and the key people also made sure that other people from the community were invited. They can share ideas and give *stia* so that you get the whole story. *Em wan. Na tu* if other people from the community attend it is far more likely that the community will support the project (and the group).

After the prayers and introductions, Merilyn and the key people **explained the purpose of step 1 of the project cycle and why it is important that everyone in the group participates.** *Wok mak em olsem.* Merilyn and the key people also explained what was going to happen in the *kibung*. This is called an 'agenda'.

Next, Merilyn helped everyone to **analyse their development situation.** She started by asking everyone to *painim wanpela gutpela hap graun* to make a *ples* map.

4



Discussion

What is a *ples* map? Discuss this with your colleagues.
Nogut yupela klia pinis.



A *ples* map is a large map or model that you make together on the ground.

4



Go to cleared ground (like a volleyball court). Ask everyone to make a *ples* map to show *wanem samting istap pinis insait long ples*. Let them show what they want to show. Let them use whatever materials they want to use. It is their *ples* map.

What 'ples' means will depend on who you are helping. *Yu halivim wanpela grup long ples orait 'ples' emi viles o haus lain bilong ol. Yu halivim wanpela Wod komiti orait 'ples' emi Wod bilong ol. Yu halivim wanpela fama grup orait 'ples' emi wanem hap graun we ol fama memba i stap. Yu halivim maket komiti orait 'ples' emi maket bilong ol. Yu halivim wanpela femili bisnis orait 'ples' emi graun bilong ol. Tingim.*

The bigger the map that people make of their *ples* the easier it will be for everyone to get involved. If people just draw their *ples map* on butcher paper or a blackboard it is harder for everyone to participate - especially people who find it hard to read and write.



If it looks like it might rain you could do the *ples map* in a large classroom *o kain olsem*, but if you have time, it might be better to postpone *glasim na skelim sindaun* until the rain finishes.

4



Discussion

What sort of materials can people use to make their *ples map*? Discuss this with your colleagues.

4

When people are making the *ples map* ask people to show:

- ✓ *Ol samting bilong graun.* Often people show things like rivers, creeks, mountains, swamps, lakes, *wait san*, forest, *kunai*.
- ✓ *Ol samting we manmeri wokim.* Often people show things like main roads or footpaths, bridges, drinking water and washing water, houses (and toilets), gardens, schools, health facilities, play areas, the homes of people with special needs (like disabled people), where young people tend to hang out, clan or village boundaries, *kastom* places, leader houses, and churches.

People can use anything they want to make their *ples map*. They might use stones to represent houses, leaves for a forest, cups for water tanks, a bottle to represent *haus bia*, *bilum rop* to represent clan or Ward boundaries, *wait san* for roads. *Ol yet.*

You will find that people who are shy and quiet, or who are normally excluded, are the ones who go off and find things to use. Great. They are getting involved. Participation.

4



Activity

With your colleagues, go outside and make a *ples map*. Make it for your office or your *haus lain* or a community that you work with or your town or *graun bilong yupela* or your Ward. *Yupela yet.* Use whatever you can find to make the *ples map*. *Em bilong kisim aidia tasol.* When you have finished *noken brukim* because you will need your *ples map* again soon.



Merilyn asked *ol lain Hasarai* to make a *ples* map of Hasarai because she is going to use it to help them to *glasim* each of *Mama Kirap's* missions. But why? Why use a *ples* map?

Think about a family. A mission for a family might be '*femili igat gutpela gaden kaikai*'. If they want to come up with ideas to help achieve their mission, they need to go to their garden and look at it. They will see which parts of the garden *nogat gutpela gris long en*, where the pigs are getting in, which crops are not growing well. *Kain kain. Ai bai op. Tingting bai op. Toktok bai flo. Sindaun long haus tasol na wokim ol bai lus tinting.*



5

Taim yupela femili sanap na lukim gaden olgeta femili mas i sanap wantaim. Mama tasol sanap long glasim gaden em bai lus tinting long ol wok gaden bilong man. Sapos man tasol glasim gaden em bai lus tinting long pat bilong meri na pikinini.

Na tu yupela femili sanap wantaim long glasim gaden yu wok long kirapim bel bilong ol. Luk olsem taim yupela femili laik mekim wanpela senis i kamap olgeta femili bai ful sapot. Luk olsem olgeta femili stap olsem papa bilong wanem senis yupela laik mekim.



Never forget about the importance of participation. Supporting and encouraging participation makes your work more successful, promotes inclusive development, and grows goodwill and trust *namel long ol. Igat kain kain gutpela kaikai long en.*

Merilyn is helping *ol lain Hasarai* to come up with ideas to achieve each of *Mama Kirap's* missions. They don't need to go to their garden and look at it. Instead, they need to *glasim ples*. But how can you *glasim ples*? *Ples* is not like a garden that you can *sanap na lukim*. *Ples em bikpela hap graun*. Hire a plane? Grow wings? Satellite?

The best way to *glasim ples* is to make a *ples* map. This is why *ples* map is so important.

5



Discussion

What are *Mama Kirap's* three missions? With your colleagues, read the case study again from earlier in this topic. *Kirapim bek tinting.*

5



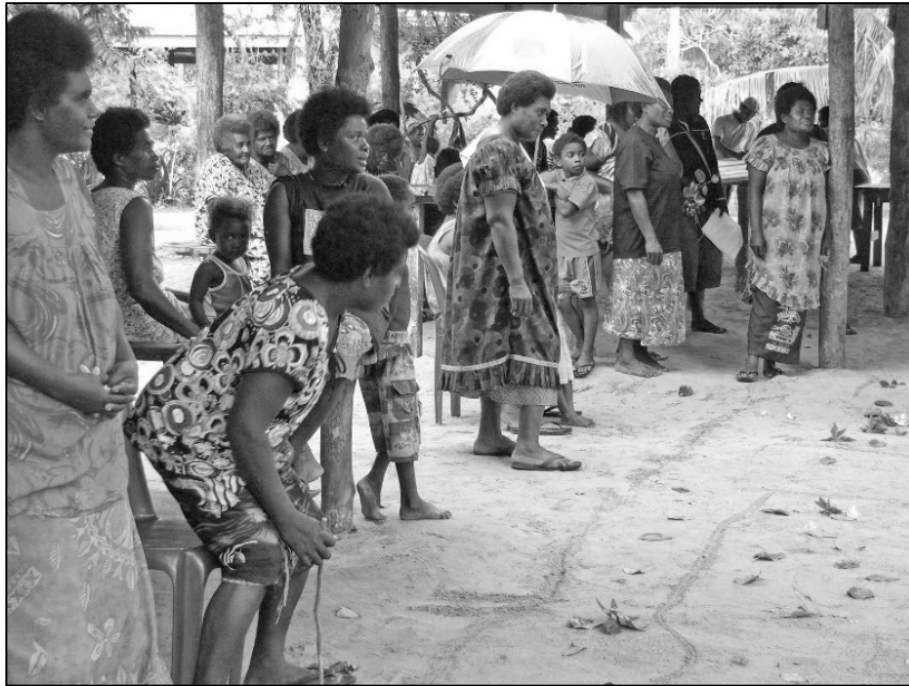
Merilyn asked everyone at the *kibung* to stand around their *ples* map and talk about *Mama Kirap's* first mission - "**Help men and women and children get an education (education)**".

Glasim sindaun long sait bilong edukeson.

Merilyn asked the following five questions to *kirapim toktok*:

Five questions to kirapim toktok

1. Ask everyone about the situation. Situation *istap olsem wanem?*
2. Ask everyone about the history. *Stori gut long stat ikam inap long nau.*
3. Ask everyone what we can do ourselves
4. Ask everyone what outside help is available
5. Ask everyone to brainstorm ideas to achieve the mission (or anything)



1. **Ask everyone about the situation. Situation *istap olsem wanem?*** *Stori gut long edukeson bilong man na meri na pikinini. Situation stap olsem wanem? Wanem hevi na wanem gutpela long en. Kain kain. Pinisim olgeta toktok.*
2. **Ask everyone about the history. *Stori long stat ikam inap long nau.*** *Oli statim praimeri skul long wanem taim? Wanem stori bilong priskul? Ol tisa save stap gut o? Askim ol lapun ol save gut tru long histori emi kaikai bilong ol. Pinisim olgeta toktok.*
3. **Ask everyone what we can do ourselves.** *Yumi gat wanem strong bilong yumi yet long stretim edukeson? Yumi gat wanem ol save lain na moni na skil? Diwai istap. Kunai istap. Ol bipo menesa istap long trenim BOM. Kain kain. Pinisim olgeta toktok.*
4. **Ask everyone what outside help is available.** *Yumi nidim wanem halivim? Husat bai kam? Gavman inap long givim wanem sapot? Kain kain..*
5. **Ask everyone to brainstorm ideas to achieve the mission (or anything).** *Askim ol long troimwei tingting long hau long inapim edukeson mison. Bai yumi mekim wanem? Tingting kapsait. Gespaia. Olgeta manmeri troimwe nau olgeta bai kamap olsem wan nek. Luk olsem. Pinisim olgeta toktok.*



6

You will find that when you start to *glasim sindaun* everyone will want to add things to their *ples map*. They may have missed things out or there may be new ideas. For example, teacher's gardens or the houses of students who are at high school or rope to show where the children for the elementary school come from or the FODE study center or houses that have light at night-time. *Kain kain*.



Use the *ples map* as a tool to help with the discussion. For example, if people are talking about relocating the school or finding new garden sites for the teachers then encourage them to use the *ples map* to help everyone see different options and ideas.



You don't need to use the five questions to *kirapim toktok*. If everyone is already discussing and talking and pointing and analysing, then let the conversation flow. However, most CDWs ask the five questions to *kirapim toktok*. These five questions provide structure for the discussion.



7

Merilyn asked *ol lain Hasarai* to look at the *ples map* and to think about *Mama Kirap's* first mission "help men and women and children get an education" (education). She asked them to discuss and talk and point and analyse and *glasim sindaun*. Merilyn asked the five questions to *kirapim toktok*. *Em nau yumi lukim pinis*.

Merilyn also did the following three things to steer the conversation. *Stiaim toktok*.

Three things to stiaim toktok

ASK WHY? WHY? WHY? *Halivim ol long dik igo daun. Ol troimwei toktok nau yu askim ol bilong wanem em olsem? As tru tru bilong hevi isave stap dip tru. Bilong wanem praimer skul bin pas? Bilong wanem ol tisa bin bel kros? Ol yet mas painim as tru tru bilong hevi. Ol yet mas luksave long en.*

ENCOURAGE SOLUTIONS *Tokim ol noken autim ol hevi o wari tasol - autim aidia long stretim bek. Oli tok olsem pik save bagrapim gaden bilong tisa tasol yu askim ol bai yu mekim wanem? Wanem aidia nau? Ol gutpela moa aidia em ol aidia we em isais bilong ol yet long go pas na mekim.*

ENCOURAGE PARTICIPATION Everyone at the *kibung* should have a chance to get involved and share their ideas, especially people from groups who are normally left behind or excluded. *Sampela lain kona kona tasol yu traim bes long kirapim ol long autim wanem tingting na askim ol igat. Traim tasol.*



Activity

With your colleagues, go outside to the *ples* map that you made together earlier in the topic. Imagine your mission is “**Help men and women and children get an education (education)**”. One of you be a Community Development Worker who is helping a group to *glasim* this mission. *Sindaun stap olsem wanem?* Look at the *ples* map together. Ask the five questions to *kirapim toktok* to help the conversation flow. And also do the three things to *stiaim toktok*.

If you don't have colleagues to work with, then see if you can get some friends to help you do this activity.

7

Five questions to kirapim toktok

1. Ask everyone about the situation. *Situation istap olsem wanem?*
2. Ask everyone about the history. *Stori gut long stat ikam inap long nau.*
3. Ask everyone what we can do ourselves
4. Ask everyone what outside help is available
5. Ask everyone to brainstorm ideas to achieve the mission (or anything)

Three things to stiaim toktok

ASK WHY? WHY? WHY?
ENCOURAGE SOLUTIONS
ENCOURAGE PARTICIPATION

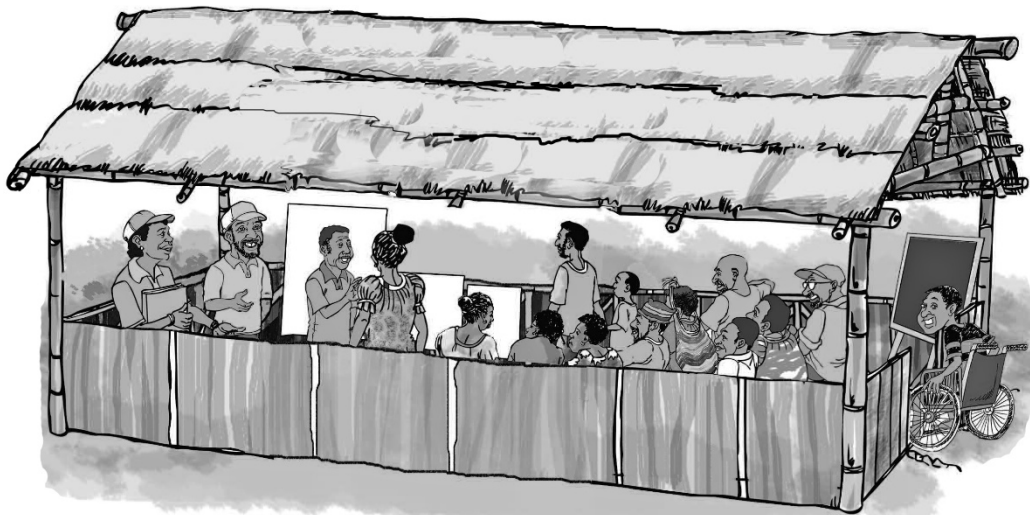





Written answer







With your colleagues, go back over what Merilyn did to help everyone analyse *Mama Kirap's* first mission? Discuss how to do a *ples map*, how to use the five questions to *kirapim toktok*, and how to *stiaim toktok*. Next, in your exercise book, list the five questions to *kirapim toktok* and the three things to *stiaim toktok*.

H

8



8	<p>As you get more experience as a Community Development Worker there are other things you can try and do to <i>stiaim toktok</i> when people are doing <i>glasim</i>. For example:</p> <p>↗ ENCOURAGE MAINTENANCE <i>Yumi save sikarap long wokim ol niupela samting – niupela klasrum na kain olsem. Tasol moa beta yumi mentenim wanem samting istap pinis pastaim. Tru a.</i></p> <p>↗ REMIND EVERYONE TO THINK ABOUT WHAT SKILLS THEY NEED Encourage everyone to think about what skills they need. Maybe the problem with the school isn't that you need a new classroom. Maybe the problem with the school is that the Board of Management don't have the skills to manage the school?</p> <p>↗ ENCOURAGE EVERYONE TO THINK ABOUT THE ENVIRONMENT The environment can't speak for itself. <i>Wok bilong yumi Komiuniti Dvelopmen Woka em long makim maus bilong en.</i> If we look after the environment, it will look after us.</p> <p>↗ REMIND EVERYONE THAT THE GLASS IS HALF FULL</p>
8	<div style="display: flex; align-items: center;">  <p>Activity Get a glass or clear bottle. Fill it up half-way with water. Discuss with your colleagues whether you think the glass is half full or half-empty?</p> </div>
8	<p>Most people say that the glass is half empty. But the glass is both half full and half empty at the same time. <i>Sik bilong man long olgeta hap long wol em long lukluk long hap empti na lus tinging long hap pulap.</i> When you get experience as a Community Development Worker, one of the things you need to try and do is encourage everyone to see that the glass is also half full. There is a lot that is good and great about the <i>ples</i> that people live.</p> <div style="text-align: right;">  </div> <p><i>Halavim ol long lukluk long wanem ol gutpela samting istap pinis. Na wanem gutpela hanmak istap pinis olsem gutpela haus sik o sios o ples iklin o kain olsem. Noken hangamap tasol long wanem ol samting ino stap. Planti sindaun bilong yumi em istret pinis. Ol narapela kantri bai kam long PNG na ai gris long gutpela kastom bilong ples na gaden na klin wara na gutpela bus na ol naispela pisin na pasin bilong halivim halivim.</i></p> <p>If people are proud of what they have they will want to do more. <i>Kirapim bel.</i></p>
9	<div style="display: flex; align-items: center;">  <p>Merilyn has now helped <i>ol lain Hasarai</i> to <i>glasim</i> their first mission. Merilyn still needs to help <i>ol lain Hasarai</i> to <i>glasim</i> the rest of the missions. Merilyn did exactly the same thing to help <i>ol lain Hasarai</i> to <i>glasim</i> the rest of the missions:</p> <p>She asked them to look at their <i>ples map</i> and <i>glasim</i> each mission. She asked the five questions to <i>kirapim toktok</i>. She did the three things to <i>stiaim toktok</i>. <i>Glasim</i> is now finished. What Merilyn did is a great way to do it. <i>Tasol yu yet.</i></p> </div>

9		<p>Discussion What could Merilyn do if she found that the women in Hasarai didn't feel confident to participate? Discuss this with your colleagues.</p>
9		<p>A very important job for a Community Development Worker is to encourage effective participation. <i>Long sampela hap</i> even if you do all you can to encourage participation, you may still find that women don't feel confident to participate. <i>Long sampela hap kastom emi strong tru.</i></p> <p>If this is the case, then you may need to get men and women to <i>glasim sindaun</i> separately. Ask them to <i>glasim sindaun</i> in separate groups. If there are two Community Development Workers, one can work with men and the other with women. You can also put youth in their own groups <i>sapos yu skelim olsem ol tu oli painim hat long toktok.</i></p> <p>But if you do this, it is very important to get men and women (and youth) back together at the end to discuss what they found out. <i>Olgeta toktok mas istap long ples klia.</i></p>
		
10		<p><i>Glasim sindaun</i> is finished. Next, you need to help everyone <i>skelim sindaun</i>. We will look at how to do <i>skelim sindaun</i> in the next topic <i>olsem na stap isi pastaim.</i></p> <p>Assisting a group to analyse their development situation is difficult for an inexperienced Community Development Worker. However, it is important to remember that your role is not to have the answers – it is to help the group analyse their own development situation to find out what their ideas and needs are. As you get more experience, you will be able to help everyone make connections – but always remember that if you just facilitate the process and let them do it you are doing enough.</p> <p>  Don't forget you can use the same method we just looked at for doing <i>glasim sindaun</i> no matter what it is that you need to help a group or community to <i>glasim sindaun long en</i> – an organisation's missions or Government sectors or the environment or a drought or sport or <i>anything</i>. </p>
10		<p>Discussion What are PRA tools? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
10		<p>PRA means Participatory Rural Appraisal (but everyone just says PRA or PRAP). <i>Ples map</i> is a PRA tool. <i>Ples map em save karim planti gutpela kaikai. Tingim:</i></p> <ol style="list-style-type: none"> 1 It encourages participation. Everyone (men, women, youth, disabled, <i>lapun</i>) works together to make the <i>ples map</i>. 2 You get the full story. Because everyone is discussing and answering questions and coming up with ideas together you get the full story.

- 3 It helps everyone remember. Looking at a *ples* map helps everyone to think clearly – just like standing and looking at your garden helps you remember.
- 4 It helps everyone see their things with ‘fresh eyes’. When you do something that you haven’t done before (like looking at a map of your *ples*) you see everything with ‘fresh eyes’. You see new ideas.
- 5 The facilitator can ask questions *na givim stia*. When everyone is looking at their *ples* map the CDW can ask questions *na givim stia*.



Activity

Ples map is a PRA tool. At the end of the coursebook, there is a section called **PRA tools** which explains four more PRA tools you can use to help everyone *glasim sindaun*. With your colleagues, read about the four PRA tools. When you have finished, look at the five questions to *kirapim toktok* (below). Notice how the four PRA tools line up with the first four questions. When you get more experienced, you can also use these four PRA tools to help everyone dig deeper to *glasim sindaun*.

Five questions to kirapim toktok

1. Ask everyone about the situation. Situation *istap olsem wanem?*
2. Ask everyone about the history. *Stori gut long stat ikam inap long nau.*
3. Ask everyone what we can do ourselves
4. Ask everyone what outside help is available
5. Ask everyone to brainstorm ideas to achieve the mission (or anything)

10

- ✓ The Seasonal Calendar PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what happens now each year (for a mission or anything).
- ✓ The Timeline PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what has happened in the past (for a mission or anything).
- ✓ The Asset Inventory PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what we can do ourselves (for a mission or anything). Strengths.
- ✓ The Services and Opportunities PRA tool helps everyone think deeply and *toktok gut tru* about what outside help is available (for a mission or anything).

Tok save there are many more PRA tools. Heaps. If you want to learn more about PRA tools and how you can use them, then ask your line manager or the course facilitator.






Revision discussion

Everyone in *Hasarai* helped *Mama Kirap* to *glasim sindaun*. Does this mean that *ol lain Hasarai* will be more likely to support the project (and *Mama Kirap*)?



2 hours

Materials Exercise book. Pen or pencil.

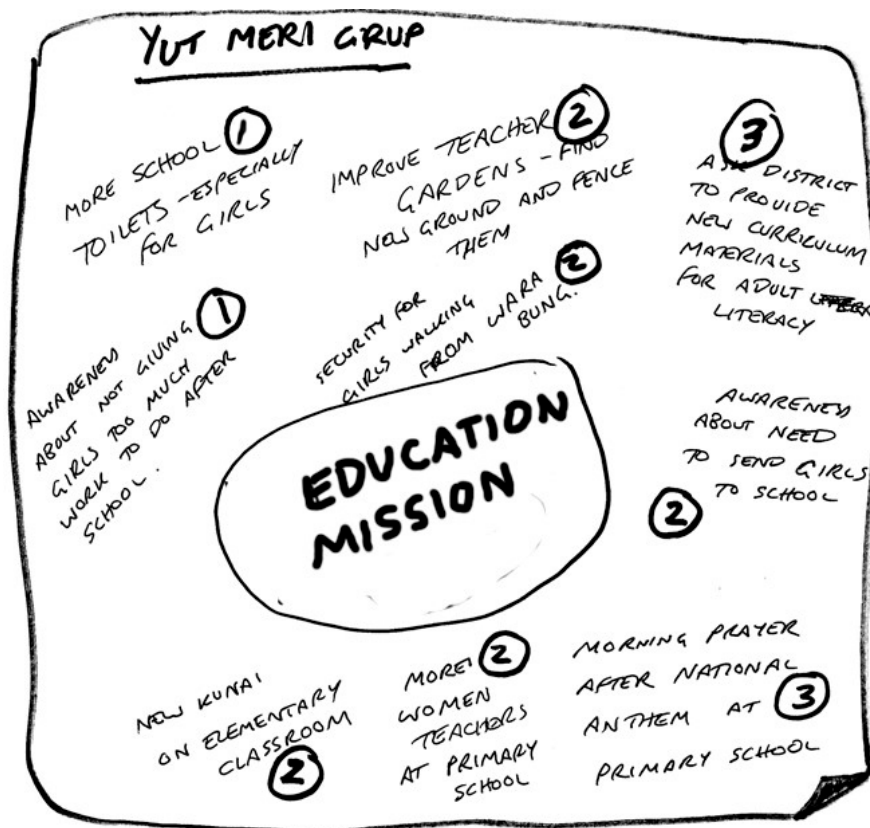
1	<p>You are helping the group to <i>glasim na skelim sindaun</i>. Step 1 of a change cycle.</p> <p>You have helped them to <i>glasim sindaun</i>. Nice. Now it is time to help them <i>skelim</i> what they have found out, so they come up with priorities for action.</p>
1	 <p>Discussion</p> <p>What has Merilyn done so far to help <i>Mama Kirap glasim sindaun</i>? Discuss this with your colleagues. <i>Kirapim bek tinging</i>.</p>
2	<p><i>Tingim eksampel bilong yumi</i>. Merilyn is helping <i>ol lain Hasarai</i> to analyse their missions. <i>Oli sekim gut sindaun bilong wanwan mison na troimwei sampela aidia pinis long hau long inapim wanwan mison</i>. <i>Ol yet painimaut na luksave</i>. <i>Olgeta manmeri Hasarai kamap papa bilong toktok</i>.</p>  <p>The next thing Merilyn needs to do is help everyone at the <i>kibung</i> to <i>skelim</i> what they have found out, so they come up with priorities for action to achieve each mission.</p>
2	 <p>Time to start <i>skelim sindaun</i>.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>SKELIM ROUND 1 Merilyn started <i>skelim sindaun</i> by getting everyone at the <i>kibung</i> into small groups to identify and prioritise (rank) their needs or ideas.</p> </div> <p>↻ Merilyn asked everyone to get into four groups – <i>man, meri, yut meri, yut man</i>. She made sure each group had a scribe and a facilitator. Merilyn joined in the <i>meri</i> group. Other invited guests at the <i>kibung</i> also joined in.</p> <p>↻ Merilyn asked everyone to think about <i>Mama Kirap's</i> mission “help men and women and children get an education (education)”. Merilyn asked a key person to explain the mission again while Merilyn wrote it down on butcher paper for everyone to see.</p> <p>↻ Merilyn then asked each group to list down their ideas for achieving this mission on butcher paper. She asked each group to write down all and any ideas that were suggested. <i>Putim tasol</i>. She made sure somewhere on each page each group wrote what mission it was for (education), and their group (<i>man, meri, yut meri, yut man</i>).</p> <p>↻ Merilyn then asked each group (<i>man, meri, yut meri, yut man</i>) to prioritise their ideas for the education mission by rating them as 1 (most important) or 2 (important) or 3 (could do later). Merilyn told each group to only select two needs or ideas as number 1 (most important) – all of the rest are 2 or 3. It is best if each group does this through consensus but, if necessary, they can vote for their two number 1 (most important) ideas by show of hands.</p>

If someone in a group suggests an idea that another organisation (like the Ward Development Committee or the School Board of Management) already plans to do something about, it should still be included – but the group probably wouldn't rate it as one of their number 1 (most important) needs or ideas. Something is already being done.



Activity

With your colleagues, have a look at the butcher paper below that *ol yut meri bin wokim* for *Mama Kirap's* education mission. What were the two number 1 (most important) priorities for *yut meri*?










2

Next, Marilyn asked each group (*man, meri, yut meri, yut man*) to do exactly the same thing for *Mama Kirap's* two remaining missions.

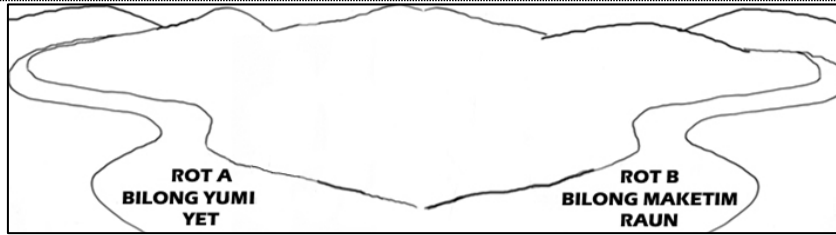
At the end Marilyn asked each group (*man, meri, yut meri, yut man*) to put their butcher paper for each mission *long ples klia*. And Marilyn asked each group (*man, meri, yut meri, yut man*) to present what they came up with.



