

13 wok mak you need to put into practice if you want to assist a group to develop a project plan in a way that meets the Standard

ASSIST GROUP TO DEVELOP A PROJECT PLAN (*kamapim plen*)

in a way that meets the Standard
(*The PNG National Standard for Community Development Workers*)

To learn more about how meet the Standard (much more) go to pngcdwstandard.com and download CDW Coursebook 3 Participatory Planning



1. Support and encourage effective participation and inclusion during the activities

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No matter what the job is you have come to do, it is very important that as many people as possible are involved in community activities (not just the leaders and key people). This is the principle of participation. Participation by everyone in the group (1) makes the work more successful, (2) supports inclusive development (equality), and (3) grows goodwill and trust *namel long ol*.

Inclusive development means that people from groups that are normally left behind or excluded also participate and benefit from community activities – especially women, youth, and people living with a disability. This is the principle of inclusion.

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

But participation (and inclusion) only helps to *strongim sindaun* if everyone who comes to the activities is encouraged to participate **effectively**. *Nogut ol ikam kona kona tasol. Nogut ol ikam sindaun nating*. During the activities, everyone needs to be supported and encouraged to get involved and share their ideas.

- ✓ Make sure everyone understands how they will benefit from the activities
- ✓ Help everyone to feel comfortable and supported
- ✓ Think about how to get everyone involved when you prepare your work plan.
- ✓ Have rules to encourage women, youth, and people living with a disability to participate
- ✓ Select the least powerful and least confident to take on responsibility
- ✓ Get key people to help everyone get involved and share their ideas
- ✓ Get the most powerful and confident to step back
- ✓ Use inclusive language. *Noken tok "man" - tok "manmeri"*.
- ✓ Have a woman or youth or person living with a disability as co-facilitators
- ✓ Use local materials that are familiar to the participants
- ✓ Have good clean toilets and water (and food)
- ✓ Make it clear that it is okay to make mistakes
- ✓ Make sure the timing suits everyone
- ✓ Use small group activities and role plays to help people feel comfortable
- ✓ Acknowledge the contribution of everyone at the end of the activities
- ✓ Select an appropriate venue
- ✓ Move around the venue
- ✓ Consider having a translator
- ✓ Welcome babies and children



2. Encourage key people to take the lead during the activities

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PNG needs people *long ples* who know how to be Community Development Workers. We need people *long ples* who know how to help a group through the steps of a project cycle. *Yumi nidim stret.*

- 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.

When you assist a group to develop a project plan (step 2 of the project cycle), there are many ways you can encourage key people to take the lead during the activities. For example:

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



3. Communicate effectively and respectfully during the activities