2

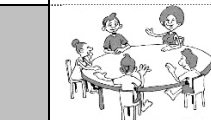
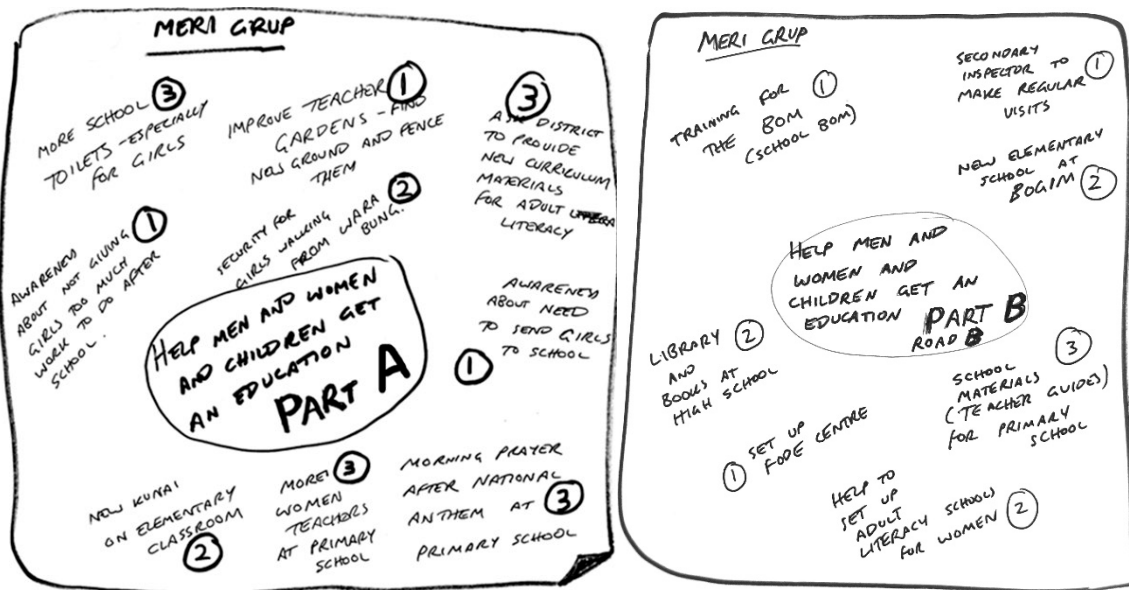
2	 <p>Discussion Why did Merilyn split everyone into smaller groups (like <i>man, meri, yut meti, yut man</i>) to identify and prioritise their ideas for each mission?</p>
2	<p>It is important that everyone at the <i>kibung</i> has the chance to get involved and contribute their ideas. Especially people from groups that are normally left behind or excluded.</p> <p>“Encourage and support effective participation and inclusion during the activities” is a <i>wok mak</i> in the National Standard <i>yupela save pinis</i>.</p> <div data-bbox="911 510 1406 600" style="border: 1px solid black; padding: 5px;"> <p>① Participation makes the work more successful ② Participation supports inclusive development (equality) ③ Participation grows goodwill and trust <i>namel long ol</i></p> </div> <p>It is a good idea to split everyone into men and women so they list down their ideas separately and without influence. Good. But even better is <i>man, meri, yut meri, yut man</i>.</p> <p>The <i>kumul</i> needs two wings to fly - and the next generation needs to learn how to fly.</p>
3	 <p>Merilyn started <i>skelim sindaun</i> by getting everyone at the <i>kibung</i> into smaller groups (<i>man, meri, yut meri, yut man</i>) to identify and prioritise their needs or ideas for each mission. She did this so that everyone had a chance to have their voices heard. Fit CDW.</p> <div data-bbox="256 1014 1401 1104" style="border: 1px solid black; padding: 5px;"> <p>SKELIM ROUND 2 Next Merilyn got everyone in the <i>kibung</i> back together to prioritise again what everyone came up with in the first round. Round 2.</p> </div> <p> Merilyn started with <i>Mama Kirap's</i> education mission. She wrote both of the two number 1 (most important) ideas for the education mission that each group (<i>man, meri, yut meri, yut man</i>) came up with on separate pieces of paper or post-it notes. Four groups = eight pieces of paper. <i>Tingim</i>. Merilyn then spread all the pieces of paper on the floor. Merilyn asked each group to explain their two number 1 (most important) ideas, while Merilyn drew a little picture on each piece of paper because some people in <i>Hasarai</i> can't read. Fit CDW.</p>  <p> Next, Merilyn asked everyone in the <i>kibung</i> to work together to prioritise (rank) the number 1 (most important) ideas for this mission. Just like before, she asked them to rate two ideas as number 1 (most important) - and the rest as number 2 (important) or number 3 (could do later). Exactly the same as the first round.</p> <p> Merilyn then asked everyone to do the same thing for the two remaining missions.</p> <p>Finished. Merilyn has now helped everyone to identify and prioritise what <i>Mama Kirap</i> can do to achieve their missions (and vision). <i>Ino liklik samting. Bikpela samting pinis. Mama Kirap</i> knows their two number 1 (most important) priorities for achieving each mission, and they also have a list of number 2 and number 3 priorities for each mission.</p> 

<p>3</p>	<div data-bbox="256 277 405 394"> </div> <p>Activity Imagine you are a CDW helping a church group. When you did the first round of ranking, you split everyone into two groups (<i>man, meri</i>) instead of four groups (like Marilyn did), and you asked both groups to identify and prioritise two needs or ideas as number 1 (most important) for each of the church group's missions. Nice. Now it is time for the second round. When you help them to do the second round of ranking for one of their missions, how many pieces of paper (how many number 1 (most important) needs or ideas will you put on the floor for everyone to rank?</p> <div data-bbox="906 277 1406 819"> </div> <div data-bbox="264 864 1394 1028" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p><i>Luk olsem</i> if there are only two groups (<i>man, meri</i>) in the first round and both groups came up with two needs or ideas as number 1 (most important) for a mission, then when you the second round of ranking for a mission there will be 4 pieces of paper on the floor.</p> </div>
<p>3</p>	<p>Bikpela tok. If a group needs to <i>glasim</i> more than one thing (like their missions) then it is a good idea to <i>glasim</i> the first mission and then do <i>skelim</i> straight away so everyone can identify and prioritise their needs or ideas - before going on to look at the second mission. If you do this, then everyone's thinking will be fresh. <i>Tingim</i>.</p> <p style="text-align: center;">Glasim the first mission and then do skelim straight away so everyone can identify their priorities while their ideas are fresh before going on to glasim na skelim the second mission</p> <div data-bbox="256 1462 475 1722"> </div> <p>Tok save. If the group that you are working with is small (and works well together) then you may not need to do two rounds of ranking to come up with priorities for missions. When you get everyone to list their ideas (the first round of ranking) just get them to do it together as a whole group. <i>Tingim</i>. But don't forget that the more people who participate in <i>glasim na skelim sindaun</i> the better - it is unusual to only be working with a small group of people.</p>
<p>4</p>	<div data-bbox="177 1731 240 1809"> </div> <p>Bikpela tok gen. If you help a group to <i>glasim na skelim sindaun</i> to identify what they can do to achieve their vision and missions (over the next five years), get everyone to come up with two types of priorities for each mission - road A and road B. Road A priorities are those the group can do themselves <i>sais bilong ol</i> without the need for much or any outside help. Road B priorities are those that need outside help to achieve.</p>



If you help a group to come up with both road A and road B priorities, then do exactly what Merilyn did – but split everyone into small groups to identify and rank road A priorities first – and then repeat the process for road B priorities. Two lists of priorities for each mission. Two roads to follow for development.

Road A priorities are for the group to put into practice themselves with their own resources. Road B priorities are for marketing to outside organisations for support. The more the group puts into practice their road A priorities (and build up evidence that they can do it and can be trusted) the more they will get help with road B priorities.

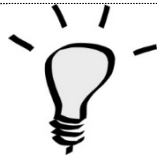


Activity

Imagine you and your colleagues are a church group. A CDW used a *ples* map to help you to *glasim* your mission "Help men and women and children get an education (education)". Now imagine the CDW has asked you to identify and prioritize ideas or needs to achieve this mission. *Skelim*. Use the same method that Merilyn used. BUT when you do it, do it first for **road A** (things that *luk olsem* the church group can do themselves to tackle the mission). When you have finished road A, do it again for **road B** (things that *luk olsem* the church group will need help to achieve). *Luk olsem* the CDW hasn't split you into small groups (*man, meri, yut meri, yut man*) so just do it together as one group (so you don't need to do two rounds - just one round is enough).

If you don't have colleagues to work with, then see if you can get some friends to help you.

4



To help any *grup long plus* market their road B priorities, it is a good idea for them to develop an organisation profile. An organisation profile is a simple two- or three-page document that says where the group is from, who is in the group, their vision and missions, a list of their priorities for achieving their missions for the next five years (road A and road B), and how they came up with their priorities. This is sometimes called a 'five-year strategic plan'.

4

The group can use their organisation profile to market themselves to get help with their road B priorities (if they need to) and to register their group with the government (if they want to). When the group does their annual plan and budget (or develops their own project plans) they can look at the list of road A priorities and decide which road A priorities to try and tackle. And if they need to develop a project plan (for example, to give to Buin District to get support) they can look at their road B priorities and choose which need or idea to turn into a project plan. And they can attach the organisation profile to the project plan to show Buin District that the project will help them achieve their vision and missions. Projects should always help achieve your vision and missions.

There are coursebooks that CDWs can use to help a group follow an organisation cycle (road A and road B). How to identify vision and missions, how to come up with priorities for missions, how to develop an organisation profile, how to develop an annual plan and budget, roles and responsibilities, good governance, *kain kain*. You can download these coursebooks from the website pngcdwstandard.com (go to the menu 'other resources – for working with wards, communities, CBOs, SMEs & families' and look for Organisational Strengthening Training). You can also download the Government's Ward Priorities Planning handbook.



Activity

With your colleagues, read the information below. *Save moa yet.*

4



The road A and road B approach is also the Department for Provincial and Local Level Government's new (2016) Ward Development Planning approach. The missions of a Ward Development Committee are seven key Government sectors (education, transport and infrastructure, economy, health, law and justice, disaster, community development). Every five years, when the PNG Government starts its organisation cycle, it wants Ward Development Committees to *glasim na skelim sindaun* to come up with road A and road B priorities for the seven Government sectors. The district wants to know what outside help Wards need (road B) so they can include it in their five-year plan - but it also expects Ward Development Committees to help their Ward make progress themselves (road A).





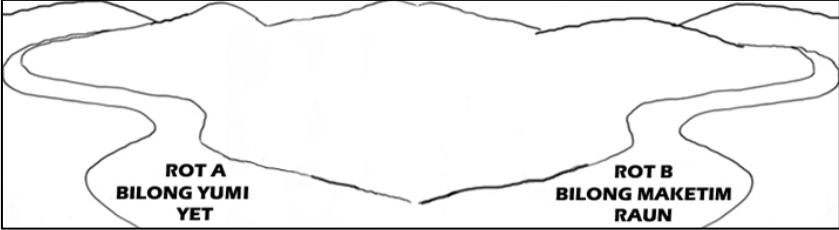





Revision discussion







Do you think the way that Merilyn helped *Mama Kirap* to do *glasim na skelim sindaun* is a good way to do it? What would you do differently?







4 hours

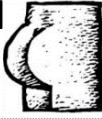



Materials Exercise book. Pen or pencil.

1	<p>Now that the group knows what their priorities are to make the change they want to make, you still need to discuss what the group or community can do to address their priorities. <i>Wok mak tok olsem.</i></p> <p>'Address' means 'take action'. What you need to do to discuss what the group or community can do to take action depends on why you are assisting the group to do step 1 of a change cycle.</p>	
		
2		<p>Sometimes a Community Development Worker does <i>glasim na skelim sindaun</i> to help develop a program of support. For example, the district has funding for youth sports, and they want to know how to help the group or community. If this is why you are helping them to do <i>glasim na skelim sindaun</i>, then after you help them identify their priorities (road A and road B is a good idea), you then need to discuss what the group or community should do next. <i>Wok mak tok olsem.</i> Often this will mean helping the group (and the outside organisation) to develop a project plan.</p>
2		<p>Discussion What is a five-year organisation cycle? We looked at this earlier in the coursebook. <i>Kirapim bek tinging.</i></p>
2	<p>Sometimes a Community Development Worker does <i>glasim na skelim sindaun</i> to help a group identify priorities to achieve their vision and missions (to help them follow an organisation cycle). If you do this, then get them to come up with road A and road B priorities for each mission. <i>Em nau yupela save pinis.</i> Road A priorities are things that <i>luk olsem</i> the community can do themselves with their own resources to achieve a mission. Road B priorities are things that <i>luk olsem</i> will need outside help to achieve.</p> <div data-bbox="411 1592 1254 1821" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;">  </div> <p>If you are helping a group to identify priorities to achieve their vision and missions, so they can follow an organisation cycle, then after you help them identify priorities, you need to discuss what the group or community should do next. <i>Wok mak tok olsem.</i></p>	

2	 <p>Discussion</p> <p>Imagine you have helped a group to <i>glasim na skelim sindaun</i> to identify their road A and road B priorities for their missions (to help them follow an organisation cycle). With your colleagues, answer the following questions:</p> <ol style="list-style-type: none"> 1. What can a group do next to address their road A priorities? 2. What can a group do next to address their road B priorities? 	
2	<p>If you are helping a group to identify priorities to achieve their vision and missions, so they can follow an organisation cycle, then normally the next thing to do is help them think about what to do next. This might mean they need to develop an annual plan and budget so they can begin to tackle their road A priorities, or they might need to develop an organisation profile so they can market their road B priorities to outside organisations to get support. Or they might need to elect a management committee and develop a constitution to include with their organisation profile. <i>Kain kain</i>.</p> <p>In this coursebook we are not learning how to help a group to follow an organisation cycle. But there are coursebooks that will show you what to do next (after you have helped a group to identify priorities to achieve their vision and missions). You can download these coursebooks from the website pngcdwstandard.com. Go to the menu 'other resources – for working with wards, communities, CBOs, SMEs & families' and look for heading "Organisational Strengthening Training".</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>There is also lots of other training you can download from pngcdwstandard.com. For example, how to help a group or family business to develop a business plan, financial literacy training for families, and ward priorities planning.</p> </div>	
3	 <p>Sometimes a Community Development Worker does <i>glasim na skelim sindaun</i> to help a group to identify a priority to turn into a project plan. It might be a project plan that needs outside assistance (for example, from Buin District), or it might be a project plan they can put into practice themselves <i>nogat nid long autsait halivim</i> (best).</p> <p>Projects should always help the group to achieve their vision and missions (because their vision and missions are the change they are trying to make).</p> <p>If you are doing <i>glasim na skelim</i> to help the group to identify which priority will be the best one for the project, then normally the next thing to do (to address their target for the project) is to help them develop the project plan.</p> <p>We will learn how to help a group to develop a project plan in the second half of this coursebook <i>olsem na stap isi pastaim</i>.</p>	

3		<p>Discussion</p> <p>Merilyn is helping <i>Mama Kirap</i> to do <i>glasim na skelim sindaun</i> to identify a priority to turn into a project plan. But has <i>Mama Kirap</i> decided yet on their final priority to turn into a project plan?</p>	
3	<p><i>Luk olsem</i> Merilyn has helped <i>ol lain Hasarai</i> to identify what their road A and road B priorities are to achieve their missions – but Merilyn still needs to help them to decide which of their priorities is the best one to turn into a project plan to give to Buin District.</p>		
3		<p>Discussion</p> <p>Merilyn still needs to help <i>ol lain Hasarai</i> to decide which of their priorities is the best one to turn into a project plan to give to Buin District. Should the priority they select be from their list of road A or road B priorities?</p>	
		<p>Merilyn is helping <i>Mama Kirap</i> to <i>glasim na skelim sindaun</i> to decide on an idea for a project. But they haven't decided yet which priority is the best one to turn into a project plan. What Merilyn has done so far is two rounds of ranking to help <i>Mama Kirap</i> identify their list of road A and road B priorities for each of their three missions. <i>Tingim</i>.</p>	
4	<p><i>Mama Kirap</i> knows their two number 1 (most important) priorities for achieving each mission (road A and road B). To help <i>Mama Kirap</i> choose an idea for a project to give to Buin District, Merilyn now needs to do a third round of ranking to help everyone identify the top two overall number 1 (most important) priorities <u>from all their missions</u>.</p> <p>Because the project plan is to get outside support (from Buin District), when they do the third round of ranking, they will need to look at their road B priorities (the things they said they need outside help for). Makes sense.</p>		
4	<div data-bbox="256 1451 1418 1547" style="border: 1px solid black; padding: 5px;"> <p>SKELIM ROUND 3 Next Merilyn helped everyone to identify the top two overall number 1 (most important) road B priorities <u>from all their missions</u>.</p> </div> <p><i>Merilyn</i> wrote the two number 1 (most important) road B ideas from each of <i>Mama Kirap's</i> three missions on separate pieces of paper or post-it notes and spread them on the floor. <i>Mama Kirap</i> has three missions, so this meant there were six pieces of paper on the floor. <i>Tingim</i>. Merilyn asked the key people to explain each number 1 (most important) idea, while Merilyn drew a little picture on each piece of paper because some people in <i>Hasarai</i> can't read. <i>Fit CDW</i>.</p> <p>Next, Merilyn asked everyone at the <i>kibung</i> to work together to prioritise (rank) the six overall number 1 (most important) road B ideas. Just like before, she asked them to rate two ideas as number 1 (most important) - and the rest as number 2 (important) or number 3 (could do later). Exactly the same as the first two rounds.</p>		

	By the end of the third round everyone from Hasarai <i>together</i> needs to agree on the top two overall number 1 (most important) road B priorities <u>from all their missions</u> .
4	 <p>Discussion What does consensus mean? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
4	<p>If the group or community works well together and everyone feels free to participate then everyone can simply discuss and argue and rearrange the needs or ideas until everyone is <i>wanbel</i> about which two (or three) number 1 (most important) ideas <i>wok long go pas</i>.</p> <p>This is called consensus. <i>Wanbel.</i></p> <p>Consensus is good - but a problem with consensus is that sometimes less powerful people (normally those who are left behind or excluded) find it hard to go against what powerful people say.</p> 
4	 <p>Discussion What can you do if you think that some people are not able to go against what powerful people say? Discuss this with your colleagues?</p>
4	<p>Sometimes you can split everyone into men and women again to do the third round. Get them to rank the group's priorities separately. Then at the end bring men and women back together to try and reach consensus about the top two overall number 1 (most important) priorities <u>from all their missions</u>. If you do this often everyone will decide to include the men's number 1 priority and the women's number 1 priority as the top two overall priorities. <i>Em orait. Nice. Wanbel istap.</i></p> <p>Bikpela tok. If it helps everyone to reach consensus, then it doesn't really matter if they choose three or even four overall number 1 (most important) priorities - it just means more work to do later <i>bihain bai yumi luksave</i>.</p> 
4	 <p>Discussion If Merylyn was helping <i>ol lain Hasarai</i> to decide on an idea for a project for to do themselves (<u>without outside help</u>), should the target for the project plan be a road A priority or a road B priority?</p>
5	 <p>Merylyn is helping <i>Mama Kirap</i> to <i>glasim na skelim sindaun</i> to decide on an idea for a project to give to Buin District. In the third round of ranking, everyone agreed on the top two overall number 1 (most important) road B priorities <u>from all their missions</u>.</p>

	<p>Merilyn still needs to help everyone make a final decision about which of their two top priorities to turn into a project plan.</p> <p>BUT  But before they make a final decision, Merilyn is going to help everyone go deep to analyse their top two overall priorities so they can make a good decision. Fit CDW.</p>
5	<p> Discussion What does development mean? Discuss this with your colleagues.</p>
5	<p>Before you start to go deep to think about the top two overall priorities (to work out which one is the best idea for a project), it is <u>very important</u> that everyone understands what development means.</p> <p></p> <p>Development is about helping people. Development is not about things. <i>Yumi save resis</i> to get a sawmill or sewing machines or a resource center or a lawnmower or a water tank <i>o kain olsem</i>. They might be things that can help people, but what is really important is not the thing <u>but how it helps people</u>. What is the thing needed for? For example, if the need or idea is for water tanks (things) ask everyone what the water tanks are needed for? They might say that the water tanks are needed because there is not enough clean water. Good. The problem is that there is not enough clean water.</p> <p>Making a good project plan (step 2 of the project cycle) depends on identifying how people’s lives will be changed. What is the problem? Knowing this will help everyone identify the causes of the problem and find solutions to fix the causes of the problem.</p> <p>If any of the top priorities that everyone has identified are things, then get everyone to think about what the thing is needed for. How will it help people? What is the problem that the thing will help to fix? What is the change that everyone wants to see?</p> <p>If any of the top priorities are ‘things’, then re-write them so it says clearly what the problem is that the thing will help to fix.</p>
5	<p> Written answer Discuss what development really means with your colleagues. Next, in your exercise book, explain what development really means.</p>
5	<p>When you make sure the two top priorities say clearly what the problem is that the thing will help to fix – you also need to <u>make sure it is the real (deep) problem</u>. <i>As trutru</i>.</p> <p>For example, if the idea is for water tanks (things) ask everyone what the water tanks are needed for? They might say that the water tanks are needed because there is not enough clean water. Good. The problem is that there is not enough clean water.</p>

But is not enough clean water really the problem? There might be a deeper problem. The deeper problem might be that **people are not healthy**. Having enough clean water will certainly help people to be healthy, but there are probably other causes of this problem. For example, other causes might be that *ol pipol nogat gutpela save long health and hygiene*. Or it might be that there are poor Government health services. Or people don't have proper toilets. *Luk olsem* water tanks (the original priority) are things that will help address just one of the causes of the problem 'people are getting sick'. Just getting water tanks will help, but on their own water tanks are not a good solution to the real (deep) problem that 'people are getting sick'.

Don't forget, making a good project plan (step 2 of the project cycle) depends on identifying how people's lives will be changed. If you help everyone identify the real (deep) problem, then they will be able to identify all the real (deep) causes of the problem and find real (deep) solutions to fix all of the causes of the problem.

5



Discussion

A fish farm is a thing. But what could be the real reason (or reasons) that people want fish farms? What could be the real (deep) problem? Discuss this with your colleagues.



Before you start to go deep to think about the top two overall priorities (to work out which one is the best idea for a project), it is very important that everyone knows what the real (deep) problem is that both of the top priorities are trying to do something about. *Em nau yumi lukim pinis*.

By now the two top priorities should be written as real (deep) problems. For example, change 'we need a water supply' to 'people are getting sick'.

5

BUT 

But it is also important that everyone knows which people each of the two top priorities is trying to help. Development is about helping people. Which people? *Husat stret?*

It might be obvious which people will be helped. But to make sure, re-write the two top priorities so they also say clearly *husat stret* will be helped. *Luk olsem olgeta haus lain* or women or drug-affected youth or children or disabled or the Ward? *Husat stret?*

If you write both of the two top priorities so they identify the real (deep) problem AND so they also identify who (which people) you are trying to help by tackling the problem, then what you have done is write the two top priorities as 'people-centered problems'.

A people-centred problem says what the real (deep) problem is and which people you are trying to help by tackling the problem

Don't forget, making a good project plan (step 2 of the project cycle) depends on identifying how people's lives will be changed. If you help everyone identify the real (deep) problem AND *husat stret* they are trying to help, then they will be able to identify real (deep) causes of the problem and find real (deep) solutions to help *husat stret ol laik halivim*.



Activity

With your colleagues, read and discuss the case study below. Did Marilyn do a good job helping *ol lain Hasarai* to re-write their two top priorities as people-centered problems?

Merilyn helped everyone choose the top two overall priorities (from all their priorities to achieve their missions). The top two overall priorities were:

1. *Less drug abuse*
2. *Small business training*

Merilyn then helped everyone to re-write both of the top two priorities as people-centered problems. They came up with the following:

1. *Teenagers are being damaged by drug abuse*
2. *Families don't have enough money*

Luk olsem Merilyn did a good job of turning the two priorities into people-centred problems. You might have done it differently. But what Merilyn did is fine. Inap.

5



Written answer

Imagine you are working with a family, and they say their priority need or idea is 'bigger coffee garden'. With your colleagues, discuss how you would re-write this priority need or idea so that it is a 'people-centered'? When you have finished, write down your answer in your exercise book.



5





Now that the top two priorities are written as people-centered, the next thing Merilyn did was help everyone go deep to analyse their two top priorities to help everyone decide on the best idea for their project.

Merilyn used three tools to help everyone go deep:



6

- Causes and effects map**
- Strengths and weaknesses**
- Opportunities and challenges**

6	 <p>Discussion If you have used any of these three tools before, then share what happened with your colleagues?</p>
6	<p>The first tool we will look at is causes and effect map.</p> <p>A causes and effects map is a great tool for helping everyone to go deep to look at the real (deep) causes and effects of the problem.</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>If this course is being run as a training by a trainer, then they will demonstrate how to do a causes and effects map</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <input checked="" type="checkbox"/> Causes and effects map </div> <div style="background-color: black; color: white; text-align: center; padding: 5px; margin: 10px 0;"> INSTRUCTIONS for how to do a causes and effects map </div> <ol style="list-style-type: none"> 1. Start with the causes. Write the people-centered problem that you are analyzing at the top of a sheet of butcher paper. 2. Ask everyone to brainstorm the causes of the priority problem. Write down the causes that people come up with <u>beneath</u> the priority problem. These are the immediate causes – the causes that people think of first. 3. Then for each cause that is suggested, ask everyone what causes it. Go deep to look at the roots of each immediate cause. The roots of each immediate cause are called the underlying causes – the roots of the problem. For example, people might say one reason teenagers use drugs is because <i>ol yut save stap nating</i>. But the job of a Community Development Worker is to get people to go deeper. <i>Askim ol bilong wanem ol yut save stap nating?</i> People might say <i>ol yut nogat wok</i>. <i>Askim ol bilong wanem ol ino gat wok?</i> People might say <i>ol yut nogat wok bilong wanem ol ibin dropout long skul</i>. <i>Askim ol bilong wanem ol ibin dropout long skul? Igo igo.</i> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Use arrows to show the roots Use lines to connect ideas that are similar Circle the important points Don't worry if it gets messy Rub it out and start again if you need to Plei plei with it until everyone is happy</p>  </div> <ol style="list-style-type: none"> 4. Next do the effects. Get a new sheet of butcher paper and write the people-centered problem that you are analysing at the bottom of the butcher paper. 5. Next ask everyone to brainstorm the effects of the problem. When people <i>troimwei tingting</i> write down the effects that are mentioned <u>above</u> the problem. 6. Finally, combine the causes map and the effects map by placing the two sheets of butcher paper together – put the effects map on top and the causes map beneath.

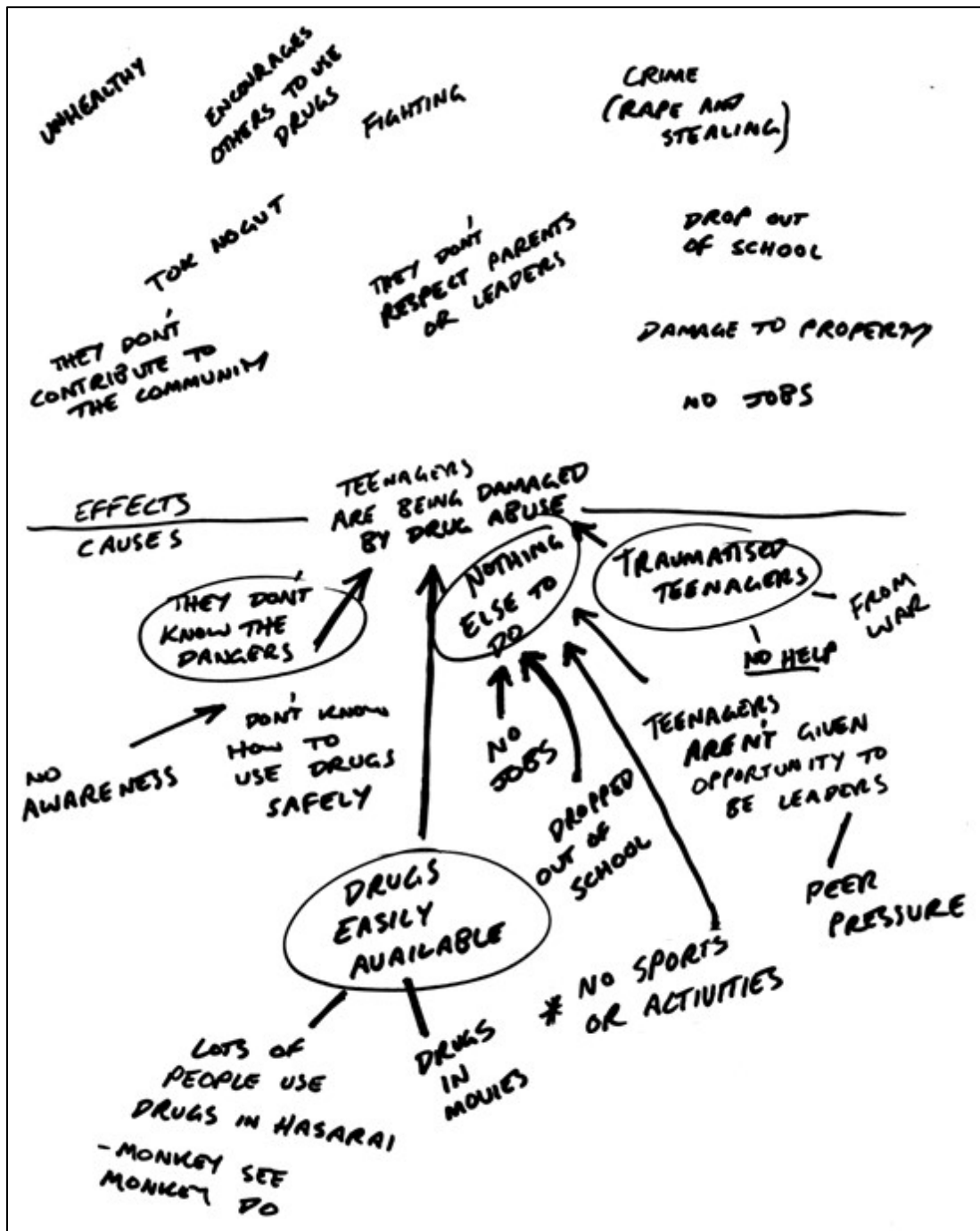


Activity

With your colleagues, have a look below at the causes and effects map done by *ol lain Hasarai* for their people-centered problem 'teenagers are being damaged by drug abuse'. What do *ol lain Hasarai* think are the four main causes of the problem (hint: Marilyn circled the four main causes to make it easy for everyone to see)? What do *ol lain Hasarai* think are the main effects of the problem?



6



6

If everyone knows the real (deep) **causes** of the problem, they will know what needs to be done to tackle the problem. And if everyone knows the **effects** of the problem then they also know what difference it would make if they tried to tackle the problem. Knowing all of the causes of a problem gives you the full story. If you don't know the full story your head is in the sand.



It is a big help for everyone in the group or community to know the full story. You might be able to find solutions to some of the causes yourself. Some causes might need outside help to tackle. Some causes might be too hard to tackle (at the moment), but it is good to recognize them and know what needs to be done.

And if you hope a funding organisation will help you, it is a big help for them to know the full story. They will be able to see what needs to be done to help you solve the problem. Funding organisations are interested in deep problems - and deep solutions.



There are two more tools that Merilyn used to help everyone go deep to analyse their people-centered problem:

- Strengths and weaknesses**
- Opportunities and challenges**

7

Tok save many CDWs combine the 'strengths and weaknesses' tool and the 'opportunities and challenges' tool. This is called SWOC (the first letter of each word). Sometimes they use the word 'threat' instead of 'challenges' - and call it SWOC instead. *Wankain*. It doesn't matter how you do it - but splitting 'strengths and weaknesses' and 'opportunities and challenges' will make it easier for *ol lain long ples*.

Strengths and weaknesses *pastaim*. Ask everyone to list the strengths and weaknesses of their group or community if they were to tackle the people-centered problem.

Strengths are the things that a community has right now that will make it easier to tackle the problem - *ol strong o igat bilong mipela yet bai ihalivim long stretim hevi*.



Weaknesses are the things that are missing in the community right now that will make it harder to tackle the problem - *ol samting isot o nogat bilong mipela yet bai imekim hat long stretim hevi*.





7



Activity

With your colleagues, have a look below at the strengths and weaknesses identified by Hasarai for the problem 'teenagers are being damaged by drug abuse'. How will it help Hasarai to know this information?

	<table border="1"> <thead> <tr> <th>STRENGTHS <i>Ol strong o igat bilong mipela yet bai ihalivim long stretim hevi</i></th> <th>WEAKNESSES <i>Ol samting isot o nogat bilong mipela yet bai imekim hat long stretim hevi</i></th> </tr> </thead> <tbody> <tr> <td> We have a good peace and good order committee We have a good women's group Church is strong Church has a youth group We have good leaders We have respect for leaders We have some good youth leaders </td> <td> No young people on the peace and good order committee We are not good at organising sports for young people to play Parents don't budget money for school fees – young people drop out Many adults make homebrew We don't do <i>kastom</i> initiation anymore We don't respect youth 'drop-outs' </td> </tr> </tbody> </table>	STRENGTHS <i>Ol strong o igat bilong mipela yet bai ihalivim long stretim hevi</i>	WEAKNESSES <i>Ol samting isot o nogat bilong mipela yet bai imekim hat long stretim hevi</i>	We have a good peace and good order committee We have a good women's group Church is strong Church has a youth group We have good leaders We have respect for leaders We have some good youth leaders	No young people on the peace and good order committee We are not good at organising sports for young people to play Parents don't budget money for school fees – young people drop out Many adults make homebrew We don't do <i>kastom</i> initiation anymore We don't respect youth 'drop-outs'
STRENGTHS <i>Ol strong o igat bilong mipela yet bai ihalivim long stretim hevi</i>	WEAKNESSES <i>Ol samting isot o nogat bilong mipela yet bai imekim hat long stretim hevi</i>				
We have a good peace and good order committee We have a good women's group Church is strong Church has a youth group We have good leaders We have respect for leaders We have some good youth leaders	No young people on the peace and good order committee We are not good at organising sports for young people to play Parents don't budget money for school fees – young people drop out Many adults make homebrew We don't do <i>kastom</i> initiation anymore We don't respect youth 'drop-outs'				
7	<p>The next thing to do is ask everyone to list the opportunities and challenges. Strengths and weaknesses are about things <i>insait</i> the group or community – <i>mipela yet</i>. Opportunities and challenges are about things <i>outsait</i> the group or community.</p> <p>Opportunities are the things that are <i>outsait ino mipela yet</i> that will make it easier to tackle the problem - things the group or community can take advantage of.</p> <p>Challenges are things that are <i>outsait ino mipela yet</i> that will make it harder to tackle the problem – things the group or community need to try to overcome or manage if they want to tackle the problem.</p>				
7	<div style="display: flex; align-items: flex-start;">  <div> <p>Activity</p> <p>With your colleagues, have a look below at the opportunities and challenges identified by Hasarai for the problem 'teenagers are being damaged by drug abuse'. How will it help Hasarai to know this information?</p> </div> </div> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th>OPPORTUNITIES <i>Ol samting istap outsait ino mipela yet bai ihalavim long stretim hevi</i></th> <th>CHALLENGES <i>Ol samting istap outsait ino mipela yet bai imekim hat long stretim hevi</i></th> </tr> </thead> <tbody> <tr> <td> Community policing program being offered to willing communities. ABG Community Sports program starts soon Interfaith congress in Arawa in June FODE center starting at Siwai District station Remote area (we can stop some drugs getting to our community) Government has kina for kina funding </td> <td> No jobs in the area for young people Can't stop young people seeing movies that promote violence and drug use No policemen or women in the area Police and Government don't seem to be interested in helping us tackle the problem New <i>bia stoa</i> to open near to the village </td> </tr> </tbody> </table>	OPPORTUNITIES <i>Ol samting istap outsait ino mipela yet bai ihalavim long stretim hevi</i>	CHALLENGES <i>Ol samting istap outsait ino mipela yet bai imekim hat long stretim hevi</i>	Community policing program being offered to willing communities. ABG Community Sports program starts soon Interfaith congress in Arawa in June FODE center starting at Siwai District station Remote area (we can stop some drugs getting to our community) Government has kina for kina funding	No jobs in the area for young people Can't stop young people seeing movies that promote violence and drug use No policemen or women in the area Police and Government don't seem to be interested in helping us tackle the problem New <i>bia stoa</i> to open near to the village
OPPORTUNITIES <i>Ol samting istap outsait ino mipela yet bai ihalavim long stretim hevi</i>	CHALLENGES <i>Ol samting istap outsait ino mipela yet bai imekim hat long stretim hevi</i>				
Community policing program being offered to willing communities. ABG Community Sports program starts soon Interfaith congress in Arawa in June FODE center starting at Siwai District station Remote area (we can stop some drugs getting to our community) Government has kina for kina funding	No jobs in the area for young people Can't stop young people seeing movies that promote violence and drug use No policemen or women in the area Police and Government don't seem to be interested in helping us tackle the problem New <i>bia stoa</i> to open near to the village				
7	 <p>When you finish helping everyone to analyse their first priority people-centered problem - go on and help them to analyse their second priority problem. Use the same three tools to help everyone dig deep - causes and effects map, strengths and weaknesses, and opportunities and challenges.</p>				

7	 <p>Activity With your colleagues, use the three tools that Merylyn used (causes and effects map, strengths and weaknesses, and opportunities and challenges) to analyse a people-centered problem. For example, "officers turn up late to work" or "domestic violence destroys families in our community". Did these three tools help to analyse the people-centered problem? Was it easier for you to think deeply and <i>toktok gut tru</i> because the problem was written as a people-centered problem?</p>
7	 <p>Written answer In your exercise book, copy the causes and effects map, the strengths and weaknesses, and the opportunities and challenges that Hasarai came up with for their problem 'teenagers are being damaged by drug abuse'.</p>
7	<p>When you get more experienced, you can also use PRA tools to help everyone go deep to analyse their top two people-centred problems (to choose the best idea for a project). Think about the PRA tools you looked at in the last topic:</p> <ul style="list-style-type: none"> ✓ The Seasonal Calendar PRA tool is a great way to help everyone think deeply and <i>toktok gut tru</i> about what happens now each year (for a people-centered problem). ✓ The Timeline PRA tool is a great way to help everyone think deeply and <i>toktok gut tru</i> about what has happened in the past (for a people-centered problem). ✓ The Asset Inventory PRA tool is a great way to help everyone think deeply and <i>toktok gut tru</i> about what we can do ourselves (for a people-centered problem). ✓ The Services and Opportunities PRA tool is a great way to help everyone think deeply and <i>toktok gut tru</i> about what outside help is available (for a people-centered problem).
	
8	<p>If you are helping a group to develop a project plan that will be submitted to a funding organisation, then if you know their criteria for support now is a good time to look at it. Knowing if an idea is eligible or not will help everyone to make a good decision about which priority is more likely to be funded (so they choose the best idea). <i>Em klia</i>.</p> <p>It may be that the funding organisation will only be able to help you tackle some of the causes of a problem - but not all. When you go on and develop a project plan, you can look at what you can ask the funding organisation to help with - and what you can try and tackle yourself or what you can ask a different funding organisation to help with. At this stage of <i>glasim na skelim sindaun</i> all you need to do is look at whether the two top people-centered priorities are the sort of thing that can be supported or not. <i>Sekim gut</i>.</p>
8	 <p>Activity Merylyn is helping <i>Mama Kirap</i> to choose an idea for a project. <i>Mama Kirap</i> is going to apply for small grant funding from Buin District. Below are the criteria for support that Buin District gave to <i>Mama Kirap</i>. With your colleagues, look at the criteria for support and then answer the questions that follow:</p>

To be eligible for support the activity must be either:

(A) A small-scale social infrastructure project. This means the physical things that the community needs *long stretim* education and health and social support (inclusion). But they must be small-scale. *Sais bilong ples*.

- School building repair or rehabilitation
- Environmental sanitation, such as facilities for safe rubbish disposal; community beautification
- Building/rehabilitation/equipping aid posts
- Household sanitation, such as providing materials for new or rehabilitated latrines
- Social facilities such as women’s or youth centres, child minding centres, facilities for the disabled
- Housing for Community Health Workers
- New, rehabilitated or expanded water supply such as rainwater tanks, spring development, piping water from a local water source, deep groundwater wells, shallow dug wells
- Village access road improvement, village roads and culverts, drainage
- Improved communication such as high-frequency radio transceivers together with batteries or solar panels
- Construction or repair of teacher housing

(B) A small-scale economic infrastructure project. This means the physical things that the community needs *long stretim* economy. But they must be small-scale. *Sais bilong ples*.

- Improved market access (tracks, bridges)
- Common storage or drying areas for crops
- Improved tracks and bridges linking the village with gardens or cash crop areas

(C) Occupational activity and economic livelihood training. This means training and mentoring to improve income generation (cash), money management, and livelihoods (food and other household needs). Training and mentoring *long stretim* economy.

- Horticulture
- Handicrafts
- Eco-tourism
- Business management

(D) Social issues training and awareness campaigns. This means training and awareness to give people knowledge and skills *long stretim* education and health and social support (inclusion).

- HIV/AIDS awareness
- Reproductive Health
- Campaigns against domestic violence
- Nutritional education
- Environmental awareness

Ineligible activities are:

- Purchasing of assets for private businesses e.g. vehicles, poultry
- Charity or donations
- Support to individuals
- Payment of salaries or loans to staff
- Compensation payments
- Scholarships, long-term training, or overseas studies
- Official travel
- Entertainment such as food and drinks
- Purchase of private and/or individual goods
- Political and religious activities
- Activities which have negative environmental or social impacts
- Activities that result in the purchase of land
- Involuntary acquisition of land
- Involuntary resettlement of people
- Destruction of physical assets.

Other criteria:

1. The minimum amount of money that Buin District can contribute is K10, 000. The maximum amount of money that Buin District can contribute is K50, 000.
2. A 10% contingency needs to be included in all project costs.
3. The community must contribute at least 10% of what Buin District contributes. For example, if Buin District contributes K40, 000 then the community must contribute at least K4, 000 in cash or kind.

Discussion questions:

1. Do you think the top two people-centered problems identified by *ol lain Hasarai* (below) would both be eligible for support?
 - Teenagers are being damaged by drug abuse
 - Families don't have enough money
2. Which of the following ideas would **definitely not be eligible**?
 - (1) Sealing the road from Buin District to Hasarai (26km)
 - (2) A poultry project for the ex-Member
 - (3) Funding for a church fellowship revival crusade
 - (4) Equipment for alluvial mining using mercury
 - (5) Awareness on health and environmental dangers of alluvial mining using mercury

Question 1: Both people-centered problems would be eligible. Question 2: The only idea that would be eligible is (5) awareness on health and environmental dangers of alluvial mining using mercury. The rest are too expensive (1) or political (2) or religious (3) or unsafe (4). The reason that religious activities are normally not supported by Governments and donor organisations is because their money comes from taxpayers who have all sorts of religious beliefs. If a taxpayer found out that their tax money was being used *long strongim ol narapela lotu birua bilong ol* there would be a problem. But they can fund churches to do other sorts of development no problem. *Tok save tasol.*



Glasim na skelim sindaun is nearly finished. Step 1 of the project cycle is nearly over.



Think about what Merylyn has achieved. Merylyn helped *Mama Kirap* to identify and prioritise needs or ideas to achieve their three missions. *Ino liklik samting. Bikpela samting pinis. Mama Kirap* can use this information to begin a five-year organisation cycle. And *ol lain Hasarai* helped so *Mama Kirap* should have full support. Nice.




Because *Mama Kirap* need to choose an idea for a project, Merylyn then helped everyone at the *kibung* to identify their overall top two number 1 (most important) priorities (from all their missions), and to turn them into people-centered problems.

Merylyn then used three tools to help everyone go deep to analyse their top two (people-centred) problems – the causes and effects map, strengths and weaknesses, and opportunities and challenges. And she helped everyone confirm that their top two ideas met Buin District's criteria for support.

Now Merylyn is ready to help everyone make a good decision about which of the top two people-centred problems to tackle in the project. The best way for everyone to decide which priority to tackle is by consensus. *Wanbel.*



9	 <p>Discussion</p> <p>The best way for everyone to decide which priority to tackle is by consensus. <i>Wanbel</i>. But make sure it is <i>trutru wanbel</i>. Sometimes <i>tubel</i> is obvious - there are people who don't agree with the final decision and they say or show they don't agree. But sometimes <i>tubel</i> is not obvious. There are people who don't agree, but they are too shy, or they feel they can't speak up. Discuss with your colleagues what you could do if you think that <i>tubel istap yet?</i></p>
9	<p><i>Sapos yu skelim olsem tubel istap yet</i> then encourage everyone to keep talking. But make sure everyone has a chance to have their voices heard. It is sometimes a good idea to put everyone back into smaller groups (<i>man, meri, yut man, yut meri</i>) to talk about their concerns, then bring everyone back together to discuss their concerns.</p> <p>Sometimes you can put it to an open vote. Open voting is okay, but open voting still means you end up with winners and losers (and there can be consequences for people who are seen to vote the wrong way). If you put it to an open vote, it is a good idea to ask women (and youth) to <i>soim han pastaim</i> so they won't have to go against anyone.</p> <p>Sometimes you can <i>mekim hait vot</i>. But organising a <i>hait vot</i> can be difficult.</p> <p>In the end, what method you use to help everyone make the final decision will be up to your judgement (and the key people). No matter what you do try and <i>kamapim wanbel</i>.</p>
9	 <p>Activity</p> <p>With your colleagues, read what Merylyn did to help everyone make a final decision (below). Do you think this was a good method to use?</p> <p>Merylyn asked the key people what to do to make the final decision and they said they wanted to do a <i>hait vot</i>. Merylyn also asked the key people whether everyone at the <i>kibung</i> should make the final decision, or just the members of <i>Mama Kirap</i>? The key people decided everyone at the <i>kibung</i> should be involved so that <i>olgeta Hasarai</i> had ownership. Next, Merylyn did the following:</p> <ol style="list-style-type: none"> 1. Merylyn wrote the two priority problems on paper and drew a quick picture so people who found it hard to read could see what each problem was. 2. She then put the two pieces of paper behind a wall and gave every person one pebble (or seed or leaf o <i>kain olsem</i>). 3. Merylyn asked everyone one at a time to put their pebble on the paper with the priority that they thought was the best one to develop into a project. Merylyn made sure that no one could see what was happening behind the wall 4. Merylyn then counted the pebbles for each problem and used this information to help everyone reach a final decision. The problem 'teenagers are being damaged by drug abuse' <i>bin kisim namba</i>.

<p>9</p>	<p>Sometimes, after you help everyone to analyse their top two priorities, it becomes clear that both are too hard to tackle (or they don't meet the funding organisation's criteria for support). In this case, you could go back and select another two number 1 (most important) ideas for everyone to analyse and compare.</p>  <p>Everyone will be spending lots of time and effort to develop the project plan and to implement the project – so don't rush the decision about which priority to target.</p> <p>In the end, if everyone is not <i>wanbel</i> then it will be hard to get everyone to work together. The project will probably fail. And it could also seriously damage the group or community. In fact, if the group cannot agree on an idea for a project, then you should not go ahead and develop a project plan. Come back when they are <i>wanbel</i>.</p>
	
<p>5</p>	 <p>Discussion Discuss with your colleagues what you could do if you need to work with several different villages to do <i>glasim na skelim sindaun</i>?</p>
<p>5</p>	<p>If you need to help a whole ward to do <i>glasim na skelim sindaun</i> (for example) then you can do the first round of ranking in each of the villages (so everyone has a chance to have their voice heard), and then bring key people from each village together to do the second round of ranking (and the third round if it is needed).</p> <p>This is also a good method to use if you are helping an umbrella organisation to <i>glasim na skelim sindaun</i> and they have lots of smaller sub-groups that they work with.</p> <p>Or you can do the whole thing just with key people from each village or group. But if you invite key people to a central <i>kibung</i>, then it will be harder to encourage participation (and inclusion). Much harder. And this means the work won't be as successful work, it will be harder to support inclusive development, and there will be less goodwill and trust <i>namel long ol. Nogut yumi haitim. Tok stret na tok klia.</i></p> <p>If you do invite key people to a central <i>kibung</i>, make sure at the end that you ask them to go back and do awareness in their village or group about what happened (or help them to do it). Try and do what you can to support and encourage effective participation and inclusion.</p> <div data-bbox="826 1603 1406 1711" style="background-color: black; color: white; padding: 5px;"> <ul style="list-style-type: none"> 1 Participation makes the work more successful 2 Participation supports inclusive development (equality) 3 Participation grows goodwill and trust <i>namel long ol</i> </div>



Revision discussion

Think about a priority need or idea you have had in the past. What did you do to address the need or idea? Did it involve developing some sort of plan?


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


1 hour

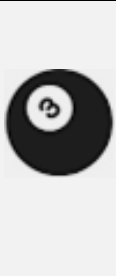
Materials Exercise book. Pen or pencil.

Glasim na skelim sindaun is now almost finished. But before you finish, there are three final *wok mak* to put into practice. These three *wok mak* are in every Core Unit in the PNG National Standard for Community Development Workers. They are really *wok mak* to do with community exit – how to leave the community in a way that meets the Standard.



 The *wok mak* from the National Standard says you need to **confirm what the next steps following the visit will be and who will be responsible for making them happen**. It is always important to agree on what the next steps are, and who will be responsible for making them happen, before you finish whatever job you are doing. Before you finish *glasim na skelim sindaun*, make sure you put the next steps *long ples klia*.

 The *wok mak* from the National Standard says you need to **discuss how or if the visit has been useful, and ways it could be improved**. It is always important to find out if the work you did to help the group was useful. Learning from experience is the best teacher, but only if you make the effort to learn lessons. Before you finish helping a group to analyse their development situation and identify priorities, always discuss how or if the visit has been useful for everyone. You can ask everyone in the *kibung*. Nice. However, most Community Development Workers like to sit down just with the key people and ask them for feedback. *Em tu orait*.

 The *wok mak* from the National Standard says you need to **thank the group, without rushing, and explain again the purpose of the visit**. It is always important to leave the community in the right way. Some Community Development Workers call this 'community exit'. Take your time. Do it properly. Show respect. Remind everyone of what the visit was all about. Before you finish *glasim na skelim sindaun*, always thank everyone, without rushing, and explain again the purpose of the visit.











Written answer

With your colleagues, discuss the final three *wok mak* that you need to put into practice when you help a group to do *glasim na skelim sindaun*. Next, in your exercise book, briefly explain each of the final three *wok mak*.

L



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

2	<p><i>Glasim na skelim sindaun</i> is finished. There are many ways to help a group to do step 1 of the project cycle - and many ways to <i>inapim</i> the <i>wok mak</i> from the PNG National Standard for Community Development Workers. But if you try your best to put into practice what we have looked at in this coursebook (what Merylyn did with <i>ol lain Hasarai</i>) then you will easily meet the Standard. <i>Fit stret.</i></p>	
2	<p> Discussion</p> <p>Normally a next step for a CDW after working with a group or community is to prepare a report. To write a report in a way that meets the Standard, you need to maintain a diary or journal (<i>tingim</i> coursebook 1). What information should now be in Merylyn’s diary after helping <i>Mama Kirap</i> to do <i>glasim na skelim sindaun</i>?</p>	
2	<p>It is very important to keep a record of what you did and what the results were. You will need this information if you need to help the group to develop a project plan. And it will help you to prepare your report. After helping <i>Mama Kirap</i> to do <i>glasim na skelim sindaun</i>, Merylyn had a record of the following information in her diary:</p> <ul style="list-style-type: none">  What ideas each group (<i>meri, man, yut meri, yut man</i>) came up with for <i>Mama Kirap</i>’s three missions – and what rank they gave each idea (1 or 2 or 3)  How everyone prioritised the number 1 (most important) ideas – and what the top two priorities were  The top two priorities written as people-centred problems  The causes and effects map, the strengths and weaknesses, and the opportunities and challenges, for the top two priority problems.  A record of what the final decision was  A description of what happened – who came, how long it took, what was done, and if possible, what people thought about it. <p>And Merylyn kept a copy of the causes and effects map for the problem that will be developed into a project plan (teenagers are being damaged by drug abuse). The causes and effects map will become the <i>bun</i> of the project plan. <i>Bihain bai yumi luksave.</i></p>	



Revision discussion

What can happen if you don’t confirm what the next steps following the visit will be and who will be responsible for making them happen?



Activity

Time to put it all together. Go back through what you have learned so far and put it all into practice. Imagine you are helping your Church to *glasim na skelim* health and safety.

If this course is being run as a training by a trainer, then they will ask you to get into groups and do this as a role play

Have a go at following the recipe that Marilyn used.

1. Start by explaining the purpose of the visit and why everyone needs to participate.
2. Then develop a *ples map* of your Church grounds. Then ask them to *glasim* health and safety. Use the five questions to *kirapim toktok*. If you want a challenge, have a go at also using one of the PRA tools (in the 'PRA tools you can use' section at the end of the coursebook). And don't forget the three things to *stiaim toktok*: (1) Ask Why? Why? Why? (2) Encourage everyone to think of solutions (3) Encourage good participation.
3. Then help the group to *skelim sindaun* so that at the end everyone decides on their two top road A priorities AND road B priorities for health and safety. Two ideas as number 1 (most important) - and the rest as number 2 (important) or number 3 (could do later).
4. Then imagine you also have to help them come up with one idea for a project plan for the Church congregation to do themselves (without outside support). Help everyone to analyse their top two road A ideas. But first, help them turn both the top two road A priorities into people-centered problems. Then help everyone to analyse their top two people-centered problems. Use the causes and effects map, strengths and weaknesses, and opportunities and challenges. If you like you can also use one of the PRA tools (included in the 'PRA tools you can use' section at the end of the coursebook).

Finally, help everyone to make a final decision about which people-centered idea is the best one to turn into a project plan. *Wanbel*.

And when you do it all, don't forget the other *wok mak* that you need to put into practice if you want to help a group to analyse their development situation and identify priorities in a way that meets the Standard:

- 3.1 Support and encourage effective participation and inclusion during the activities
- 3.2 Encourage key people to take the lead during the activities
- 3.3 Communicate effectively and respectfully during the activities
- 3.4 Work in a way that is appropriate to local culture during the activities
- 3.5 Explain the purpose of the visit and why it is important that everyone in the group participates to analyse their development situation and identify priorities
- 3.6 Work with the group to analyse their development situation and identify their strengths and needs
- 3.7 Work with the group to identify their development priorities
- 3.8 Discuss what the group or community can do to address their priorities
- 3.9 Confirm what the next steps following the visit will be and who will be responsible for making them happen
- 3.10 Discuss how or if the visit has been useful, and ways it could be improved
- 3.11 Thank the group, without rushing, and explain again the purpose of the visit

This activity can take a whole day. Great. Use the notes in your exercise book. Practice.

Assist group to develop a project plan for a community activity

Kamapim plen **(STEP 2 of the project cycle)**








This unit describes the job tasks required to work with a group to develop a project plan for a community activity. It is normally the second step of a participatory project cycle because it targets a priority for change that was identified in the first step (CDW C07 Assist group to analyse their development situation and identify priorities).






Wok mak from the PNG National Standard for Community Development Workers for UNIT C05 Assist group to develop a project plan for a community activity





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




2 hours

Materials Exercise book. Pen or pencil.

1	 <p>Discussion</p> <p>With your colleagues, look at the <i>wok mak</i> at the top of this page. The first topic is 3.5 (not 3.1). <i>Luk olsem</i> there are four <i>wok mak</i> that we have missed out. On the previous page, it shows all the <i>wok mak</i> for Element 3 from Unit C05. What are the four <i>wok mak</i> that we have missed out? Why did we miss them out?</p>
1	<p>The first topic is 3.5 (not topic 3.1). This is because the first four <i>wok mak</i> in Element 3 for this Unit are the same in every Core Unit from the PNG National Standard for Community Development Workers. We learned how to put them into practice earlier in this coursebook (when we looked at how to conduct <i>glasim na skelim sindaun</i>). <i>Tingim</i>.</p> <p> Don't forget, whenever you help a group to develop a project plan, you need to make sure you put the following four <i>wok mak</i> into practice:</p> <p>Support and encourage effective participation and inclusion during the activities</p> <p>Encourage key people to take the lead during the activities</p> <p>Communicate effectively and respectfully during the activities</p> <p>Work in a way that is appropriate to local culture during the activities</p>
1	 <p>Written answer</p> <p>With your colleagues, look again at topics 3.1, 3.2, 3.3, and 3.4 from Unit C07 Element 3 (the first four topics in this coursebook). Briefly go through each topic again to refresh yourselves. <i>Kirapim bek tinging</i>. Next, in your exercise book, write the heading 'Unit C05 Assist group to develop a project plan for a community activity', and then underneath write the first four <i>wok mak</i> that you need to <i>inapim</i> (below).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>3.1 Support and encourage effective participation and inclusion during the activities</p> <p>3.2 Encourage key people to take the lead during the activities</p> <p>3.3 Communicate effectively and respectfully during the activities</p> <p>3.4 Work in a way that is appropriate to local culture during the activities</p> </div>
2	<p> It is normal for a Community Development Worker to help a group through step 1 and step 2 of the project cycle during the same visit. However, sometimes step 1 and step 2 of the project cycle are done in separate visits - especially if the purpose is to help the group to develop a project plan.</p> 

	<p>This is because the Community Development Worker sometimes needs to find out more information about the idea for the project <i>before</i> helping the group to develop a plan. For example, they might need to talk to a water supply expert or a health worker - or they might need to see if the water supply expert or a health worker can accompany them back to help the group to develop the plan.</p> <p> If you are doing step 1 and step 2 in separate visits, it is a very good idea to remind everyone of what happened in step 1. You want everyone to remember (and any new people to know) that they did <i>glasim na skelim sindaun</i> together and came up with the target for the project plan together.</p>
2	<p> Discussion With your colleagues, discuss what is Merilyn doing to help <i>Mama Kirap? Kirapim bek tinging.</i></p>
2	<p>In this coursebook we are looking at the example of Merilyn. <i>Tingim yet.</i> Merilyn is a Community Development Worker helping <i>Mama Kirap</i> to do step 1 and step 2 of the project cycle - so they can submit a project proposal to Buin District. Merilyn has helped <i>ol lain Hasarai</i> to <i>glasim na skelim sindaun</i>. The idea (road B) for the project that everyone decided on was 'teenagers are being damaged by drug abuse'.</p> <p> Merilyn is doing step 1 and step 2 of the project cycle during the same visit. She just continued the <i>kibung</i> at the end of step 1 of the project cycle and started step 2. Nice.</p> <p>How long it takes to do step 2 of the project cycle depends on what you are doing. It can take a couple of days (or longer) to develop a project plan in a way that meets the Standard – and normally there is also more work to do after to finalise it. <i>Igo ikam.</i></p>
	
3	<p> Discussion What are the 6 steps of a project cycle? Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>
3	<p>This <i>wok mak</i> from the Standard is explain the purpose of the visit and why it is important that everyone in the group participates to develop their project plan.</p> <p>When you explain the purpose of step 2 of the project cycle to everyone, it is a good idea to first give a clear explanation of the participatory project cycle so that everyone can see how it all fits together <i>pisin lukluk kam daun</i>. Many Community Development Workers explain the 6 steps of a participatory project cycle using the example of a family project cycle. This helps everyone connect it to their everyday lives. For example:</p>

		<p>1. GLASIM NA SKELIM SINDAUN Everyone in the family comes together to analyse their development situation and identify priorities for change. For example, you might decide together that you need more room in the house. <i>Luk olsem</i> you need to build a new bedroom for <i>bubu</i> to sleep in.</p> <p>2. KAMAPIM PLEN Everyone in the family comes together to develop a project plan to tackle the priority for change identified in step 1. <i>Luk olsem</i> the project objective (purpose) is to have more room for everyone. The main activity is to build a new bedroom for <i>bubu</i> to sleep in. Develop a plan to make it happen.</p> <p>3. KAMAPIM WANBEL Everyone in the family comes together to make agreements before beginning the project. For example, if you need a carpenter to build the bedroom then make an agreement with her. Or maybe you need an agreement <i>wantaim papa graun? Kamapim wanbel pastaim.</i></p> <p>4. SET GUT NA STATIM WOK Everyone in the family comes together to start up the project. But first make sure everyone understands the plan (and any agreements). <i>Kirapim bek tingting.</i> And make sure everyone knows what their roles will be. <i>Set gut pastaim. Set gut pinis orait statim wok.</i></p> <p>5. SEKIM WOK Everyone in the family comes together during implementation to check (monitor) how things are going and to solve any problems. Is there enough timber? Do we have enough nails? Is everyone happy? Any problems? If you don't <i>sekim wok</i> with everyone in the family things can go off track.</p> <p>6. LUKLUK BEK NA SKELIM Everyone in the family comes together after the project is finished to discuss whether the plan <i>karim kaikai</i> and to learn lessons. Is there now more room for everyone (did we achieve the objective)? How do we look after what we achieved? What lessons can we learn? What next?</p>	
3		<p>Discussion An expression is "If you fail to plan you plan to fail". Discuss with your colleagues what this expression means?</p>	
3		<p>When you explain the purpose of this step in the project cycle (step 2) it is a good idea to also explain why planning is important. A project plan is really just two things:</p> <ol style="list-style-type: none"> 1. An explanation for <i>why</i> the project is necessary 2. A description of <i>what</i> needs to be done <p>A project plan spells out <i>what</i> needs to be done and <i>why</i> it needs to be done so that everyone – whether everyone in a community group or a funding organisation or the Ward Development Committee or the Member or Buin District – knows <i>what</i> and <i>why</i>.</p> <p>When you explain the purpose of planning, do it in a way that is suitable. For example, you could use the following story (and do it as a role play):</p> <p><i>Sapos tupela marit laik go long taun em olsem wanpela projek. Tupela marit mas toktok pastaim na skelim bilong wanem oli nid long go long taun. Long putim skul fi o long salim pis o long baim kaikai – kain kain. BILONG WANEM mas istap insait long plen. Wanbel nau tupela marit mas toktok moa long wanem samting oli bai nidim long go long taun. Wara na kaikai na sefti long rot, husat bai lukautim pikanini long ples, wanem taim long wokabaut igo ikam, hap long slip, moni. Kain</i></p>	

	<p>kain. Set gut pastaim na go. OLSEM WANEM mas istap insait long plen. Sapos tupela marit setim gut BILONG WANEM na OLSEM WANEM em plen nau.</p>
3	 <p>Discussion Does a group or community still need to do a project plan if they are going to tackle the problem themselves – without outside help?</p>
3	<p>In many cases, the priority identified in step 1 of the project cycle can be tackled by the group or community themselves. This is best. The less outside help you need the stronger you become. However, even if a group doesn't need outside help to tackle a problem, they still need a project plan.</p> <p>In this coursebook, you will learn how to develop the sort of project plan that can be given to a funding organisation (like Buin District). But the coursebook will also explain how to help a group to develop a project plan <i>bilong mekim ol yet</i>.</p>
	
4	<p>This <i>wok mak</i> also says you need to explain why it is important that everyone in the group participates, not just the leaders and key people. The principle of participation. <i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>.</p> <p>We looked at why participation (and inclusion) was important at the start of this coursebook (topic 3.1). <i>Tingim</i>.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>1 Participation makes the work more successful 2 Participation supports inclusive development (equality) 3 Participation grows goodwill and trust <i>namel long ol</i></p> </div> <p>To <i>inapim</i> this <i>wok mak</i>, everyone needs to understand how participation by everyone in the group (not just the leaders and key people) makes the work more successful, supports inclusive development, and grows goodwill and trust <i>namel long ol</i>.</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px; text-align: center;"> <p>→ DON'T FORGET!</p> </div> <p>Don't forget, another <i>wok mak</i> you need to <i>inapim</i> is encourage key people to take the lead during the activities. If you can help key people to <i>go pas</i> to explain the purpose of the visit and why it is important that everyone in the group participates to develop their project plan, then <i>yu wok long inapim tupela wok mak long sem taim</i>.</p> </div>
4	 <p>Written answer With your colleagues, discuss why it is a good idea to review what happened in step 1 of the project cycle first before explaining this step of the project cycle (step 2 <i>kamapim plen</i>). Next, in your exercise book, write your answer.</p>



Revision discussion

The best projects are those that don't need any outside assistance. Why?

5 hours

Materials Exercise book. Pen or pencil.

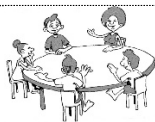
We are now at the nitty-gritty stage of step 2 – let’s start developing the project plan.

It is important to start step 2 of the project cycle with a *kibung*. Everyone who was involved in step 1 needs to be involved again. *Em nau yupela klia pinis. Ples klia.*



However, when you get to the nitty-gritty stage of developing a project plan, most Community Development Workers just work with the **key people**. This is because developing a project plan involves detailed work which will be easier to tackle with a smaller group – especially if it is the sort of project plan that you are going to submit to a funding organisation (like Buin District). It is also better to work with a smaller group of key people because it reduces the disruption to community life.

1



Discussion

Which key people should be involved with developing the project plan? Discuss this with your colleagues.

1

If only the key people are involved in developing the plan, then there are still a few things to keep in mind:

- Anyone from the group or community is welcome to take part if they want to – there shouldn’t be anything secret about developing a project plan. *Klia glas tasol.*
- Key people aren’t just leaders. Key people are representatives of all the groups that have a stake in the project (the stakeholders). For example, if the project is about teenage drug use, then the smaller group should also include teenage drug users, and youth leaders, and people who work with young people (like teachers).
- The key people that you work with should include people from groups that are normally left behind or excluded. The PNG Government wants everyone to try and make sure we include women, youth, and people living with a disability in any community activities. The *kumul* needs two wings to fly, people living with a disability need the chance to fly, and the next generation needs to learn how to fly.

1



Merilyn is a Community Development Worker helping *Mama Kirap* to do step 1 and step 2 of the project cycle - so they can submit a project proposal to Buin District. Merilyn has already helped them to *glasim na skelim sindaun*. The idea for the project that everyone decided on was "teenagers are being damaged by drug abuse". Now Merilyn is helping them to develop a project plan. Step 2 of the project cycle.

Much of the hard work to develop a project plan has already been done. It was done when Merilyn helped *ol lain Hasarai* go deep to analyse their two top priorities (to help them decide on the best idea for their project). Merilyn used three tools to help everyone go deep. *Tingim*:



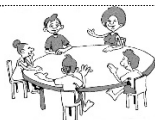
- | | |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Causes and effects map |
| <input checked="" type="checkbox"/> | Strengths and weaknesses |
| <input checked="" type="checkbox"/> | Opportunities and challenges |

2

If the group doesn't have a causes and effects map for their priority need or idea (or strengths and weaknesses, or opportunities and challenges) then help them to do it. **Use these three tools before you begin to help them develop the project plan.**

And before you use these three tools to help them go deep to analyse their priority problem, make sure you help them turn their priority need or idea into a people-centered problem. This is what Merilyn did. *Tingim*. Turning their development priority into a people-centered problem first helps everyone focus on what development is all about will make it easier for everyone to identify the best solutions to the problem.

A people-centred problem says what the real (deep) problem is and which people you are trying to help by tackling the problem



Activity

You and your colleagues will probably want to remind yourselves how to turn a priority need or idea into a people-centered problem. And you will probably want to remind yourselves how to help a group to do a causes and effects map for their priority problem (and how to do strengths and weaknesses, and opportunities and challenges). Great. Turn back to page 55 and 62 again *na kirapim bek*. When you have finished, do the activity below:

2

Imagine you are working with a school P&C committee, and they say their development priority is "school library". Turn this development priority into a people-centered problem. Make sure it says what the real (deep) problem is and *husat stret* they are trying to help. *Ino ples bilong yu olsem na yu no save husat stret na wanem as trutru tasol traim.*



Luk olsem the real (deep) people-centered problem might be “students don’t read”. Not having a school library might only be one of the reasons why students aren’t reading enough. There might be other causes – and other effects. Identifying the real (deep) problem and *husat stret* you are trying to help (students) will make it easier for everyone to identify the best solutions to the problem.



Let’s begin. The first thing to do to develop the project plan is to turn the causes and effects map for the priority problem into a **problem tree**.

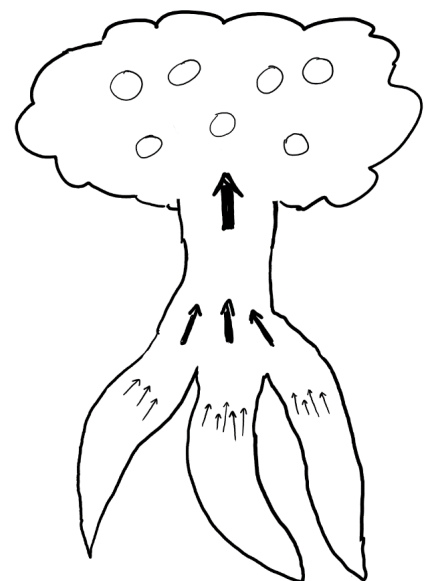
HOW TO DO A PROBLEM TREE. Most Community Development Workers like to turn the causes and effects map into a problem tree **in their own time**. Then when they begin working with key people to develop the plan, they start by putting the problem tree on the table. It is very important to get the problem tree about right – developing a good project plan depends on it. When you prepare the problem tree, do the following:

1. Start by putting the priority problem in the middle of a tree trunk. The priority problem should be a people-centered problem. *Em nau yupela klia pinis.*
2. Put the effects of the problem in the canopy of the tree.
3. Beneath the trunk are the roots. The roots are the causes of the priority problem – *as bilong dispela hevi ikamap*. Identify the main causes from the causes and effects map. Then for each main cause draw a root. Inside the root, write the main cause at the top and the causes of the main cause (and related causes) beneath it. Don’t have too many main causes – you will often find that a number of main causes can be grouped together. In the end, what you want is a tree with only a few roots (2 or 3 or 4 is a good number).

The tricky part of developing a problem tree is coming up with the right roots. Sometimes the causes and effects map *bai soim klia*. But sometimes you will need to *plei plei* with the causes to *grupim gut ol hap stori*. What you want are 2 or 3 or 4 *bikpela hap stori bilong hau o bilong wanem dispela hevi ikamap*.

If you can get an experienced Community Development Worker to look at your problem tree to make sure it is okay, then do so.

Tok save. Sometimes, if the problem that everyone identified is too large (and there are too many large roots), it can be better to turn one of the roots into the problem tree.

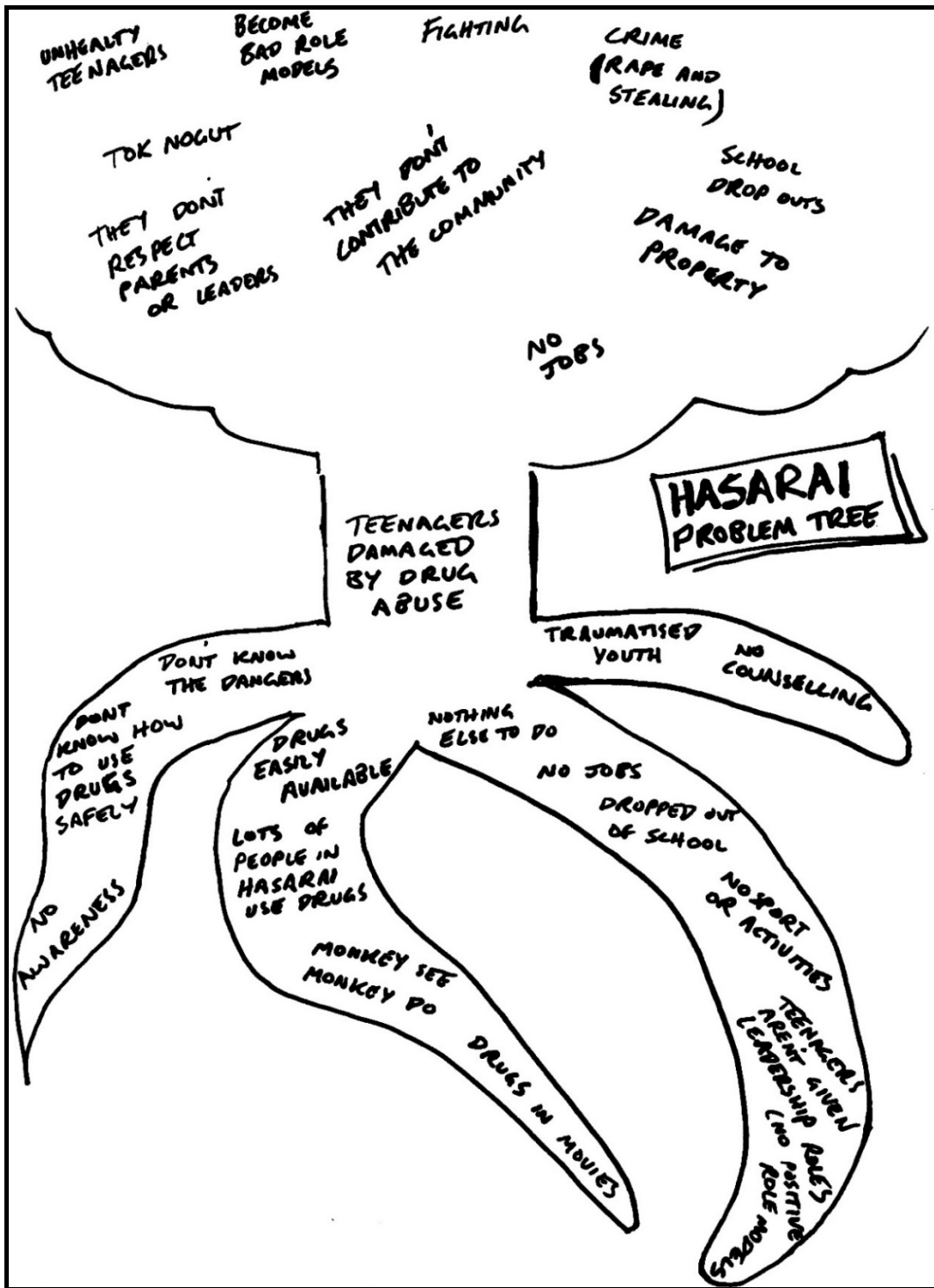


How to work with the group to identify the project objective, activities, and expected project outcomes.



Activity

With your colleagues, have a look at the Hasarai problem tree (below). It is the problem tree which Merilyn did using the causes and effects map for the people-centered problem "teenagers are being damaged by drug abuse. Have a look at the causes and effects map which *olain Hasarai* did in step 1 of the project cycle (page 59) and see how it compares to the problem tree below. *Lukluk tasol*.



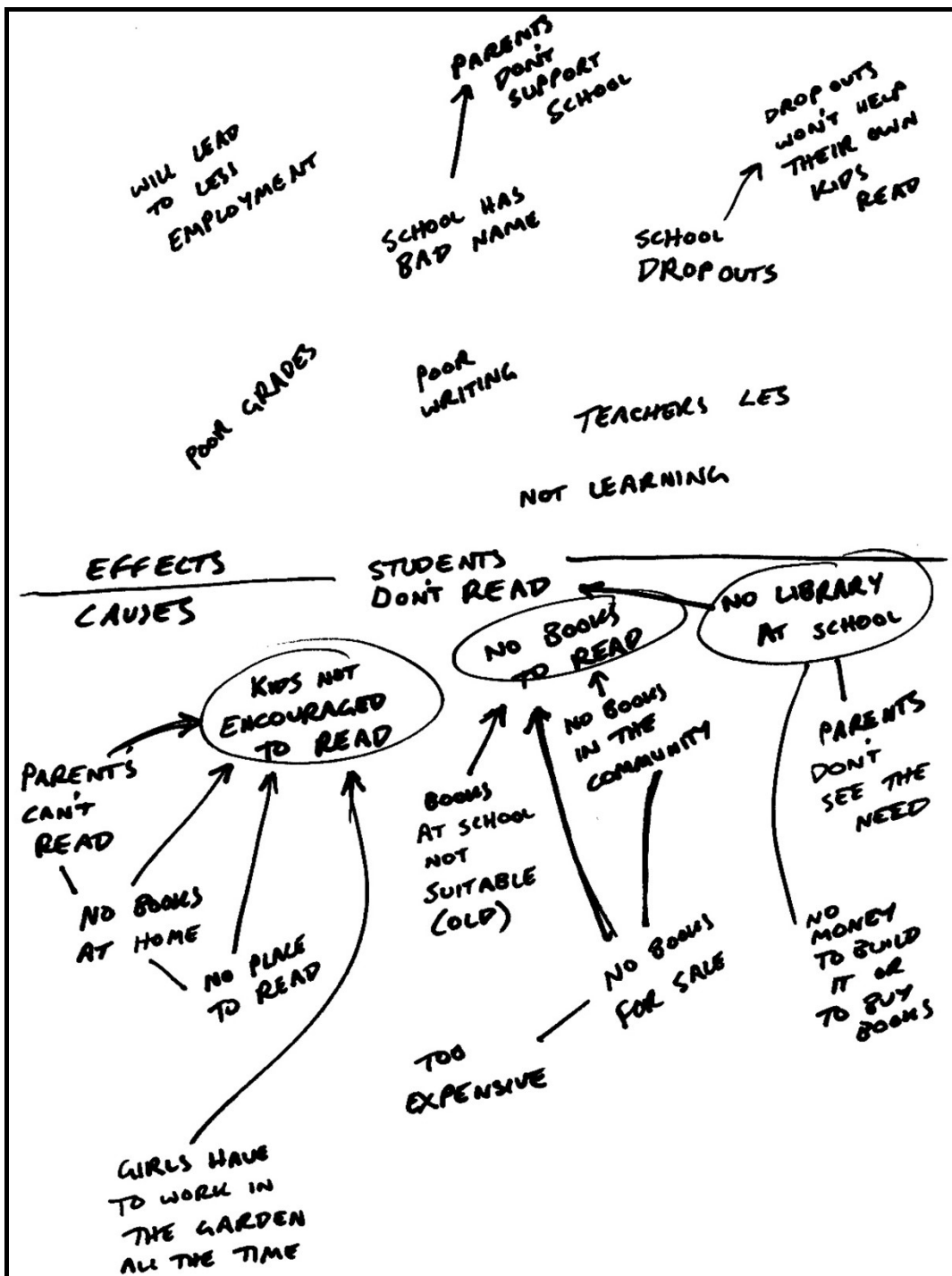
3



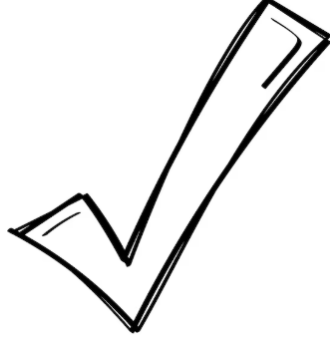


Activity

Have a look at the causes and effects map below. It was done with the P&C committee for an Elementary school to help them analyse the people-centered problem 'students don't read'. With your colleagues, develop a problem tree using this causes and effects map. If you can, use a sheet of butcher paper. *Tok save* there is no one right answer. Later in the topic, you will get to see how your problem tree compares to what the CDW who was helping the P&C committee came up with when they turned the causes and effects map into a problem tree.

3

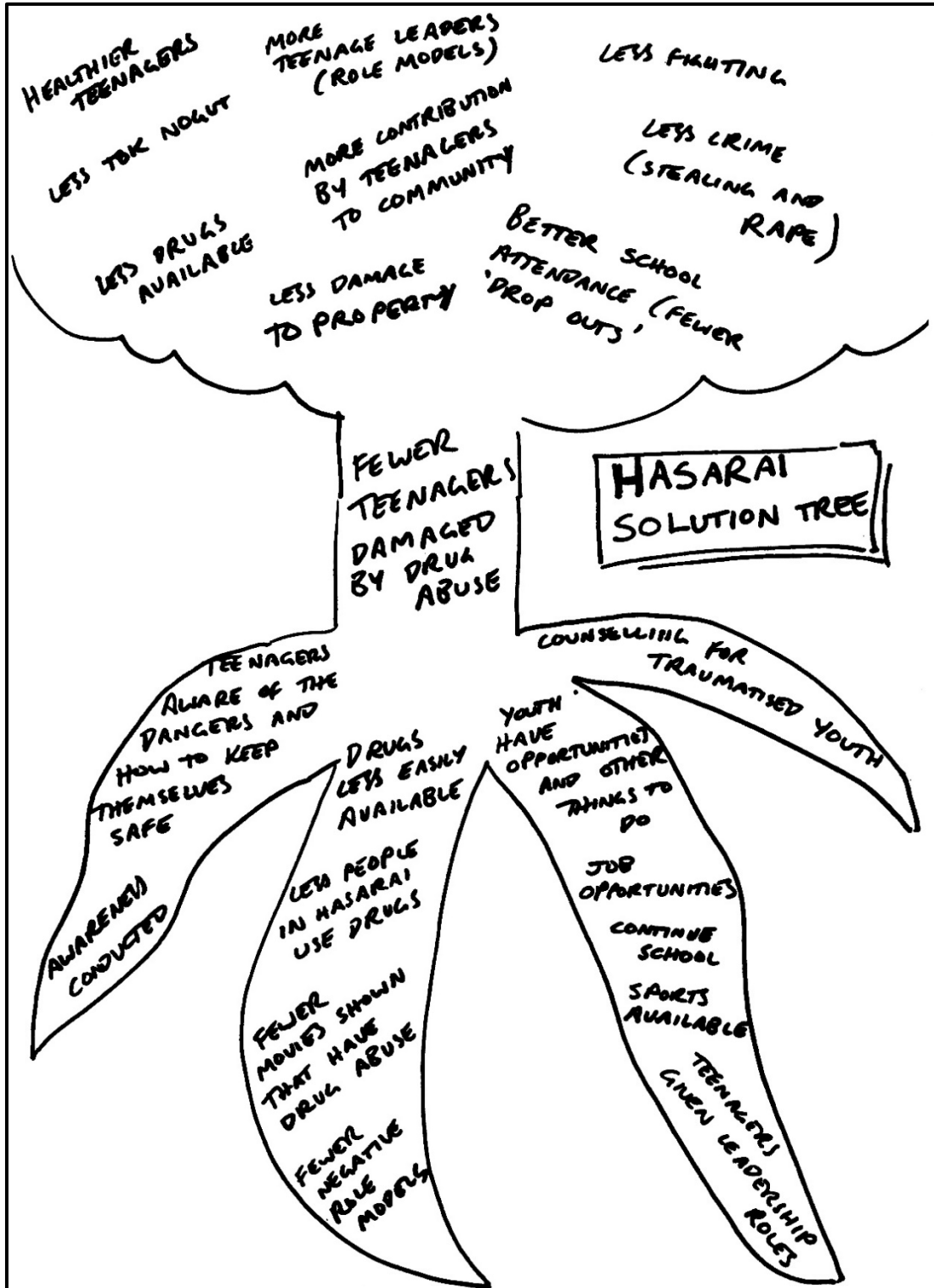


3	<p>When Marilyn started to work with the key people to develop a project plan, she started by putting the problem tree on the table. <i>Fit meri.</i></p> <p>Marilyn explained how she turned the causes and effects map into a picture of the problem – a problem tree. <i>Ino niupela samting.</i></p>	
4	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>The problem tree is a <i>tok piksa</i>: <i>Wanwan rut givim gris nogut long diwai nau diwai bai karim kaikai nogut.</i> A development problem is like a tree with sick roots.</p> <p>To fix the development problem, the problem tree needs to be turned into a solution tree. A solution tree turns the picture of the main problem (the problem tree) into a picture of a solution to the problem (the solution tree). All problems are solutions waiting to happen.</p> </div> </div>	
4	<p>HOW TO DO A SOLUTION TREE</p> <p>Most CDWs prefer to develop the problem tree in their own time so they can get it about right. However, when it comes to developing the solution tree, they prefer to do it together with the key people that they are working with. To turn a problem tree into a solution tree, do the following:</p> <ol style="list-style-type: none"> 1. Put the problem tree <i>long ples klia</i>. 2. Pull out the people-centered problem from the trunk of the problem tree and write it in a positive way in the trunk of the solution tree. The people-centered problem becomes a people-centered solution. Don't make the people-centered solution impossible to achieve. Don't say '<i>no teenagers damaged by drug abuse</i>' say '<i>fewer teenagers damaged by drug abuse</i>'. 3. Next, get everyone to look at the roots of the problem tree. Draw the same roots on the solution tree <i>tasol tainim</i> the main causes (<i>het bilong wanwan rut</i>) <i>ikamap</i> main solutions. The main solutions are what each root needs to put out into the solution tree. You may need to rewrite the main solutions a little, so they are a better summary of what each root needs to put out. Don't make the main solutions impossible to achieve – don't say '<i>no drugs available</i>' say '<i>less drugs available</i>'. 4. Next, look at the problem tree again and do the same thing for all of the other causes in each root. <i>Tainim ikamap</i> solutions. 5. Lastly, look at the effects of the main problem. Pull out the effects of the problem and write them in the opposite way in the canopy of the solution tree. This is the <i>gutpela kaikai</i> that the solution tree should <i>karim</i> (if everything goes to plan). 	



Activity

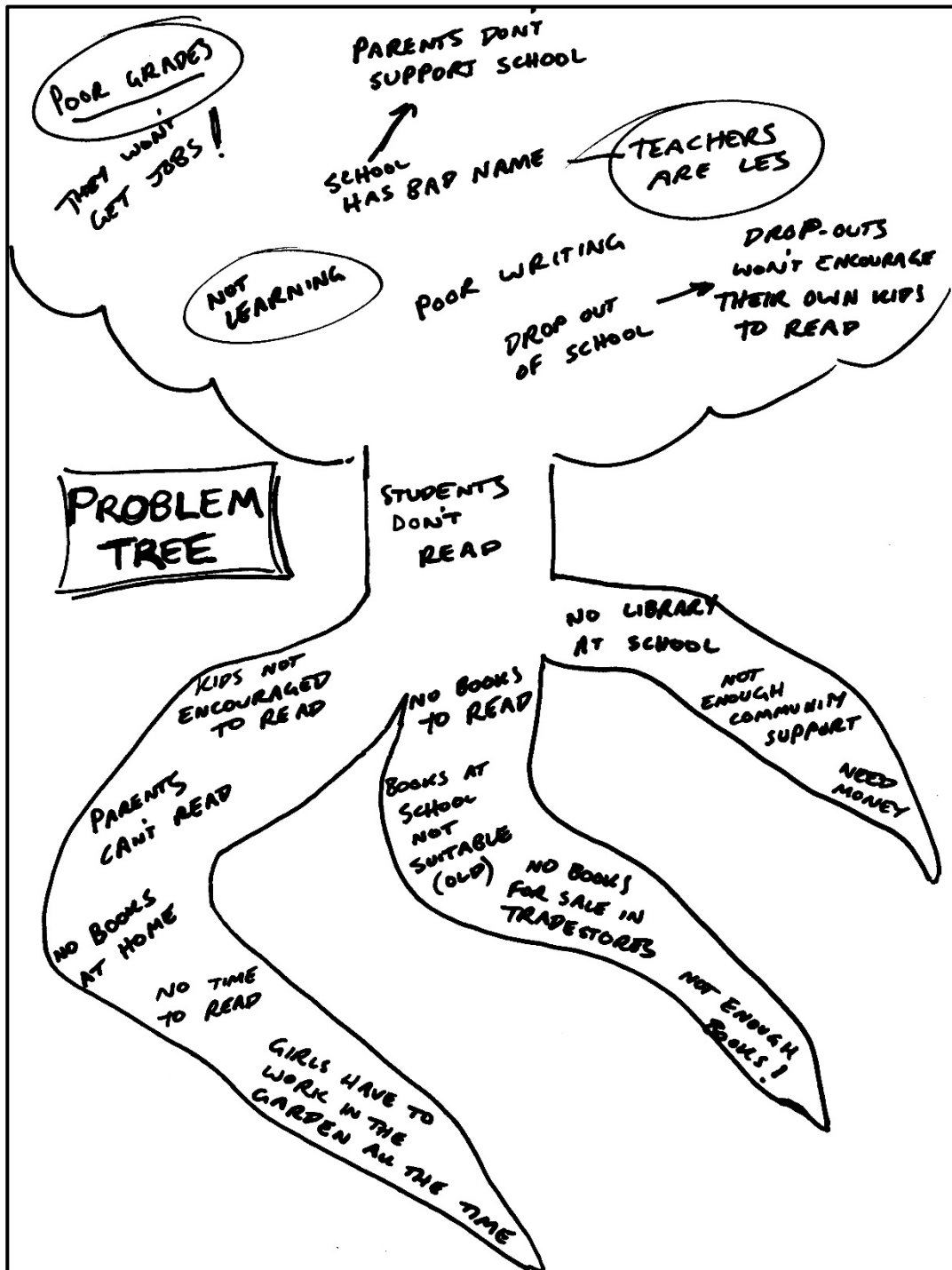
With your colleagues, have a look at how Marilyn and the key people turned their problem tree into a solution tree. *Lukluk tasol.*





Activity

Below is a problem tree done by the P&C committee for an Elementary school (with help from a CDW). With your colleagues, turn this problem tree into a solution tree. *Tok save* there is no one right answer. If you want to see how the P&C committee turned this problem tree into a solution tree, turn to the revision activity for Unit C05 Element 3 at the end of this coursebook (page 110).



Bikpela tok. A solution tree fits together in the same way a project plan fits together.

A solution tree fits together in the same way a project plan fits together



In a solution tree, the main thing you want to achieve (the key change) is written in the middle of the trunk. It should be people-centered. In *tok projek*, the main thing you want to achieve (the key change) is called the **project objective**. A project objective should also be people-centered.



But when you work with *ol lain long ples* you don't need to say project objective. *Maski*. Just say **as tingting**. *Mekim isi*.

In a solution tree, the roots *together* should achieve the objective (the key change). In *tok projek* what each root 'puts out' into the solution tree is called the 'output'. For example, if you look at the Hasarai solution tree you will see that "drugs less available in the community" is the output of one of the roots. But if you write the output as people-centered – so it says what will 'come out' of the root to help the people the project is trying to help – then the output is called an **output outcome**. It is much better to write each output as an output outcome because it makes it clear what you really want each root to put out. What you really want from the output "drugs less available in community" is the outcome teenagers are less exposed to drugs. So, write it that way!

5



But when you work with *ol lain long ples* don't explain the difference between outputs and output outcomes. *Maski*. Just say **wok kamap**. *Mekim isi*.

All the connections in each root that together lead to each *wok kamap* gives ideas for activities that will help to achieve each output outcome. In *tok projek*, these activities are called **activities** (*wok*).



But when you work with *ol lain long ples* you don't need to say activities. *Maski*. Just say **wok**. *Mekim isi*.

If everything goes to plan, the solution tree should *karim gutpela kaikai*. In *tok projek*, the **project outcomes** are the *gutpela kaikai* that should 'come out' of the project to help the people targeted by the people-centered project objective. For example, if the project objective is 'fewer teenagers are damaged by drug abuse' then the project outcomes are the *gutpela kaikai* that help teenagers. In a project plan, there is often a second list called 'other project benefits' or 'other expected benefits' *o kain olsem* that lists the *gutpela kaikai* that should come out of the project for everyone else. *Ol gutpela kaikai bilong husat kaikai nambatu kaikai bilong en*.



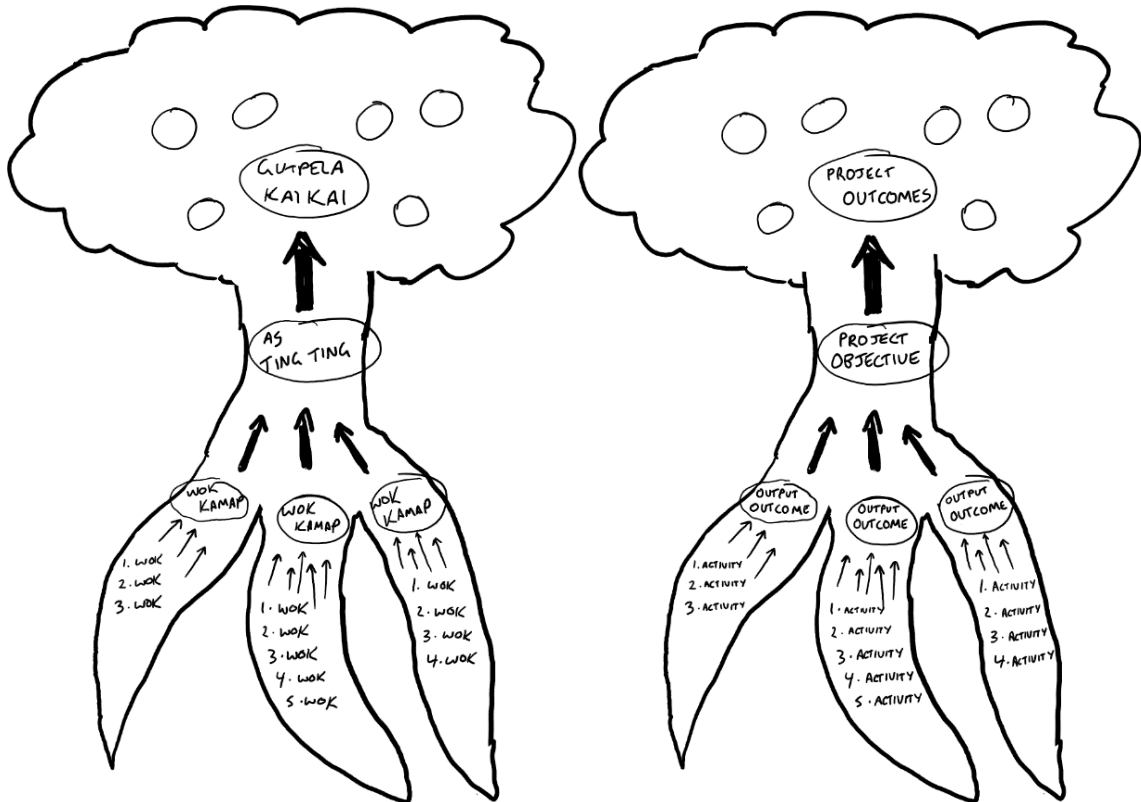
But when you work with *ol lain long ples noken brukim igo* 'project outcomes' and 'other project benefits'. *Maski*. Just say **gutpela kaikai**. *Mekim isi*.



Activity

Look at the two pictures below. Then read again the explanation on the previous page of how a solution tree fits together in the same way a project plan fits together. If anything is unclear, discuss it with your colleagues.

5



A good project plan is like a healthy fruit tree:

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

5



Long tok projek ol save tok olsem:

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

5



Written answer

In your exercise book, draw the two solution trees shown above. Next, explain how a good project plan is like a healthy fruit tree. *Mekim gut.*

0



The next step for a CDW is to help key people turn the solution tree into a **project tree**.

If this course is being run as a training by a trainer, then they will show you how to do a project tree

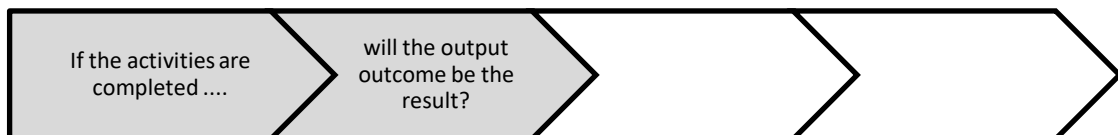
There are three steps to take:

STEP 1 Start by pulling out one of the roots from the solution tree. Write the *wok kamap* for the root at the top of the butcher paper. Now is a good time to write it as people-centered – so it says how the people targeted by the project will benefit. This makes it an output outcome. Don't say 'drugs less available in community' instead say 'teenagers are less exposed to drugs'. Nice.

Next, list the activities that need to happen to achieve the output outcome. Look at the root in the solution tree. Use all the connections in each root that together lead to each main solution to give you some ideas for activities. **It is also a good idea to check the 'strengths and weaknesses' and 'opportunities and challenges' to get more ideas.**

6 Make sure activities are clear and specific. For example, if everyone says that they need training, then ask them what kind of training? And who do they want to deliver it? Sometimes you can't be clear and specific – you may need to investigate *after* you have helped everyone to develop the plan to find out who can deliver it or even what the training should be about. At this stage just be as clear and specific as you can be.

At the end ask everyone to think again about whether there are any more activities needed to achieve this output outcome. Ask everyone:



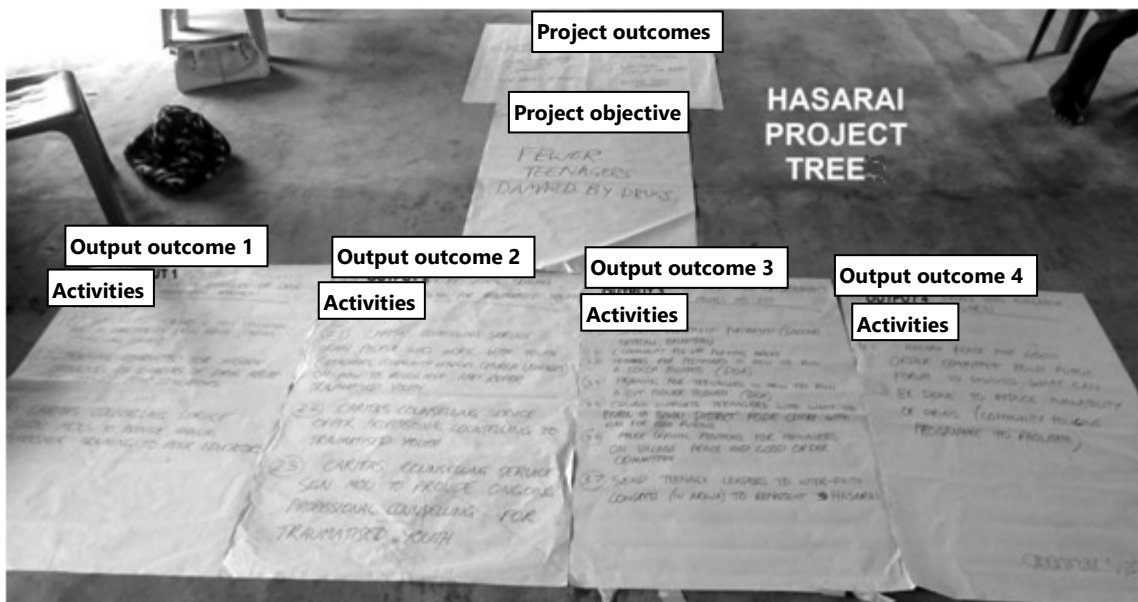
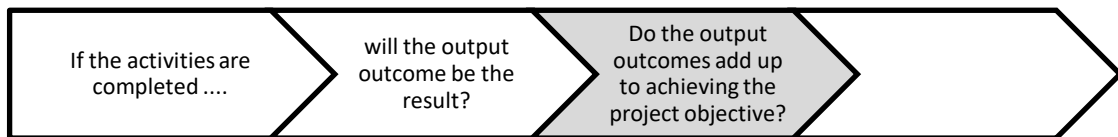
If the key people say more activities are needed, then include them. When everyone is happy that the activities (if done) will achieve the output outcome, then help them to do the same thing for each of the other roots. Use a separate sheet of butcher paper for each root. Take your time. It can take a whole day. *Brukim tingting*. Good.

6 **Activity**
Pretend you are Marilyn helping the key people from Hasarai to turn their solution tree into a project tree. Do step 1. The Hasarai solution tree has four roots: (1) Teenagers aware of the dangers and how to keep themselves safe. (2) Drugs less available (*teenagers are less exposed to drugs*). (3) Youth have opportunities and other things to do. (4) Counselling (*less traumatized teenagers*). With your colleagues, have a go at listing the activities that will be needed to achieve each of the output outcomes. You are not from Hasarai. Just have a go. *Traim tasol. Pilim*.

STEP 2 On the ground, line up all the butcher paper sheets that show each root and the activities needed to achieve it. *Wanwan wok kamap yu laik kamapim.* Above the roots place another sheet of butcher paper and write the project objective on it. This butcher paper is the trunk of the project tree (so put it in the middle so it looks like a trunk.) Then ask everyone if the output outcomes *together* will add up to achieving the project objective? Are any more roots needed to achieve the objective? Have we missed out on a root that should have been included?

For example, when Marilyn did step 2 with the key people, another root they suggested was a 'youth drop-in center' (or written as an output outcome this would be 'youth have a safe place to meet-up' *o kain olsem*). In the end the key people decided against it. But if the key people come up with a new root that they say is necessary, then go back and work out the activities that will be needed to achieve the output outcome that will come out of the new root. And include the new sheet of butcher paper in the project tree.

6



6



Activity

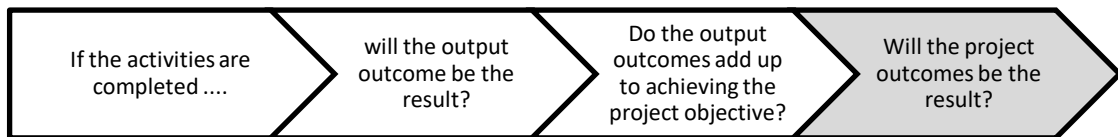
Pretend you are Marilyn helping the key people from Hasarai to turn their solution tree into a project tree. Do step 2. *Traim tasol. Pilim.*


6

STEP 3 Finally, get a new sheet of butcher paper and write down the *gutpela kaikai* from the solution tree. Put this above the trunk of the project tree (the sheet of butcher paper that has the project objective on it). This is the *kru* of the project tree. Now is a good time to circle the *gutpela kaikai* that are project outcomes. Project outcomes are the *gutpela kaikai* that should 'come out' of the project

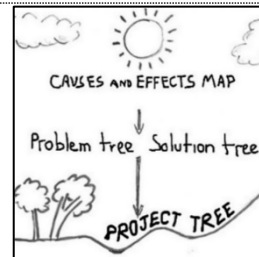
to help the people targeted by the people-centered project objective. For example, if the project objective is 'fewer teenagers are damaged by drug abuse' then the project outcomes are the *gutpela kaikai* that help teenagers. Project outcomes are the most important *gutpela kaikai* because they are what the project will be designed to *karim* (if everything goes to plan).

Finally, ask everyone to think if there are any more *gutpela kaikai* that will be achieved if the project objective is achieved? And circle them if they are project outcomes. Nice.




6  **Activity**
Pretend you are Marilyn helping the key people from Hasarai to turn their solution tree into a project tree. Do step 3. *Traim tasol. Pilim.*

6 You now have a project tree. A project tree shows clearly and simply *why* the project is necessary and *what* needs to be done. All planning is a process of coming closer to the ground. The causes and effects map you did during *glasim na skelim sindaun* is high up *pisin lukluk kam daun*. When you turned the causes and effects map into the problem tree and then into a solution tree you came down closer to the ground. But by helping everyone turn the solution tree into a project tree you have come down to the ground. The project tree is a plan that, when finished, everyone will be able to *wokabout long graun na bihainim*.



Make sure you keep all the butcher papers you use to develop the project tree. The project tree is the *bun* of a project plan, but we still need to put the meat on the bones. There will be lots of chopping and changing and new activities to include. *Projek diwai ino pinis yet.*

6  **Activity**
The actual project tree done by Hasarai community is shown on the next page. Turn it on its side so it looks like a table. This is the sort of thing you normally see in a project plan. It shows the logic of a project. The bones. The argument for how the project will make a change to the lives of the people it is trying to help. A project tree is really just a more detailed version of the solution tree (the shape of a tree has been drawn on so it is easier to see what we mean). *Luluk tasol.*



ACTIVITY	OUTPUT	PROJECT	PROJECT OUTCOMES
Task	Task	Task	Task
1. The group members to plan all the activities and outcomes of the project tree. This includes the main objective and the activities to achieve it.	Output outcome 1: The main objective of the project tree.	Project outcome 1: The main objective of the project tree.	Project outcome 1: The main objective of the project tree.
2. The group members to identify the causes and effects of the problem.	Output outcome 2: The causes and effects of the problem.	Project outcome 2: The causes and effects of the problem.	Project outcome 2: The causes and effects of the problem.
3. The group members to identify the solutions to the problem.	Output outcome 3: The solutions to the problem.	Project outcome 3: The solutions to the problem.	Project outcome 3: The solutions to the problem.
4. The group members to identify the activities to achieve the solutions.	Output outcome 4: The activities to achieve the solutions.	Project outcome 4: The activities to achieve the solutions.	Project outcome 4: The activities to achieve the solutions.

How to work with the group to identify the project objective, activities, and expected project outcomes.



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



Written answer

P

7

With your colleagues, go back over what Marilyn did to help the key people work out the bones of their project plan. She began by turning the causes and effects map into a problem tree. Then she helped them turn the problem tree into a solution tree. Then she helped them turn the solution tree into a project tree. *Tingim.* In your exercise book, briefly explain what Marilyn did.



A project tree shows the bones of a project plan. The bones of a project plan are activities (*wok*), output outcomes (*wok kamap*), project objective (*as tingting*), and project outcomes (*gutpela kaikai*). The project tree shows how the project should *strongim sindaun* (if everything goes to plan).

The BONES of a project plan



ACTIVITIES (WOK)
OUTPUT OUTCOMES (WOK KAMAP)
PROJECT OBJECTIVE (AS TINGTING)
PROJECT OUTCOMES (GUTPELA KAIKAI)

This *wok mak* says that if you want to help a group to develop a project plan in a way that meets the Standard, you need to work with the group to identify the project objective, activities needed, and the expected project outcomes. There are many ways to put this *wok mak* into practice, but if you do what Marilyn did *yu inapim stret. Yu flai.*

7

If you do what Marilyn did, the group you are working with will really understand their project and how it should help to *strongim sindaun*. And the key people should (hopefully) be able to do it themselves next time without your help. *Fit CDW. Fit stret.*



How to work with the group to identify the project objective, activities, and expected project outcomes.



Don't get confused. *Tok projek* is different to *tok ogenaision*. But project planning and organisation planning are really the same thing. They are both a change cycle. *Tingim*. In fact, many CDWs use a solution tree so that organisations like family businesses or youth groups or church groups or schools can see (and keep) a picture of what their organisation is planning to achieve.



8

In *tok projek* the target is called the project objective. In *tok ogenaision* the target is called the organisation's vision

In *tok projek* the output outcomes (the roots of the solution tree) are the *wok kamap* that each root needs to put out to achieve the project objective. In *tok ogenaision* each mission is the *wok kamap* that each root needs to put out to achieve your vision

In *tok projek* the activities are what you plan to do to achieve each output outcome. In *tok ogenaision* the activities are your priorities to achieve each mission

In *tok projek* the project outcomes are the *gutpela kaikai* that should result if you achieve the project objective. In *tok ogenaision* the outcomes are the *gutpela kaikai* that should result if you achieve your organisation's vision.



Activity

At the end of the coursebook book there is an attachment called '*tok projek*'. It contains definitions to help you understand *tok projek*. With your colleagues have a look. *Bilong save tasol*.

8











Revision discussion

What are the bones of a project plan? Do the bones of a project plan explain why the project is necessary?

1 hour

Materials Exercise book. Pen or pencil.

1	<p>Remember that a project plan is really just two things:</p> <ol style="list-style-type: none"> 1. An explanation for <i>why</i> the project is necessary 2. A description of <i>what</i> needs to be done <p>You have already worked out the bones of the project plan. The bones of a project plan are the explanation of <i>why</i> the project is necessary. The argument for how the project will make a change to the people it is trying to help. The logic of the project.</p> <p>However, there is more that needs to be included in a project plan for a community activity - now you need to help the group to put some more meat on the bones.</p> <p>The first meat to put on the bones is SUSTAINABILITY. This <i>wok mak</i> in the National Standard says you need to “work with the group to identify ways to sustain the project”.</p>
2	  <p>Discussion What does sustainability mean? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
2	<p>SUSTAINABILITY</p> <p>It is very important to help the key people to think about how the impact of the project will be sustained into the future. It would be a missed opportunity – not to mention a waste of time and money – if the benefits of the project were one-off.</p> <p><i>Gutpela kaikai bilong projek mas istap longpela taim. Wan raun na pinis maski. Hat wok long wokim gen.</i></p>  <p>To put sustainability on the bones of a project plan you need to ask two questions:</p> <ol style="list-style-type: none"> 1) How can project activities be designed so they increase the chance that each root of the solution will be sustained? Look at each output outcome and the activities. Is there a better way to design the activities so that the output outcome will be sustained after the project finishes? <u>If you need to change activities then do so.</u> 2) What can the group or community do themselves that is not included in the project plan to sustain each root of the solution? <i>Luk olsem</i> what the group or community commits to try and do <i>ol yet</i> after the project to sustain each output outcome.

2	 <p>Discussion If you know a story about a project that failed because no one thought about sustainability, then share it with your colleagues.</p>
2	<p>When you prepare the final project plan, include a section called sustainability.</p> <p>For each root of the solution (each output outcome) explain how and which activities will help sustain the output outcome after the project finishes.</p>  <p>And for each root of the solution (each output outcome) explain anything the group or community plans to do themselves to sustain the output outcome that is not included in the project plan. <i>Luk olsem</i> what the group or community commits to try and do <i>ol yet</i> after the project is finished to sustain each output outcome.</p>
2	 <p>Activity Look at the sustainability section in the Hasarai project plan 'fewer teenagers damaged by drug abuse' (the Hasarai project plan is included at the end of the coursebook). With your colleagues, answer the following questions.</p>  <ol style="list-style-type: none"> 1. Which activities will help sustain output outcome 1 and how? 2. What will Hasarai try and do <i>ol yet</i> after the project to sustain output outcome 1? <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p>What will be done during the project is: (1) MOU signed with Caritas Counselling Services to deliver top-up training each year; (2) the approach of using peer educators. To sustain output outcome 1 after the project the Hasarai Peace and Good Order committee will continue to encourage peer educators to raise awareness.</p> </div>
2	 <p>Written answer With your colleagues, discuss what you need to put in the 'sustainability' section of a project plan. Next, in your exercise book, explain the two questions to ask to help sustain the impact of each output outcome (each root of the solution).</p> <div style="text-align: right; background-color: black; color: white; padding: 2px 5px; border-radius: 5px;">Q</div>








Revision discussion

If everyone in the group or community participates in the project, do you think this will also help to sustain the impact of the project?

2 hours

Materials Exercise book. Pen or pencil.

1	<p>Remember that a project plan is really just two things:</p> <ol style="list-style-type: none"> 1. An explanation for <i>why</i> the project is necessary 2. A description of <i>what</i> needs to be done <p>You have already worked out the bones of the project plan. The bones of a project plan are the explanation of <i>why</i> the project is necessary. The argument for how the project will make a change to the people it is trying to help. The logic of the project.</p> <p>We are now putting the meat on the bones of the project plan. The second meat to put on the bones is RISK MANAGEMENT. This <i>wok mak</i> in the National Standard says you need to “work with the group to identify what can be done to manage risks”.</p>
	
2	 <p>Discussion</p> <p>Think about projects you have been involved in or have heard about. What are examples of things that sometimes go wrong with projects?</p>
2	<p>RISK MANAGEMENT</p> <p>Project risks are all the things that could go wrong with the project. <i>Ol birua. Ol samting yupela gat wari long en.</i> If the project goes ahead, what might stop activities from being effective? Is there any effect from doing the activities you need to be careful of?</p>  <p>There are two reasons why it is very important to identify project risks when you put the meat on the bones of your project plan:</p> <ol style="list-style-type: none"> 1 So that you can reduce the <i>chance</i> of things going wrong 2 So that you can manage the <i>effects</i> if things do go wrong <p>Identifying important risks, then thinking of ways to reduce the <i>chance</i> of things going wrong and the <i>effects</i> if they do go wrong, is called risk management.</p>
2	 <p>Activity</p> <p>With your colleagues, read the two stories below and then answer the questions that follow each story.</p> 

Francis, a Western Highlander who does not know how to swim, needs to get to an island three hours out to sea. He decides to use a banana boat with a 15-horsepower engine. The sea is rough and there are strong winds. Francis knows how to start and stop the motor but does not know how the engine works. Francis has enough fuel for exactly three hours. He does not have a mobile phone or a VHF radio. They have no food or water.

1. One thing that could go wrong (one risk) is that something goes wrong, and Francis doesn't reach the island. Is this risk high (likely to occur) or low (not likely to occur)?
2. If something goes wrong and Francis doesn't reach the island, would the effect be small (it won't be a big problem) or large (it could be a big problem)?

Luk olsem the risk that Francis doesn't reach the island is high. If he doesn't make it to the island the effect will be large.

Francis, a Western Highlander who does not know how to swim, decides to take a banana boat with a 45-horsepower engine plus a second one, as cargo, for the three-hour journey to an island out to sea. Francis takes two local people who know how to crew the boat. They decide to wait until the next day to see if the weather improves. By the next day, the sea is calm, and they leave. Everyone wears life jackets, they have an emergency flare, working mobile phones, a VHF radio, food and water, and they take enough fuel for eight hours of travel.

1. One thing that could go wrong (one risk) is that something goes wrong, and Francis doesn't reach the island. Is this risk high (likely to occur) or low (not likely to occur)?
2. What did Francis do to reduce the *chance* of things going wrong?
3. If something goes wrong and Francis doesn't reach the island, would the effect be small (it won't be a big problem) or large (it could be a big problem)?
4. What did Francis do to manage the *effects* if things did go wrong?

Luk olsem the risk that Francis won't reach the island is now low. To reduce the chance of things going wrong Francis has (1) a bigger engine; (2) two local people who know how to crew the boat; (3) waited until the weather improved. If he doesn't reach the island the effect will now be small because Francis has (1) a spare engine; (2) lifejackets; (3) an emergency flare; (4) working mobile phones; (5) a VHF radio; (6) food and water; (7) plenty of fuel.



The best way to do risk management is to complete a **risk management table** for each output outcome (each root). Do the following four things:

Output outcome 1 – Youth play more sports			
Risks	How likely is the risk? (high/low)	The effect of the risk? (small/large)	How will the risk be managed? (low/small not included)

① Draw the table above (for each output outcome). Go through each activity in an output outcome and identify the **risks**. If the project goes ahead, what might stop the activity from being effective? Is there any effect from doing the activity you need to be careful of? And check the 'strengths and weaknesses' and 'opportunities and challenges' you did in step 1 of the project cycle to get ideas.

② To identify **how likely is the risk**, rate each risk as either high (likely to occur) or low (not likely to occur)





③ To identify **the effect of the risk**, rate each risk as either small (it won't be a big problem) or large (it could be a big problem)

④ To identify **how the risk will be managed**, go through each risk one at a time. Ask everyone what actions can be taken to *reduce* the chance of things going wrong? Ask everyone what actions can be taken to *manage* the effects if things do go wrong? You don't need to identify how the risk will be managed if the risk is low/small – but it is still good to include low/small risks (and how you assessed the risk) in the risk management table.

3

If this course is being run as a training by a trainer, then they will demonstrate how to do a risk management table



3	 <p>Activity With your colleagues, look at the risk management table in the Hasarai project plan (at the end of the coursebook). <i>Lukluk tasol.</i></p>
3	<p>When you have completed the risk management table for an output outcome, check to see if there are activities that now need to be included in the project plan. If there are, then include them. Sometimes the way to manage a risk isn't an activity, but something everyone needs to remember to do – <i>ol samting bilong holim long tingting tasol.</i></p> <p>It is very important that you think hard about risks that have a high likelihood and a large effect. These are the most important risks to manage. Sometimes you can't do much about some project risks, but it is still very important to recognize them so that everyone is realistic about the chance of success. Sometimes you might need to consider whether to go ahead with activities (or even a whole root) if there is a risk that has a high chance of occurring and where the effects could be catastrophic (especially if you can't think of actions to take that would reduce the chance of the risk occurring or manage the effect of the risk). For example, an activity that has a high likelihood of leading to tribal fighting would be a catastrophic risk.</p> 
3	 <p>Activity Below are activities from output outcome 2 ("students have better school grounds") from a school project plan to improve student learning. With your colleagues, develop a risk management table for output outcome 2. <i>Yu no as ples bilong dispela hap. Em orait. Traim tasol. Pilim.</i></p> <p>Activity 2.1: Trees and <i>kanda</i> cut for the fence Activity 2.2: Agreement with <i>papa graun</i> signed Activity 2.3: School fence built to stop community using school sports ground</p>
3	 <p>Written answer With your colleagues, discuss what you need to put in the 'risk management' section of a project plan. Next, in your exercise book, explain how to do a risk management table for each output outcome (each root of the solution).</p>

R





Revision discussion

If everyone in the group or community participates in the project, do you think this will mean there are less risks that you need to manage?

3 hours

Materials Exercise book. Pen or pencil.

1	<p>Remember that a project plan is really just two things:</p> <ol style="list-style-type: none"> 1. An explanation for <i>why</i> the project is necessary 2. A description of <i>what</i> needs to be done <p>You have already worked out the bones of the project plan. The bones of a project plan are the explanation of <i>why</i> the project is necessary. The argument for how the project will make a change to the people it is trying to help. The logic of the project.</p> <p>The final meat to put on the bones is the ACTIVITY SCHEDULE AND BUDGET. To meet the Standard when you help a group to develop a project plan, you need to “work with the group to identify what can be done to manage risks”.</p>						
2	<p> ACTIVITY SCHEDULE</p> <p>You are nearly at the finish line. The final meat to put on the bones is the activity schedule and budget. Activity schedule <i>pastaim</i>. An activity schedule shows:</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center; vertical-align: middle;">1</td> <td>WHO will be responsible for each activity? Who does what? Who will need to make sure the activity happens? Who will need to make sure the resources are ready so that the activity can go ahead?</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">2</td> <td>WHEN each activity will need to be done (timing)? Always remember that everything takes longer than expected. List the months over which you think the project will run and then organise the activities so that the workload is evenly spread. Don't forget any other commitments the group or community has that could limit when they have time (and money) to do things.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">3</td> <td>WHAT resources will be needed to complete each activity? What materials, supplies, equipment, expertise, or skills are needed? As you complete the activity schedule you might think of new risks. For example, what will be done with any leftover materials or equipment and who will own them? If there are risks that you should have included in the risk management table, go back and include them.</td> </tr> </table>	1	WHO will be responsible for each activity? Who does what? Who will need to make sure the activity happens? Who will need to make sure the resources are ready so that the activity can go ahead?	2	WHEN each activity will need to be done (timing)? Always remember that everything takes longer than expected. List the months over which you think the project will run and then organise the activities so that the workload is evenly spread. Don't forget any other commitments the group or community has that could limit when they have time (and money) to do things.	3	WHAT resources will be needed to complete each activity? What materials, supplies, equipment, expertise, or skills are needed? As you complete the activity schedule you might think of new risks. For example, what will be done with any leftover materials or equipment and who will own them? If there are risks that you should have included in the risk management table, go back and include them.
1	WHO will be responsible for each activity? Who does what? Who will need to make sure the activity happens? Who will need to make sure the resources are ready so that the activity can go ahead?						
2	WHEN each activity will need to be done (timing)? Always remember that everything takes longer than expected. List the months over which you think the project will run and then organise the activities so that the workload is evenly spread. Don't forget any other commitments the group or community has that could limit when they have time (and money) to do things.						
3	WHAT resources will be needed to complete each activity? What materials, supplies, equipment, expertise, or skills are needed? As you complete the activity schedule you might think of new risks. For example, what will be done with any leftover materials or equipment and who will own them? If there are risks that you should have included in the risk management table, go back and include them.						
2	<p> Discussion</p> <p>Many CDWs use the 'seasonal calendar' PRA tool (in the 'PRA tools' section at the end of the coursebook) to help key people work out WHEN each activity should be done. Have a look at this tool. Do you think this would help?</p>						
2	<p>The best way to do an activity schedule is to do an activity schedule table. <i>Luksave</i>:</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If this course is being run as a training by a trainer, they will demonstrate how to do an activity schedule table</p> </div>						

Start with the first output outcome. Pull out the activities from the root and list them down one by one on the left side. Don't forget to include any new activities that you included *taim yupela bin luksave long* sustainability and risk management. It is important when you write each activity to include as much detail as possible in the description of each activity. What do you want to happen? What is your target? Make it clear. For example, instead of saying 'training in management skills' say '4-day training for 40 participants in management skills, half must be women. Training conducted by Don Bosco'.

Next, for each activity list down **WHO** and **WHEN** and **WHAT**. Complete the activity schedule for each output outcome one at a time. When you do this make sure you keep in mind the activities from the other roots so that you *skelim gut* who and when and what.

When you have finished the first root, then go on and do the next output outcome. You will need to go back and forth making changes until you are happy that your activity schedule can be a guide for the implementation of your project.

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



Activity

With your colleagues, have a look at the activity schedule for the Hasarai project (at the end of the coursebook). Notice how the activity schedule is completed for each output outcome one at a time. Notice how there is as much detail as possible in the description for each activity. Answer the following questions.

2

1. In output outcome 1, why is activity 1.1 broken into activities 1.1.1 and 1.1.2?
2. Does the activity schedule table show everything it needs to show?

(1) The reason activity 1.1 is broken into 1.1.1 and 1.1.2 is because it has two parts. (2) Yes, the activity schedule shows everything it needs to show. *Inap. Tok save* ignore the information in the activity schedule that is underlined. *Bihain bai yumi luksave.*



Written answer

With your colleagues, discuss how to do an activity schedule table. Next, in your exercise book, copy the activity schedule for output outcome 1 from the Hasarai project plan. Just show activity 1.1.1 and 1.1.2 *em inap*.

S

2



BUDGET

3

A budget is a spending plan. A budget lists exactly what resources are needed for each root of the solution (each output outcome), and then the cost for each resource. The total costs for each output outcome and for the whole project can then be worked out. Together, the budget and the activity schedule guide implementation of a project.

When you are preparing your plan, it is often hard to know the cost of some resources. In fact, at this stage, you may not even be sure of some of the activities. You can always revise the budget (and the activity schedule) later when you find out the details.

3



Discussion

If you change something in the activity schedule will the budget change?
If you change something in the budget will the activity schedule change?

Yes. Definitely. A change to one is almost always a change to the other. The budget and the activity schedule are two sides of the same coin. You can't separate them.

The best way to make a budget is to prepare a **budget table**.

If this course is being run as a training by a trainer, then they will demonstrate how to do a budget table

Resources needed	Unit	How many units?	How much each unit?	Cost to group	Cost to donor	Cost to others
Output outcome 1 – Teenagers are more aware of the dangers of drug abuse						
Transport for Caritas trainers Arawa Hasarai return	Car hire return	1	K600		K600	
Butcher paper	roll	1	K90		K90	
Markers (blue and black)	box	4	K15		K60	
Whiteboard (have one already but need extra)		1	K500		K500	
Pens (red and black)	Box	4	K12		K48	
Exercise books (25 in pack)	Pack	2	K40		K80	
Transport for training materials Arawa to Hasarai	Per trip	1	K300		K300	
Venue (Women's resource centre)	Day hire	11	K40		K440	
Diesel for generator	Litre	10	K10		K100	
Accommodation/food for Caritas trainers in Hasarai	Per night	6	K100	K600		

3

Follow the 11 steps below to prepare a budget table:

1

Draw the headings from the table above. **Start with the first output outcome.** Write the first output outcome, then use the activity schedule table to list each resource that will be needed for each activity from output outcome 1. It is very important to list each resource item individually (don't group them).

2

Next, for each resource list down the unit that each resource is measured in. The scale. *Skel.* For example, if the resource you need is diesel, then the unit is *litres*.







3

Next, for each resource list down how many of these units you need. For example, if you need 5 litres of diesel then write down '5'.

4


Next, for each resource list down the cost for each unit. For example, if diesel is K10 per litre then write down '10'.

5	Next, for each resource work out the cost. Do this by multiplying how many units you need by the cost for each unit. If the cost for a resource will be something that the group or community will cover (as a contribution), write the cost in the 'cost to group' column. If it is a cost that (hopefully) a donor will cover, then write the cost in the 'cost to donor' column. If it is a cost that you plan for another organisation to cover (besides the donor), then write the cost in the 'cost to others' column. If the project plan is for the group or community <i>long mekim ol yet</i> , then they don't need a cost to donor and cost to others column. <i>Tingim</i> .
6	Lastly, add up the costs in the cost to group and donor and others columns and write them down as sub-totals for each column for the first output outcome.
7	Repeat steps 1-6 for the rest of the output outcomes.
8	Next, write risk management as a heading. Look at your risk management table and include any resources needed in the budget. For example, a first aid kit. Then add up the costs in the cost to group and donor and others columns and write them down as sub-totals for each column for risk management.
9	Next, write project management as a heading and include costs to manage the project. For example, things like stationery costs or transport costs to visit the donor or costs for mobile calls. Include any costs for the remaining steps of the participatory project cycle – the group or community will need to come together again to make any agreements (step 3) and start-up their project (step 4) and monitor their project (step 5) and evaluate their project (step 6). Then add up the costs in the cost to group and donor and others columns and write them down as sub-totals for each column for project management. <i>Tok save</i> if the project plan will be submitted to a funding organisation, it is normally easier to just include 10% of the total project cost as the project management fee (to cover all your project management costs). If you do this, then add up the sub total costs for cost to group and donor and others columns for each output outcome and for risk management (everything so far) and then add the total for each column together. Multiply this final total by 0.1 to work out 10%, then include this as the project management cost in the 'cost to donor' column.
10	Next, add up all the sub-totals for each output outcome and for risk management and for project management to show how much the group and a donor and others will contribute. Now is a good time to include contingency . Contingency is standby money – extra money which can be used in case prices change or something goes wrong with the budget. <i>Sefti</i> . Normally it is a good idea to include 10% contingency. To do this, multiple the total amount in the cost to group and donor and others columns by 0.1 and add this amount to each column. Each column now shows the total amount (including 10% contingency) that (1) the group and (2) a donor and (3) others will need to contribute to the project (if it goes ahead). Nice.
11	Finally, add up the three amounts from the cost to group and donor and others columns to give you the total cost of the project. <i>Totalim pinis</i> .

3	 <p>Activity With your colleagues, have a look at the budget from the Hasarai community project to reduce teenage drug abuse (at the end of the coursebook). In their criteria for support Buin District said that a 10% contingency needs to be included for all project costs. Does the budget include a 10% contingency? Contingency is standby money – extra money which you put into the budget which can be used in case prices change or something goes wrong with the budget. <i>Sefti</i>.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>(1) Yes, the budget includes 10% contingency.</p> </div>
4	 <p>If the project requires outside assistance from an organisation, it is critical that the group or community contribute to the cost of the project themselves.</p> <p>If you want someone to help build your house, you can't ask them to bring all the tools and materials. And you can't ask a donor to bring all the money to help your group or community to do a project. <i>Ino gutpela pasin.</i></p> <p><i>Na tu ol bai les long halavim.</i></p> <p>If the group or community don't contribute, then it is not their project. There will be no ownership. What is achieved won't be maintained. In fact, if the group or community don't contribute, then the project will make them weaker - not stronger.</p> 
4	 <p>Discussion What are in-kind contributions? Discuss this with your colleagues.</p>
4	<p>In-kind (equivalent to) contributions are when a group or community contributes their own time and resources that are <i>equivalent to</i> cash. However, in a project plan, it is easier to simply give in-kind contributions the cash value they are <i>equivalent to</i> and then include them in the budget in the 'cost to group' column.</p>  <p>For example, if the community will contribute timber for goal posts, then value the timber as if it had to be bought locally. If the group covers accommodation for a guest, then value it at a fair local rate and include it in the 'cost to group' column.</p>
4	 <p>Activity With your colleagues, have a look at the budget from the Hasarai community project to reduce teenage drug abuse (at the end of the coursebook). If a funding organisation requires that Hasarai community contribute 10% or more of the total project cost, does the Hasarai project plan meet the mark?</p>

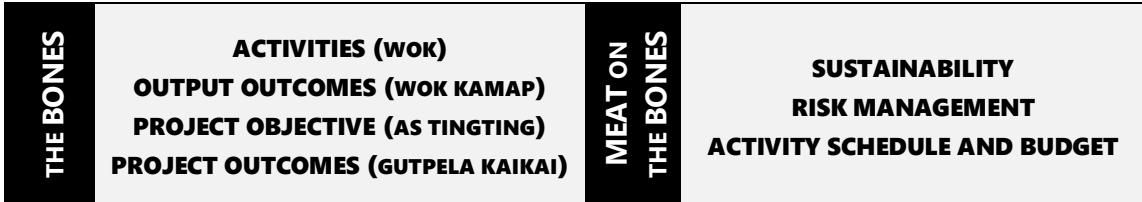
(1) Yes, Hasarai are contributing K8,470 of the total project cost (K19,921) which is 42.5% ($8,470 \div 19,921 \times 100 = 42.5\%$).

4 If the project plan requires outside assistance, it will be necessary to reach an agreement with an organisation. This is step 3 of the project cycle (facilitate agreement).
However, it may take months (or years) before an organisation can be found to support the project. If an agreement is reached with an outside organisation, then the group or community will need to revise the activity schedule and budget – especially the timing and the costs. This is because over time things change. Makes sense.

4  **Written answer** With your colleagues, discuss how to make a budget table. Next, in your exercise book write down the eight steps to develop a project budget. **T**



Job done – almost. You now have the meat and the bones of a project plan.




5 Project plans are written in lots of different ways – but now you know what to look for you will see that they are all just different ways to say (and write) the same thing. You know the picture on the box - if you know the picture on the box then you can put the jigsaw together. If you know "why" then "how" is easy.

There is normally more work still to do to finish the project plan (checking up on who will do what, getting quotations, *kain kain goikam*) *tasol bikipela hap wok em pinis*.

If you can help the key people to develop a project plan like the one that Marilyn has helped *Mama Kirap* to develop, then you are not just meeting the Standard *nogat yu wok long inapim stret*. *Yu wok long flai antap olgeta*.



5  **Discussion** What language should you use to write the project plan? Discuss this with your colleagues.

Write the project plan in a language that the people in the group or community use. Normally this means *tok pisin* or simple English. If what you do with a group or community discourages people from having ownership of the project, then don't do it! Never write your plan in 'expensive English'. If you do this, you will make the people you are working with feel hopeless (and you will need to keep translating back and forth).

Many Community Development Workers spend too much time worrying about the English they use – "Do I use past tense?" "What about third person?" "Where is my thesaurus?" "How do I spell irreducible?". No funding organisation will be impressed if you use expensive English. *Tok stret na tok kliā*.



5

There is a big gap opening up in PNG between formerly educated elites (who like to show they are better than everyone) and everyone else. Help close this gap.



If the group is going to try and get funding for their project, it is also a good idea to try and link it to government policy. A good way to do this is to look at the project outcomes and link them to government policy. For example, the Hasarai project plan has the project outcome 'more teenagers are healthier'. Instead, you could say "more teenagers are healthier which helps achieve millennium goal 1 and reduces District health costs". The Hasarai project plan doesn't do this, but it would make it a stronger project plan (and more likely to get funding).



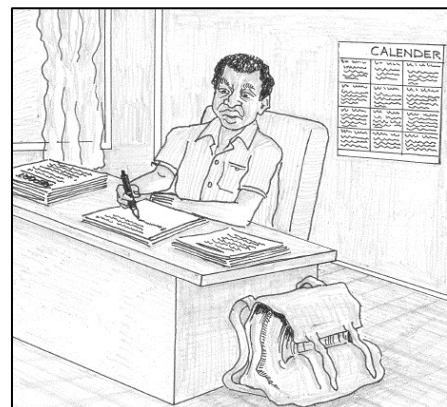
BIKPELA TOK

The meat we have put on the bones of the project plan so far is sustainability, risk management, and activity schedule and budget. This is the meat (and bones) that a group needs if the project plan is for them to use *ol yet*.

6

It is also the meat that most funding organisations ask for. However, if the project plan will be given to a funding organisation, then there is some more meat you can put on the bones of the project plan.

PROJECT BENEFICIARIES SUMMARY INDICATORS



Don't worry about project beneficiaries, summary, and indicators unless the project plan is for an funding organisation.

And don't worry about indicators at all unless you are asked to include them (normally the funding organisation will help you). Indicators are high level – very high level. If you know how to set indicators *yu winim planti ol PHD*.

6



Activity

With your colleagues, have a look at the "more meat" module at the end of the coursebook. Only complete it if your course facilitator asks you to. If you complete the "more meat" module it will take a couple of hours.




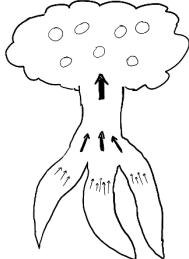


Revision discussion





How will it help the group to implement their project plan if they have an activity schedule and budget to guide them?



1 hour

Materials Exercise book. Pen or pencil.

1	<p>You probably worked with just the key people to do the nitty-gritty of developing the plan. However, to wrap it up you need to have another final <i>kibung</i> with the whole group or community. If you have been working with key people to develop the plan, then it is very important that everyone gets to see what you came up with. They need to understand it. It is their plan. <i>Opim ai bilong ol. Nogut ol stat long tok em iplen bilong ol ki pipol. Nogut ol stat long tok em iprojek plen bilong yu Komiuniti Dvelopmin Woka.</i></p> <p>At the final <i>kibung</i> you need to work with the group to review and confirm the plan and how the project will be managed.</p>
1	 <p>Discussion</p> <p>Discuss with your colleagues why it is important that everyone in a group or community has an opportunity to review and confirm the project plan?</p>
1	<p>When you review and confirm the plan, encourage key people to take the lead. You don't need to go over everything with the whole group or community (unless everyone wants you too). Normally it is enough to just go over the bones of the plan. Go over the project tree. Use the butcher papers that you developed when you put the project tree together. Help everyone understand how it is a picture of the solution.</p>  <p>When everyone understands the project plan, next see if there are any comments or suggestions. Make sure everyone has a chance to have their voice heard. Encourage effective participation. And at the end <i>kisim tok orait long ol. Bai yumi gohet o?</i></p>
1	 <p>Activity</p> <p>With your colleagues, have a go at putting this <i>wok mak</i> into practice. Pretend you are Merylyn and the key people. Use the Hasarai project tree (page 90) and practice going through it to help everyone review and confirm the plan.</p>
2	 <p>When you review and confirm the project plan with everyone, also help everyone agree how the project will be managed. Normally managing the project is done by the management committee of the group <i>we iwok long go pas long kirapim projek.</i></p> <p>However, sometimes a group or community will select a separate project management committee. Whichever is fine. But it is important for everyone to agree on who will be responsible for managing the project, and who will do what.</p>

	<p>If you submit the project plan to an outside organisation, then this information needs to be included in the project management section of the project plan. Write down their position, their names, and their contact details. <i>Em tasol.</i></p>
2	 <p>Discussion After the project plan is finished, what are the remaining steps of a project cycle? <i>Kirapim bek tingting.</i></p>
2	<p>And don't forget about the project cycle. If the project is for the group to implement <i>ol yet</i> then now is a good time to discuss when to do the remaining steps of a project cycle so everyone in the group (and the community) can participate to facilitate agreements, start-up the project, monitor the project, and evaluate the project. And include these steps as activities in the activity schedule and budget.</p>  <p>If the project will need funding from a funding organisation, then also include the remaining steps of a project cycle as activities in the activity schedule and budget – it will show the funding organisation that the group (and you the CDW) want to work in a way that meets the Standard. Funding organisations know that projects which follow a participatory change cycle are more likely to work out. Definitely.</p>
2	 <p>Activity Have a look at the 'project management' section in the Hasarai project to reduce teenage drug abuse (at the end of the coursebook). <i>Lukluk tasol.</i></p>
2	<p>At this stage of the project cycle there will be lots of enthusiasm. Expectations will be high. But be careful. Make sure everyone has a realistic idea about what will happen and the chance of success. It is sometimes hard to lower expectations, especially if everyone is full of enthusiasm. Don't say definitely someone will fund the project. Don't say that everyone will become rich or have <i>haus kapa</i>. Just don't. <i>Tok stret. Tok klia.</i></p> <p>If the expectations of key people (and the community) are too high then the fall is hard. They lose respect for whoever raised their expectations. Even worse, they give up.</p>
2	 <p>Written answer With your colleagues, discuss how to work with the group to review and confirm the plan. Next, in your exercise book, explain why it is important that everyone in the group gets a chance to review and confirm the plan.</p>
















Revision discussion

What can you do to make sure everyone has their voices heard when you help them to review and confirm the plan?




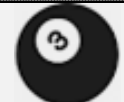
How to confirm what the next steps following the visit will be and who will be responsible for making them happen
How to discuss how or if the visit has been useful, and ways it could be improved
How to thank participants, without rushing, and explain again the purpose of the visit

1 hour

Materials Exercise book. Pen or pencil.

<p>1</p>	<p>Step 2 of the project cycle is almost finished. But before you finish, there are three final <i>wok mak</i> you need to put into practice. These three <i>wok mak</i> are in every Core Unit in the PNG National Standard for Community Development Workers. They are really <i>wok mak</i> to do with community exit – how to leave the community in a way that meets the Standard.</p>							
	<table border="1" data-bbox="256 853 1401 1182"> <tr> <td data-bbox="256 853 395 965">  </td> <td data-bbox="395 853 1401 965"> <p>Discuss what the next steps following the visit will be and who will be responsible for making them happen</p> </td> </tr> <tr> <td data-bbox="256 965 395 1077">  </td> <td data-bbox="395 965 1401 1077"> <p>Discuss how or if the visit has been useful, and ways it could be improved</p> </td> </tr> <tr> <td data-bbox="256 1077 395 1182">  </td> <td data-bbox="395 1077 1401 1182"> <p>Thank the group, without rushing, and explain again the purpose of the visit</p> </td> </tr> </table> <p data-bbox="256 1261 1412 1373"> 1 Discuss what the next steps following the visit will be and who will be responsible for making them happen </p> <p data-bbox="256 1413 1412 1570"> If you are helping a group to develop a project plan, then normally a next step following the visit will be to collect quotations and talk to outside organisations and get letters of support and finalise activities. <i>Kain kain igo ikam. Projek plen ino pinis yet.</i> Before the <i>kibung</i> ends, explain to everyone that this will happen and who will do what. <i>Klia glas.</i> </p> <p data-bbox="256 1610 1412 1722"> And before the <i>kibung</i> ends, explain again the remaining steps in the project cycle so that everyone is clear what will happen if and when the project goes ahead. </p> <p data-bbox="256 1762 1412 1874"> It doesn't need to be the CDW who explains the next steps (in fact it is better if it is the key people who take the lead) but to meet the Standard the CDW needs to make sure it is done. </p>		<p>Discuss what the next steps following the visit will be and who will be responsible for making them happen</p>		<p>Discuss how or if the visit has been useful, and ways it could be improved</p>		<p>Thank the group, without rushing, and explain again the purpose of the visit</p>	
	<p>Discuss what the next steps following the visit will be and who will be responsible for making them happen</p>							
	<p>Discuss how or if the visit has been useful, and ways it could be improved</p>							
	<p>Thank the group, without rushing, and explain again the purpose of the visit</p>							
<p>2</p>	<p>Discussion</p> <p>What can go wrong if everyone isn't clear about what the next steps will be and who will be responsible for making them happen?</p>							



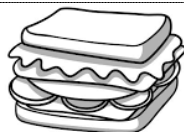

How to confirm what the next steps following the visit will be and who will be responsible for making them happen
How to discuss how or if the visit has been useful, and ways it could be improved
How to thank participants, without rushing, and explain again the purpose of the visit

2	 <p>If the plan is for a project that does not require outside assistance, then it can be full steam ahead – you can go straight on and do ‘facilitate agreement’ (step 3 of the project cycle) and ‘project start-up’ (step 4 of the project cycle). You will learn how to do step 3 and step 4 of the project cycle in the next coursebook (coursebook 4) <i>olsem na stap isi pastaim</i>. In coursebook 4 we will learn how Merylyn helped <i>Mama Kirap</i> to do step 3 and 4 of the project cycle.</p> <p>If the project plan requires outside funding, then there will be a lot of work to market the project plan. Before the <i>kibung</i> ends, explain to everyone <i>husat bai go pas long maketim projek plen</i>. <i>Maketim projek plen raun ino isipela samting. Hatpela wok stret.</i></p>
3	 <p>Discuss how or if the visit has been useful, and ways it could be improved</p> <p>It is always important to find out if the work you did to help the group or community was useful. Learning from experience is the best teacher, but only if you learn from it.</p> <p>Before you finish step 2 of the project cycle, always discuss how or if the visit has been useful for everyone. You can ask everyone in the final <i>kibung</i>. <i>Em orait</i>. However, many Community Development Workers like to sit down just with the key people and ask them for feedback. <i>Em tu orait</i>.</p>
3	 <p>Discussion</p> <p>What is the final <i>wok mak</i> that you need to put into practice before you leave the community? Discuss this with your colleagues.</p>
3	 <p>Thank the group, without rushing, and explain again the purpose of the visit</p> <p>It is always important to leave the community in the right way. Some Community Development Workers call this ‘community exit’. Take your time. Do it properly. Show respect. Remind everyone of what the visit was all about.</p> <p>Before you finish the participatory planning, always thank everyone, without rushing, and explain again what the visit has been for. Always. <i>Pasin</i>.</p>

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

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

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

3	 <p>Written answer</p> <p>With your colleagues, discuss the final three <i>wok mak</i> that you need to put into practice when you help a group to develop a project plan. Next, in your exercise book, write down the final three <i>wok mak</i> that you need to <i>inapim</i>.</p>	V
4	 <p>Las tok. Merilyn did step 1 and step 2 of the project cycle together. Participatory planning. The way she did it was like a sandwich. <i>Ino olsem tasol wankain:</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Start with a <i>kibung</i>. Do <i>glasim na skelim sindaun</i> with everyone from the group. Then before the <i>kibung</i> ends start step 2 of the project cycle. Explain the purpose of the visit and why it is important that everyone in the group participates to develop their project plan. And explain what will happen to develop the project plan.</p> </div> <p style="text-align: center;">Then work with key people to do the nitty-gritty of developing the plan</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>End with another <i>kibung</i>. Get everyone from the <i>kibung</i> at the start back together to review and confirm the project plan and how the project will be managed - and so you can exit the community properly.</p> </div> <p>But don't forget, there are many ways to <i>inapim</i> the <i>wok mak</i> from the National Standard. The National Standard doesn't tell you what recipe to follow – it only tells you what key ingredients need to be in your recipe if you want to work in a way that meets the Standard.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>The Hasarai project plan is a good format to use to prepare a project plan. If you want a Word version, you can get it on the website pngcdwstandard.com (go to 'resources for the CDW National Standard') and download 'Hasarai project plan'. <i>Tok save tasol.</i></p> </div>	
4	<p>Las tok gen. When the project plan is finished, don't forget to make sure the key people from the group you are working with get a copy. If you take away the final project plan and don't leave a copy, you take away ownership.</p>	



Revision discussion

Do you think the plan that Merilyn helped *ol lain Hasarai* will get funded by Buin District? And if it is funded, do you think it will be successful? Why?

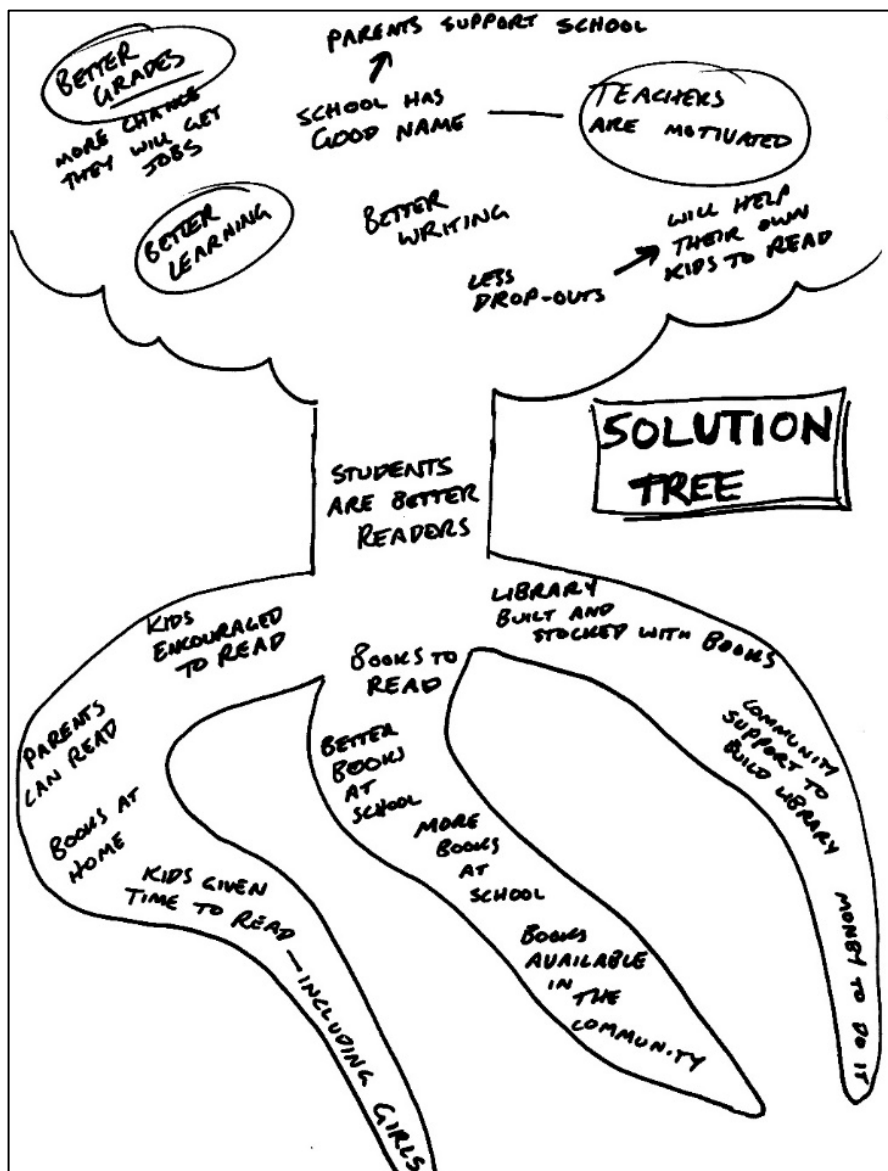


Activity

Remember earlier in the coursebook you developed a solution tree for an Elementary school. *Tingim*. The actual solution tree developed by the CDW and the P&C Committee is shown below. Use the solution tree below to develop a project tree – and then have a go at developing the rest of the project plan. *Tok save* this activity can take a whole day. Do the following:

If this course is being run as a training by a trainer, then they will ask you to get into groups to do this activity

1. Turn the solution tree into a project tree (the bones of a project plan).
2. Put the meat on the bones – sustainability, risk management, activity schedule and budget. If you want to have a go at including project beneficiaries and a summary, then do so. And for a real challenge have a go at indicators. Use the Hasarai community project plan (at the back of the coursebook) to guide you.



Evaluation | Coursebook 3 Participatory Planning (step 1 and 2 of the project cycle)



Written answer

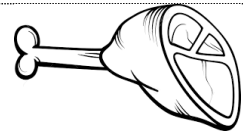
W

Congratulations. You have finished CDW Coursebook 3. Time to evaluate CDW Coursebook 3. 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 C07 Element 3 (Assist group to analyse their development situation and identify priorities) or CDW Unit C05 Element 3 (Assist group to develop the project plan) are you most confused about? What is confusing?
2. What topic in the coursebook did you find the most useful? Why?
3. What change do you recommend to improve the course or the coursebook?
4. What advice can you give to the course facilitator to help them learn lessons?
5. What more support do you need from your organisation (or the course facilitator) to help you put what you have learned into practice?
6. Any other comments?
7. Use the rating scale below to rate overall how well you understand how to conduct community mapping and needs analysis in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.
8. Use the rating scale below to rate overall how well you understand how to develop a plan 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.



MORE MEAT



1

The meat we have put on the bones of the project plan so far is sustainability, risk management, and activity schedule and budget. This is the meat (and bones) that a group needs if the project plan is for them to use *ol yet*. It is also the meat that most funding organisations ask for.

However, if the project plan will be given to a funding organisation, then there is some more meat you can put on the bones of the project plan: (1) project beneficiaries, (2) a summary, and (3) indicators.



2



Discussion

Who are the project beneficiaries? Discuss this with your colleagues.

PROJECT BENEFICIARIES

2

The word beneficiaries means 'people who benefit'. Project beneficiaries are the people who 'benefit' from the project. If your project objective is people-centred, then working out the beneficiaries is easy. The beneficiaries are the people who are targeted by the people-centred project objective. They are called the **direct beneficiaries**. If everything goes to plan, the direct beneficiaries should *kaikai* the project outcomes. *Tingim*.

People who are not directly targeted by the project - but who will also benefit if the project is successful - are called the **indirect beneficiaries**. If everything goes to plan, the indirect beneficiaries should *kaikai* any 'other expected benefits'. *Tingim*.

When you prepare a project plan to give to a funding organisation, include a section called **project beneficiaries**, and state clearly who the direct and indirect project beneficiaries are. And it is a good idea to also say what project outcomes you hope the direct beneficiaries will *kaikai* (if everything goes to plan) and also what 'other expected benefits' the indirect beneficiaries will *kaikai* (if everything goes to plan).

2



Activity

Tingim projek bilong Hasarai. Their project objective is 'fewer teenagers damaged by drug abuse'. Who are the direct beneficiaries of the project? Who could be indirect beneficiaries of the project? Discuss this with your colleagues.

Luk olsem the direct beneficiaries are teenagers. The indirect beneficiaries are the families of teenagers and everyone in Hasarai.



SUMMARY

3

If you prepare a project plan to get funding from a funding organisation, then at the start of the project plan do an introduction. This is called a 'summary'. Sometimes it is called an 'executive summary'. *Wankain*. Explain who the project is for and *why* the project is necessary - a quick summary of the output outcomes, the project objective, and the project outcomes is fine.

And you will probably also need a cover letter. *Bilasim gut*.



Activity

3

With your colleagues, have a look at the first page of the Hasarai project plan at the end of the coursebook. Read the summary section. The summary also mentions the attachments that are included with the project plan. Do you think the attachments that are included with the Hasarai project plan will make it a stronger project plan (and more likely to get funding)?

Definitely. Yes. *Nogat tok*. Buin District *bai kirap nogut*.

If you are trying to get outside assistance for a project, it is a good idea to also include in the final project plan the story of the group *we iwok long go pas long kirapim projek*. This is called an organisation profile.

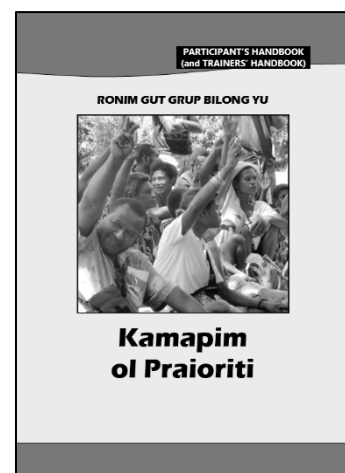


An organisation profile is the story of the group - where the group is from, who is in the group, their vision and missions, their priorities to achieve their missions, and how they came up with their priorities.

3

If you want to know how to help a group to develop an organisation profile, go to the website pngcdwstandard.com and then navigate to the menu "other resources – for working with wards, communities, CBOs, SMEs & families" and then download the coursebook "*Kamapim ol praioriti*".

And if the group has a five-year plan or a current annual plan and budget or a constitution or policy documents, then these should also be included as attachments. The funding organisation will see that they are a well-run organisation. The sort of organisation that can be trusted. *Ol tu ol les long troimwe moni nating*.



INDICATORS

4

Indicators are the requirements for success for the project. The *wok mak* that need to be achieved for the project to be considered successful. The funding organisation will help you to set indicators for your project objective, and for each of the output outcomes. Then after the project is completed the funding organisation will collect information and evidence to see if the project achieved the *wok mak*. In *tok projek* the evidence that is collected to see if the project achieved the *wok mak* is called the 'means of verification'. *Tok projek em i narapela kain gen.*

If you need to set indicators for a project plan, then you need to do the following:

- | | |
|----------|--|
| 1 | Set one or two indicators (<i>o kain olsem</i>) for each output outcome (<i>wok kamap</i>) to evaluate if each outcome met your requirements for success. |
| 2 | Set two or three indicators (<i>o kain olsem</i>) for the project objective (<i>as tingting</i>) to evaluate if the project overall met your requirements for success. |



Activity

Let's start. Read the case study below with your colleagues.

Stanley and his family identified a real (deep) problem – 'not enough income for the family's needs'. They identified a few causes – (1) *kakau ino karim gut*, (2) we need other sources of income; (3) we don't manage our money properly.

Stanley and his family then turned their problems into solutions. *Luk olsem* the project objective is 'more income for the family's needs'. *Luk olsem* the output outcomes (*wok kamap*) for the project are (1) 'the family has a rehabilitated cocoa block'; (2) 'the family get income from other sources'; and (3) 'the family manage money better'.

4

To come up with activities for output outcome 1 'the family has a rehabilitated cocoa block' Stanley talked to a *didiman* who told him about a new variety of cocoa. The *didiman* said "*dispela niupela kakau bai karim gut insait long 18 mun*".

The activities they identified to achieve output outcome 1 were:

- (1.1) Clear the old cocoa trees so that no stumps remain
- (1.2) Prepare the ground properly
- (1.3) Purchase 45 new variety cocoa seedlings
- (1.4) Replant the cocoa block with 45 cocoa seedlings planted 4 meters apart
- (1.5) Water, prune, and weed the cocoa according to the *didiman*'s instructions
- (1.6) Harvest cocoa pods according to the *didiman*'s instructions

When they developed their plan, Stanley and his family came up with the following indicators for output outcome 1 'the family has a rehabilitated cocoa block'.

- ↻ At the end of the wet season two years after we planted the new seedlings 40 kakau diwai ibin karim pinis
- ↻ At the end of the wet season two years after we planted the new seedlings the number of cocoa pods harvested is more than at the end of the wet season before we rehabilitated the cocoa block

Stanley and his family also agreed on the following indicators for the project objective 'more income for the family's needs':

- ↻ The family skelim that three years after starting the project they had more income for the family's needs
- ↻ The family bank account shows that more income was earned in the year following the project than in the year before the project started



Evaluation indicators should be **SMATpela** indicators:

5

SMATpela indicators

S	PECIFIC
M	EASURABLE
A	CHIEVABLE
T	AIM KLIA

SPECIFIC


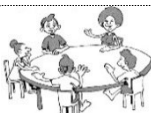


To help you evaluate your project you need to include in your project plan *wok mak bilong sekim projek em ikarim gut o nogat*. You need to do two things:

5

- 1 Set two or three indicators (*o kain olsem*) for the project objective (*as tingting*) to evaluate if the project overall met your requirements for success.
- 2 Set one or two indicators (*o kain olsem*) for each output outcome (*wok kamap*) to evaluate if each outcome met your requirements for success.

If you set a test, you wouldn't include questions on things that the students haven't learned. That would be unfair. The questions on the test should be specific to what the students have learned. Definitely.

When you set indicators for the project objective, they have to be **SPECIFIC** to the project. You should be able to achieve the indicators by successfully completing the project AND NOTHING ELSE! If the indicator can only be achieved if other things outside the project need to happen, then it would not be a fair 'test' of the project.

	<p><i>Tingim</i> Stanley and his family. An indicator for the project objective 'more income for the family's needs' is the family <i>skelim</i> that three years after starting the project they had more income for the family's needs. This specific indicator is fine. If Stanley and his family achieve the output outcomes, they should achieve this <i>wok mak</i>. It just measures the success of the project objective – not things outside the project.</p> <p>But if the project indicator was 'three years after starting the project, the family has a new house' then this is not a specific indicator. Building a new house might show that the family has more income, true, but building a new house was not a part of the project. If the carpenter gets sick or the family has to use their income for an emergency, then they would not achieve the <i>wok mak</i>. This would not be fair.</p>
5	 <p>Discussion What is a specific indicator? Discuss this with your colleagues.</p>
5	<p>The indicators for each output outcome (each root) also need to be SPECIFIC just to the activities in the root (the output outcome). You should be able to achieve the indicators for an output outcome by successfully completing the activities in that root AND NOTHING ELSE! If the indicator can only be achieved if things from other roots (or from outside the project) need to happen, then it would not be a fair 'test' of the root.</p> <p><i>Tingim</i> Stanley and his family. An indicator for expected output outcome 1 'the family has a rehabilitated cocoa block' is at the end of the wet season two years after we planted the new seedlings 40 <i>kakau diwai ibin karim pinis</i>. This is a good specific indicator. If Stanley and his family <i>wokim gut ol wok bilong</i> output outcome 1 they should achieve the <i>wok mak</i>. They don't need to complete activities from other roots or activities outside the project to achieve the <i>wok mak</i>. This indicator just measures the success of output outcome 1.</p>
5	 <p>Activity Have a look again at the story of Stanley and his family. Below is an indicator that they could have set for output outcome 1 'the family has a rehabilitated cocoa block'? Is this indicator specific to the activities in output outcome 1? Why or why not?</p> <p> At the end of the wet season two years after we planted the new seedlings 40 <i>kakau diwai ibin karim pinis</i> and the new <i>galip</i> trees are over one metre tall.</p> 



M **EASURABLE**

To help you evaluate your project you need to include in your project plan *wok mak bilong skelim projek em ikarim gut o nogat*. You need to do two things:

- 1 Set two or three indicators (*o kain olsem*) for the project objective (*as tingting*) to evaluate if the project overall met your requirements for success.
- 2 Set one or two indicators (*o kain olsem*) for each output outcome (*wok kamap*) to evaluate if each outcome met your requirements for success.

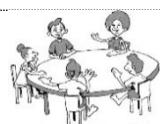
Indicators must be measurable. If you can measure or count the indicator (*i gat namba*) or take a photo or get an expert to do an inspection, then it is clear to everyone (including the donor) if the indicator has been achieved or not. It is evidence.

6

Tingim Stanley and his family. An indicator for output outcome 1 'the family has a rehabilitated cocoa block' is **at the end of the wet season two years after we planted the new seedlings 40 kakau diwai ibin karim pinis**. This is a fine measurable indicator. You can measure whether 40 *kakau i stat long karim pinis* by counting the number of trees. *Igat namba*. You can also take a photo. It is evidence. Stanley can count the number of trees (and take a photo) and send the information to his *papa* in Port Moresby - *na papa long Mosbi bai nogat tok (luk olsem papa halivim ol long sampela koins long mekim projek)*.

However, if the indicator was **the new cocoa block is doing well** this is hard to measure. All Stanley can do is tell his *papa* in Port Moresby that he thinks the cocoa block is doing well. *Papa long Mosbi nogat we long skelim olsem em i tru o nogat*.

What Stanley could put as a *wok mak* is **all the members of the family skelim that the cocoa block is doing well**. It is still opinion - but it can be measured. Ask all the members of the family and count how many agreed and disagreed. And you can also ask them to *skelim* how well the *wok mak* was achieved. *Yumi inapim olsem wanem? Bikpela stret (5) o bikpela (4) o namel (3) o liklik (2) o liklik stret (1)?* It can be measured.



Activity

The *wok mak* for your project objective also need to be measurable. Below are *wok mak* that Stanley and his family set for the project objective. These indicators are both measurable. What evidence can Stanley collect to show *papa long Mosbi* that it is true?

6

- ↗ The family *skelim* that three years after starting the project they had more income for the family's needs
- ↗ The family bank account shows that more income was earned in the year following the project than in the year before the project started



ACHIEVABLE

To help you evaluate your project you need to include in your project plan *wok mak bilong sekim projek em ikarim gut o nogat*. You need to do two things:

- 1 Set two or three indicators (*o kain olsem*) for the project objective (*as tingting*) to evaluate if the project overall met your requirements for success.
- 2 Set one or two indicators (*o kain olsem*) for each output outcome (*wok kamap*) to evaluate if each outcome met your requirements for success.

The *wok mak* you set must be possible to *inapim*. It must be achievable. Don't make the indicator too hard to achieve.



If you set the high jump bar too high, the person jumping won't get over it. They will feel like they have failed. Make the height of the high jump bar achievable. A project is the same. Don't set the indicators too high.

7

*Tingim Stanley and his family. Activity 1.3 for output outcome 1 was 'purchase 45 new variety cocoa seedlings'. The indicator for output outcome 1 'the family has a rehabilitated cocoa block' was **at the end of the wet season two years after we planted the new seedlings 40 kakau diwai ibin karim pinis**. This is a fine achievable indicator. It allows for the fact that even if everything is A1 some seedlings will still die.*



An achievable indicator is also one where there is a realistic amount of time for the activities to have the impact you want them to have. The *didiman* said to Stanley "*dispela niupela kakau bai karim gut insait long 18 mun*". The indicator for output outcome 1 'the family has a rehabilitated cocoa block' was **at the end of the wet season two years after we planted the new seedlings 40 kakau diwai ibin karim pinis**. This is a fine achievable indicator because 'two years' allows enough time for the cocoa to *karim pinis*. If you checked the indicator before 18 months was over it wouldn't be achievable *luk olsem*.

In *tok Inglis* they say SMART indicators. The 'R' stands for Realistic. But realistic really means the same thing as achievable.



Activity

Below are the two indicators that Stanley and his family set for the project objective. Are these indicators achievable?

7

- ↪ The family *skelim* that three years after starting the project they had more income for the family's needs
- ↪ The family bank account shows that more income was earned in the year following the project than in the year before the project started



TAIM KLIA

To help you evaluate your project you need to include in your project plan *wok mak bilong sekim projek em ikarim gut o nogat*. You need to do two things:

- 1 Set two or three indicators (*o kain olsem*) for the project objective (*as tingting*) to evaluate if the project overall met your requirements for success.
- 2 Set one or two indicators (*o kain olsem*) for each output outcome (*wok kamap*) to evaluate if each outcome met your requirements for success.

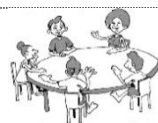
It must be clear when to check an indicator. If it is clear when to check an indicator, then the indicator is **TAIM KLIA**.

8

For many indicators, it is clear when to check it. You don't need to say when to check it when you write the indicator (although you can if you want to). For example, if an output outcome is 'the community have a resource center' then an indicator might be **resource center built and passes inspection by the building inspector**. It is already *taim klia* because you can check it any time after the work is done. You can even check this indicator while the project is being implemented (during monitoring) provided the work has already been done.



But sometimes it is not clear when to check if an indicator has been achieved or not. Sometimes the impact of an output outcome or the project objective *bai tekim taim long soim*. And sometimes an indicator can only be checked at a particular time – like the end of the wet season. *If this is the case, then when you write the indicator, you also say when to check the indicator.*



Activity

Below are the *wok mak* that Stanley and his family set for their project. Are they *taim klia*?

8


The *wok mak* for output outcome 1 'the family has a rehabilitated cocoa block' where:

- ↗ At the end of the wet season two years after we planted the new seedlings 40 *kakau diwai ibin karim pinis*
- ↗ At the end of the wet season two years after we planted the new seedlings the number of coca pods harvested is more than at the end of the wet season before we rehabilitated the cocoa block

The *wok mak* for the project objective 'more income for the family's needs' were:

- ↗ The family *skelim* that three years after starting the project they had more income for the family's needs
- ↗ The family bank account shows that more income was earned in the year following the project than in the year before the project started




9  **Discussion**
 What does 'means of verification' mean? Discuss this with your colleagues.

9 For each indicator, you will also need to identify what evidence will need to be collected to measure or verify if the indicator has been achieved or not. In *tok projek* the evidence you collect to measure or verify if the indicator has been achieved or not is called the **means of verification**.

When you write your indicator, at the end also write down what the means of verification will be. What needs to be counted or what reports *bai soim* or what photos need to be taken or what observations need to be recorded? When you write down the means of verification underline the means of verification, so it is clearer.

Sometimes you may need to collect evidence (means of verification) for evaluation indicators before the project starts. This is called a 'baseline' (or a 'baseline study').

If you have a baseline - and you also collect the same evidence after the project - then you can compare what it was like *after* the project against the baseline (what it was like *before* the project). This is an excellent way to tell if there has been a change.

9  **Activity**
 Have a look again at the story of Stanley and his family. The means of verification are not included. Answer the following questions.

1. What means of verification will need to be collected for the indicators for output outcome 1?
2. What means of verification (evidence) does Stanley and his family need to collect *before* the project starts so they can compare what it was like *before* the project started against what it was like *after* the project is completed?



10  **Discussion**
 What is step 5 of the project cycle? Discuss this with your colleagues.

10 **WHAT ABOUT ACTIVITY INDICATORS?**

While the project plan is being implemented everyone needs to come together one or two or more times to go through the activity schedule to check if everything is on time and proceeding to plan.

This is monitoring (*sekim wok*). Step 5 of the project cycle.

Sometimes donor organisations will also ask you to set indicators for the activities - then when you do monitoring, you can check if a completed activity has also met the requirements for success. Activity indicators are for use when you conduct monitoring.

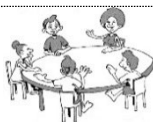
But for small community projects, it is far easier (and less confusing) to include your requirements for success in the description of each activity. Then when you monitor your project, you can check whether the activities have been completed and at the same time check whether they have been completed successfully.

To do this, make sure that when you write the activities in your activity schedule you include as much detail as possible, so you have a good target. Then during monitoring, you can check-up to see if you achieved the target.



Don't forget when you include your requirements for success in the description of each activity (in the activity schedule) to also include the means of verification. When you write down the means of verification underline it, so it is clear.

10

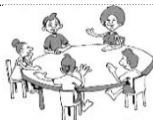


Activity

Have a look again at the story of Stanley and his family. Are the activities for output outcome 1 'the family has a rehabilitated cocoa block' written so it is clear what the requirements for success are?



11



Activity

Look at the Hasarai project plan 'fewer teenagers damaged by drug abuse' (at the end of the coursebook). Answer the questions below.

1. Look at the indicators. Are all the evaluation indicators *SMATpela* indicators?
2. For a community project, one evaluation indicator for each output outcome and for the project objective (and for any 'technical' project outcomes if you have them) should always be whether the community *skelim* that it has been achieved. You can check this during step 6 of the project cycle (evaluation). Has Merylyn done this?
3. The Hasarai community project plan does not include monitoring indicators. But are the activities in the activity schedule written in a way so that it is clear what the requirements for success are?

This section on indicators is finished. When you go through the CDW coursebook on monitoring and evaluation (step 5 and 6 of the project cycle) you will learn more about how to check up on indicators and collect the means of verification.



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

Timeline

- ✓ The Timeline PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what has happened in the past.

A timeline (or events calendar) gives a picture of historical changes. It shows key events in the history of the people and *ples*. Unlike a seasonal calendar (the next PRA tool we will look at) the events shown don't have to be regular (seasonal).

This PRA tool is best to do outside on the ground. Ask everyone to start with a significant event that most people can remember – for example, this might be independence or the end of the second world war. Get them to find an object to represent this. Then ask everyone to draw a line from then until now and mark significant events on the line to do with the mission or problem or idea that you are looking at. For example, if you are looking at education then they might show when the Elementary school opened, when the Primary school closed, when the new Head Teacher arrived, when adult literacy started. *Kain kain*.



It is important that everyone use local materials to represent significant events as they can sometimes tell you a lot about how people view the event – and it provides more opportunities for different people to participate. It is also useful to show years or decades on the timeline. This helps people find the right place to locate the events.

One (famous) PNG CDW gets the community to start their timeline at whatever date they choose (normally independence). But after they complete their timeline, he picks up the stick they used to make the timeline and walks back into the distance from the start date – extending the timeline as he walks. He sometimes walks for 2 or 3 minutes before stopping and by this time he is a very long way away from the start. He does this to make the point that almost everyone in PNG has a history (a timeline) that goes back tens of thousands of years. This help the group or community put their development into perspective. Nice.

As you get more experience as a CDW you will be able to use the timeline to help everyone see trends. Trends are how different things are related or linked to each other and cause changes through time. For example, the following things are normally related or linked to each other (when one things happens normally the other things follow):

Population grows, declining garden soil fertility, shortage of gardening land
Teenage drug use, crime, school 'drop-outs', cost of living increases, unemployment
Road deteriorates, health services deteriorate, mother and child health gets worse, fewer teachers, harder to manage community organisations
Population grows, number of <i>abus long bus</i> decreases, timber for building houses is harder to find, fighting over land and other resources increases, less clean drinking water
Climate change, changing agriculture seasons, changing plants and animal species, sea-level rise, more severe weather
Alcohol abuse, domestic violence, <i>les pasin</i> , no money, school fee problem, crime

To show a trend, start with one trend that you think effects the mission or problem or idea you are looking at (for example population growth or when the road deteriorated or when people starting drinking beer) and get people to represent this on the timeline. Then ask everyone how increasing population or the deteriorating road or alcohol has affected the mission or problem or idea you are looking at. When they have finished, look at another trend that you think may be linked. Before long you will all have come up with connections that show how trends are related or linked – and more importantly *ol yet ol i luksave*. Everyone will have a clearer understanding of the mission or problem or idea.



When doing a timeline, the role of a CDW is to ask questions about events and the objects or materials that were chosen to represent each event. Don't forget: Ask why, why, why; encourage everyone to think of solutions; encourage participation. If you can try and encourage people to see connections and trends. It is also important to record the timeline. This is normally done by making a sketch. Try and include the sketch as an attachment to your organisation profile.

Advantages	<ul style="list-style-type: none"> ☺ It is fun ☺ It is a great way to encourage participation by older people ☺ People get a historical view and an overview of their development situation. ☺ It is a great way for everyone to make connections that help them understand their development situation.
Limitations	<ul style="list-style-type: none"> ☹ Some people can dominate – especially men. If you got men and women to do separate timelines it is also a good idea for them to do separate timelines – the differences will be very interesting. ☹ Helping people see trends is harder for an inexperienced Community Development Worker to do because they will be less familiar with how different development trends are related.

Seasonal Calendar

- ✓ The Seasonal Calendar PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what happens now each year.



Ask everyone to use local materials to represent the different activities or events that happen regularly every year for the mission or problem or idea you are focussing on. Leave it up to everyone to decide how to do their seasonal calendar and what to include – although it is normally good to show months.

This PRA tool may not be relevant for some missions or problems of ideas that you want to look at – but it is particularly good for agriculture or education or health or economy or law and justice or transport. People can show things like agricultural seasons, cultural activities, climate cycles, school terms, times when malaria is bad, times when people have money and when they don't, times when there is crime, times when people are in town, times when town people return. *Kain kain*.

In some places there are also regular cycles that occur every three or four years or even longer (e.g. trade cycles, agriculture cycles, or health cycles, or governance planning cycles [like Ward Development Planning]). If this is the case, then you can ask people to create another seasonal calendar that covers these longer cycles.

When doing a seasonal calendar, the role of the CDW is to facilitate and ask questions. Ask why, why, why; encourage everyone to think of solutions; encourage participation. It is also important to record the seasonal calendar. This is normally done by taking a photo or making a sketch. Include the photo or sketch as an attachment in your organisation profile.




Advantages	<ul style="list-style-type: none"> ☺ It is fun ☺ It gets people talking and thinking. Most people like to talk while they are doing something. And people often see connections when they see something in front of them and can point to it. ☺ Learning yearly cycles helps people see things with 'fresh eyes'
Limitations	<ul style="list-style-type: none"> ☹ Some people can dominate – especially men. If you think this might happen then get women and men to do separate seasonal calendars – there are often interesting differences between the seasonal calendars that men and women do.

Asset register

- ✓ The Asset Inventory PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what we can do ourselves.

RESOURCE PEOPLE

What resource people do you have in your organisation that will help to achieve the mission or problem or idea you are focussing on? Resource people *em i biknem tumas olsem na brukim igo daun long* HAND, HEART, and HEAD.

	<p>HAND resource people are those who make or grow or farm or build things (<i>wokim wantaim legnan</i>). Give examples: Cooking, gardening, livestock, dancing, sewing, building, mechanics, labourers.</p>
	<p>HEAD resource people are those who are good at organising and managing (<i>tingting kilim ol</i>). Give examples: Accountant, manager, leader, businessman, good with money, planner.</p>
	<p>HEART resource people are those who are good at leading, getting people together, and building goodwill and trust (<i>lain bilong kirapim bel na wokbung na gutpela pasin</i>). Give examples: True leaders, conflict solvers, people who care for the disabled, people who cooperate, trustworthy people, pastors.</p>

Start with HAND – think about the mission or problem or idea you are focussing on. Draw a large square on the ground with a stick or use *billum rop*. Ask everyone to think of something to represent HAND (like a hand tool or a glove) and then put it into the square. Then ask everyone to make suggestions for the HAND resource people that they have in the Ward who help to achieve the mission or problem or idea.

Tingim wanpela education mission. People might suggest builders and carpenters and grade 10 leavers and gardeners who can help with teacher gardens and fish farmers who can help teach students. *Kain kain*. For each suggestion ask the person who made it to find an object or local material to represent the skill or ability (or someone could draw a quick picture on paper or card) and then put it into the HAND square. It is best to use objects or local materials or pictures because the people who find it hard to read and write can participate.

Then do HEAD. Draw a separate square on the ground with a stick or use *billum rop* and repeat the same thing you did for HAND. Then do the same thing again for HEART.

It is a good idea for the CDW (or a key person) to use post-it notes (or paper) and put a little note next to each object or local material to explain what resource person it represents.

GROUPS

Draw a large square on the ground with a stick or use *billum rop*. Ask everyone to think of something to represent 'group' (like a bundle of sticks tied together or a pile of leaves) and

then put it into the square. Then ask everyone to think of groups or organisations *long ples* that could help achieve the mission or problem of idea you are focusing on.

Tingim wanpela education mission. People might suggest that the women’s group can help organise women to carry *kunai* for the new classroom or the soccer boys can help dig toilets for girls. *Kain kain*. For each suggestion ask the person who made it to find an object or local material to represent the suggestion (or someone could draw a quick picture on paper or card) – and then get them to put it into the GROUP square. It is best to use objects or local materials or pictures because the people who find it hard to read and write can participate.

It is a good idea for the CDW (or a key person) to use post-it notes (or paper) and put a little note next to each suggestion to explain in more detail what it means.

NATURAL RESOURCES AND ASSETS

Draw a large square on the ground with a stick or use *billum rop*. Ask everyone to think of something to represent ‘natural resources and assets’ (like a bundle of sticks tied together or a pile of leaves) and then put it into the square. Then ask everyone to think of what natural resources and assets there are *long ples* that could help achieve the mission or problem or idea you are focusing on.



Tingim wanpela education mission. People might suggest *kunai*, or timber, or there is a community centre which could be used for adult literacy classes, or good ground for new teacher gardens, or *wait sen*, or a *wokabaut* sawmill. *Kain kain*. For each suggestion ask the person who made it to find an object or local material to represent the suggestion (or someone could draw a quick picture on paper or card) – and then get them to put it into the NATURAL RESOURCES AND ASSETS square. It is best to use objects or local materials or pictures because the people who find it hard to read and write can participate.

It is a good idea for the CDW (or a key person) to use post-it notes (or paper) and put a little note next to each suggestion to explain in more detail what it means.

When doing an asset register the role of a CDW is to facilitate. Don’t forget: Ask why, why, why; encourage solutions; encourage participation. Don’t forget to record the asset register. Include the asset register as an attachment in your organisation profile.

Advantages	<ul style="list-style-type: none"> ☺ It is fun ☺ Using objects and local materials to represent ideas helps people who find it hard to read and write to participate ☺ <i>Ol bai kisim klia stret wanem strong bilong yumi yet long ples</i>
Limitations	<ul style="list-style-type: none"> ☹ Some people can dominate – especially men. Make sure you encourage women and other groups who are normally left behind or excluded to say what they think.

Services and opportunities diagram

- ✓ The Services and Opportunities PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what outside help is available.

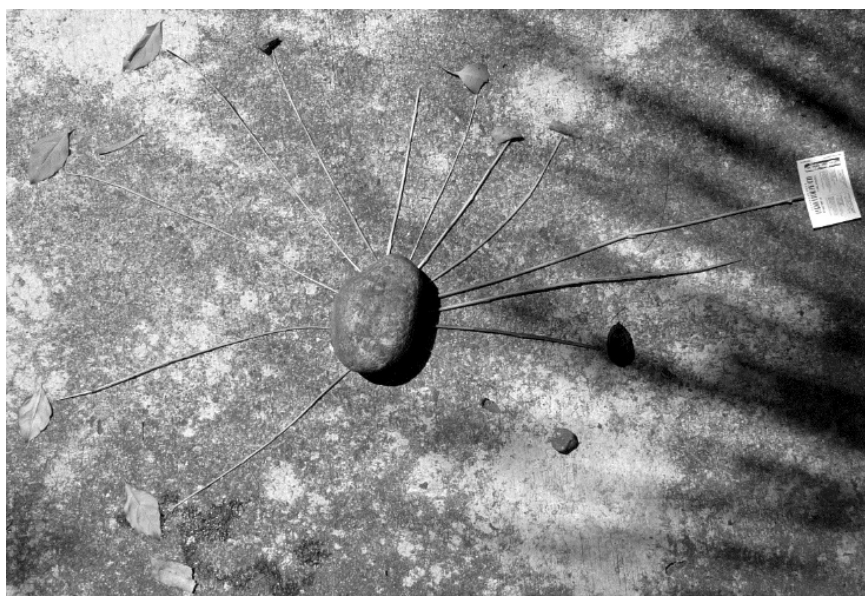
The service and opportunities diagram should be done on the ground using local materials (this makes it easier for everyone to participate).

Ask everyone to choose something to represent their village. Then using sticks or string or marks on the ground, ask them to think about a mission or problem or idea and show the relative distances of various services and opportunities from their *ples*. For example, if you are looking at an education mission then they might show distance to the Primary School or High School, distance to the Elementary Inspector, distance to stationery shops, distance to banks, distance to an adult literacy NGO that is helping you.



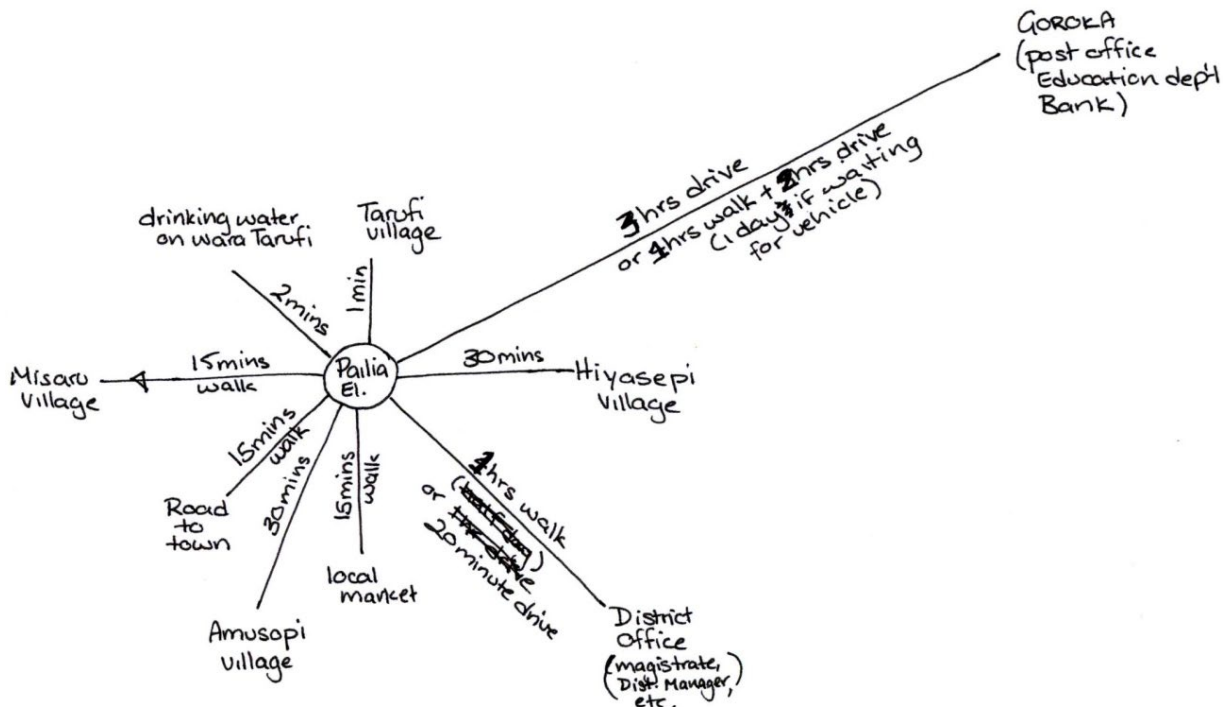
Use longer strings or sticks or marks for services/opportunities that are a long way away, and shorter strings or sticks or marks for services/opportunities nearer by. The distance should reflect the real time it takes people to get there.

Encourage everyone to choose objects or local materials to represent the services they make use of (or want to use). What direction from their *ples* the services/opportunities are doesn't matter. Don't forget to get everyone to also think about opportunities – services or chances that they don't currently use but that they think would help.



At the end have a general discussion about which services are easy to access and which services are difficult to access. Ask everyone what difference it would make if some services were closer or easier to access?

Below is a copy of a services and opportunities diagram copied from a model made by the members of Pailia Elementary school, Eastern Highlands Province:



When doing a services and opportunities diagram the role of a CDW is to facilitate. Don't forget: Ask why, why, why; encourage solutions; encourage participation. Remind everyone to include services they want to use but can't. Don't forget to record the diagram by making a sketch. Include the sketch as an attachment in your organisation profile.

Advantages	<ul style="list-style-type: none"> ☺ It is fun ☺ It is a good way for everyone to analyse how access to services influences their <i>sindaun</i>.
Limitations	<ul style="list-style-type: none"> ☹ Some people can dominate – especially men. You could ask men and women to do separate services and opportunities diagrams – the differences will be very interesting.

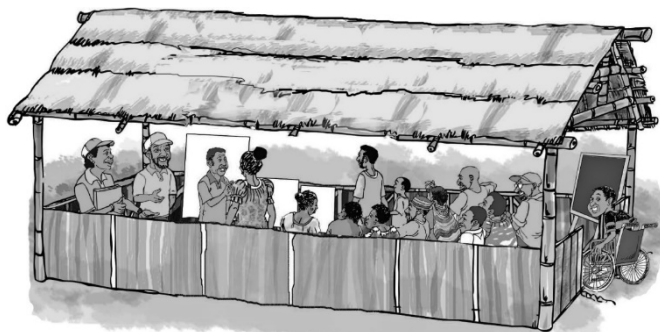


There are many more PRA tools – some are great to use when you are helping a group or community to develop a project. As you get more experience as a Community Development Worker you will learn more – and how to use them properly.



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 and the PNG CDW ITC at pngcdwstandard.com. Read the *CDW Workplace Assessment Handbook*, available for download at 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). 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.



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. 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). 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 or phone the NATTB CDW Trade Test Coordinator on 3017631 or visit nattb.org

Hasarai community project plan to reduce teenage drug abuse

PAGE 1

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

SUMMARY
<p>The whole of Hasarai community participated in developing this plan. This plan will help Hasarai to tackle the problem of teenage drug abuse.</p> <p>The objective of this project is FEWER TEENAGERS DAMAGED BY DRUG ABUSE. To do this the project will (1) raise awareness amongst teenagers about the dangers of drug abuse through peer education and using a harm minimisation approach (how to do it safely); (2) link traumatised teenagers to professional counselling; (3) provide opportunities and alternative things for teenagers to do; and (4) identify ways to reduce the availability of drugs in Hasarai through a public forum.</p> <p>It is expected that this project will lead to the following project outcomes for the direct beneficiaries (teenagers): Healthier teenagers; more contribution by teenagers to the community; less drugs available; more teenage leaders (role models); more employment for teenagers; more livelihood skills for teenagers; better school attendance by teenagers (fewer 'drop-outs'). The project will also have other indirect benefits: Less <i>tok nogut</i>; less fighting; less crime (stealing and rape); less damage to property; better sports facilities.</p> <p>Attachments: (1) <i>Mama Kirap</i> five-year strategic plan (ROAD A) and annual plan. (2) ROAD B priorities. (3) Endorsement letter from the Council of Elders. (4) Letters of support from Caritas Counselling Services (Arawa), the Church Diocese, the District Community Policing Programme, Hasarai Peace and Good Order committee, and ABG Division of Agriculture. (5) Quotes. (6) Description/record of community mapping and needs analysis. (7) Asset-use agreement between <i>Mama Kirap</i> and Hasarai for use of resource centre.</p> <p>Signed by the Chairperson of <i>Mama Kirap</i> and the Chairperson of Hasarai Peace and Good Order committee</p> <p>.....</p>

PROJECT MANAGEMENT
<p>The project will be managed by <i>Mama Kirap</i>. A description of the work <i>Mama Kirap</i> does is attached, along with a list of its current office bearers. The <i>Mama Kirap</i> five-year strategic plan (ROAD A) and ROAD B priorities are included along with the current annual plan.</p>

PROJECT BENEFICIARIES
<p>The direct beneficiaries are teenagers from Hasarai village. The indirect beneficiaries are the families of teenagers and everyone else in Hasarai.</p>

PAGE 2

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

Hasarai community project plan to reduce teenage drug abuse

PAGE 3

SUSTAINABILITY
At the end of the project, we will also do a sustainability plan to identify ways that teenagers can continue to be (1) more aware of the dangers of drug abuse and (2) less traumatized and have (3) more opportunities and other things to do and be (4) less exposed to drugs.
<u>Output outcome 1 – Teenagers are more aware of the dangers of drug abuse</u> A MOU will be signed with Caritas Counselling Services so that they can deliver top-up training to the peer educators each year. This activity has been included in the project to sustain the impact of the output outcome. Also, the approach of using peer educators has been used because it is more sustainable – the skills and knowledge to continue to raise awareness will stay in the community. When the project has finished <i>Mama Kirap</i> and the Hasarai Peace and Good Order committee will continue to encourage the peer educators to speak about drug issues to teenagers when opportunities arise – for example at Church and at sporting events.
<u>Output outcome 2 – Less traumatized teenagers</u> A MOU will be signed with Caritas Counselling Services so that they continue to deliver professional counselling to traumatised youths. This activity has been included in the project to sustain the impact of the output outcome. When the project has finished <i>Mama Kirap</i> and the Hasarai Peace and Good Order committee will continue to raise the need to refer traumatised youth with people who work with teenagers (teachers, community leaders, Church leaders).
<u>Output outcome 3 – Teenagers have more opportunities and other things to do</u> When the project has finished the Hasarai Peace and Good Order committee will charge the community an annual fee for upkeep of sporting facilities. Also, the Hasarai Church will try and continue their kina for kina support for teenagers who want to enrol in FODE courses. Also, the community will continue to encourage young people into leadership positions. Also, an application for coaching training (soccer, netball and basketball) will be made to ABG Community Sports Program by the Hasarai Peace and Good Order committee.
<u>Output outcome 4 – Teenagers are less exposed to drugs</u> The Peace and Good Order Committee will continue to hold the public forum every year to discuss and put into practice village laws on reducing drug use in the community.

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

PAGE 4

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

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

Hasarai community project plan to reduce teenage drug abuse

PAGE 5

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

ACTIVITY SCHEDULE			
Activities	Who	When	What
Output outcome 1 – Teenagers are more aware of the dangers of drug abuse			
1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <i>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</i>	<ul style="list-style-type: none"> <i>Mama Kirap</i> and Peace and Good Order committee 	January	No resources needed
1.1.2 Ten teenagers (5 men and 5 women) trained as peer educators and in dangers of drug abuse (a harm minimisation approach) (5 days) (Caritas Counselling Service). <i>Training report by Caritas Counselling Service.</i>	<ul style="list-style-type: none"> <i>Mama Kirap</i> Caritas trainers 	February	<ul style="list-style-type: none"> Mobile calls Transport for Caritas trainers Arawa to Hasarai return Training materials (butcher paper, markers, whiteboard, pens, exercise books), transport Venue (resource centre) Diesel for generator (local purchase) Accommodation/food for Caritas trainers in Hasarai

PAGE 6

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

Hasarai community project plan to reduce teenage drug abuse

PAGE 7

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

PAGE 8

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

BUDGET

Resources needed	Unit	How many units?	How much each unit?	Cost to group	Cost to donor	Cost to others
Output outcome 1 – Teenagers are more aware of the dangers of drug abuse						
Transport for Caritas trainers Arawa Hasarai return	Car hire return	1	K600		K600	
Butcher paper	roll	1	K90		K90	
Markers (blue and black)	box	4	K15		K60	
Whiteboard (have one already but need extra)		1	K500		K500	
Pens (red and black)	Box	4	K12		K48	
Exercise books (25 in pack)	Pack	2	K40		K80	
Transport for training materials Arawa to Hasarai	Per trip	1	K300		K300	
Venue (Women's resource centre)	Day hire	11	K40		K440	
Diesel for generator	Litre	10	K10		K100	
Accommodation/food for Caritas trainers in Hasarai	Per night	6	K100	K600		
Transport for Caritas Director Arawa to Hasarai return to sign MOU	Car hire return	1	K600		K600	
Accommodation/food for Caritas Director in Hasarai	Per night	1	K100	K100		
SUB TOTAL (OUTPUT OUTCOME 1)				K700	K2818	K0
Output outcome 2 – Less traumatized teenagers						
Transport - training to follow on from training in (transports costs included in output outcome 1)						
Butcher paper	roll	1	K90		K90	
Markers	box	2	K15		K30	
Pens	Box	2	K12		K24	
Exercise books	Pack	1	K40		K80	

Hasarai community project plan to reduce teenage drug abuse

PAGE 9

Resources needed	Unit	How many units?	How much each unit?	Cost to group	Cost to donor	Cost to others
Transport for training materials included in output outcome 1						
Venue (Women's resource centre)	Day hire	5	K40		K200	
Diesel for generator	Litre	10	K10		K50	
Accommodation/food for Caritas trainers in Hasarai	Per night	6	K100	K600		
PMV Hasarai to Arawa return (for traumatised youth)	PMV return	3	K100	K300		
Traumatised youth costs in Arawa (met by Caritas)						
Costs for signing MOU included in output outcome 1						
SUB TOTAL (OUTPUT OUTCOME 2)				K900	K474	K0
Output outcome 3 – Teenagers have more opportunities and other things to do						
soccer balls	Per ball	10	K30		K300	
soccer nets		2	K200		K400	
Soccer goal frames (including transport)		2	K1000		K2000	
netballs		6	K30		K180	
Netball hoops		4	K60		K240	
Netball posts	Per post	4	K20	K80		
Basketballs		6	K30		K180	
Basketball hoops		4	K60		K240	
Basketball posts and backboards		4	K100	K400		
Transport costs for sporting materials Arawa to Hasarai	Per trip	1	K300		K300	
Community labour, digging tools for fixing up playing areas	Per day	10	K250	K2500		
Transport for trainers District Hasarai return (cocoa business)	Return hire	1	K100		K100	
Transport for trainers Buka Hasarai return (cut flowers)	Return hire	1	K800		K800	
butcher paper	roll	2	K90		K180	
Markers	box	4	K15		K60	
Pens	Box	4	K12		K48	
Exercise books	Pack	2	K40		K80	
Transport for training materials included in output outcome 1						
Venue (Women's resource centre)	Per day hire	10	K40		K400	
Diesel for generator	litre	10	K10		K100	
Accommodation/food for trainers in Hasarai	Per night	12	K100	K1200		

PAGE 10

Resources needed	Unit	How many units?	How much each unit?	Cost to group	Cost to donor	Cost to others
Kina for kina funding for FODE courses	Per course	4	K120	K480		
Youth attend interfaith congress (Arawa) paid by Catholic church	Per night	4 x 4 = 16	K25			K400
SUB TOTAL (OUTPUT OUTCOME 3)				K4660	K5608	K400
Output outcome 4 – Teenagers are less exposed to drugs						
Transport costs for Community Policing Program representative to attend public forum. Costs met by Community Policing Program	Per day	2	K150			K300
Accommodation/food for Community Policing Program rep	Per night	3	K100	K300		
Venue (women's resource centre)	Per day hire	2	K40	K80		
Food for participants (approx. 50 per day)	Per day	2	K300		K600	
SUB TOTAL (OUTPUT OUTCOME 4)				K380	K600	K300
Risk management costs						
None						
SUB TOTAL (RISK MANAGEMENT)				K0	K0	K0
Project management costs						
Mobile calls	flex	4	K10		K40	
Transport to visit donor office in Buka	PMV return	4	K120	K480		
Transport to District HQ Siwai	PMV return	6	K10	K60		
Writing paper	Pad	1	K10	K10		
Pens	Box	1	K10	K10		
Butcher paper	Roll	1	K90		K90	
Bank fees	Per month	8	K10		K80	
Funding agreement <i>kibung</i> (women's resource centre)	Day hire	1	K40	K40		
Project start-up <i>kibung</i> (women's resource centre)	Day hire	1	K40	K40		
Monitoring <i>kibung</i> x 2 (women's resource centre)	Day hire	2	K40	K80		
Evaluation <i>kibung</i> (women's resource centre)	Day hire	1	K40	K40		
SUB TOTAL (PROJECT MANAGEMENT)				K760	K210	K0
TOTAL COSTS				K7,700	K9,710	K700
10% contingency (cost x 0.1) Toea rounded up to the nearest kina				K770	K971	K70
TOTAL COSTS including 10% contingency				K8,470	K10,681	K770
PROJECT TOTAL INCLUDING 10% CONTINGENCY				K19,921		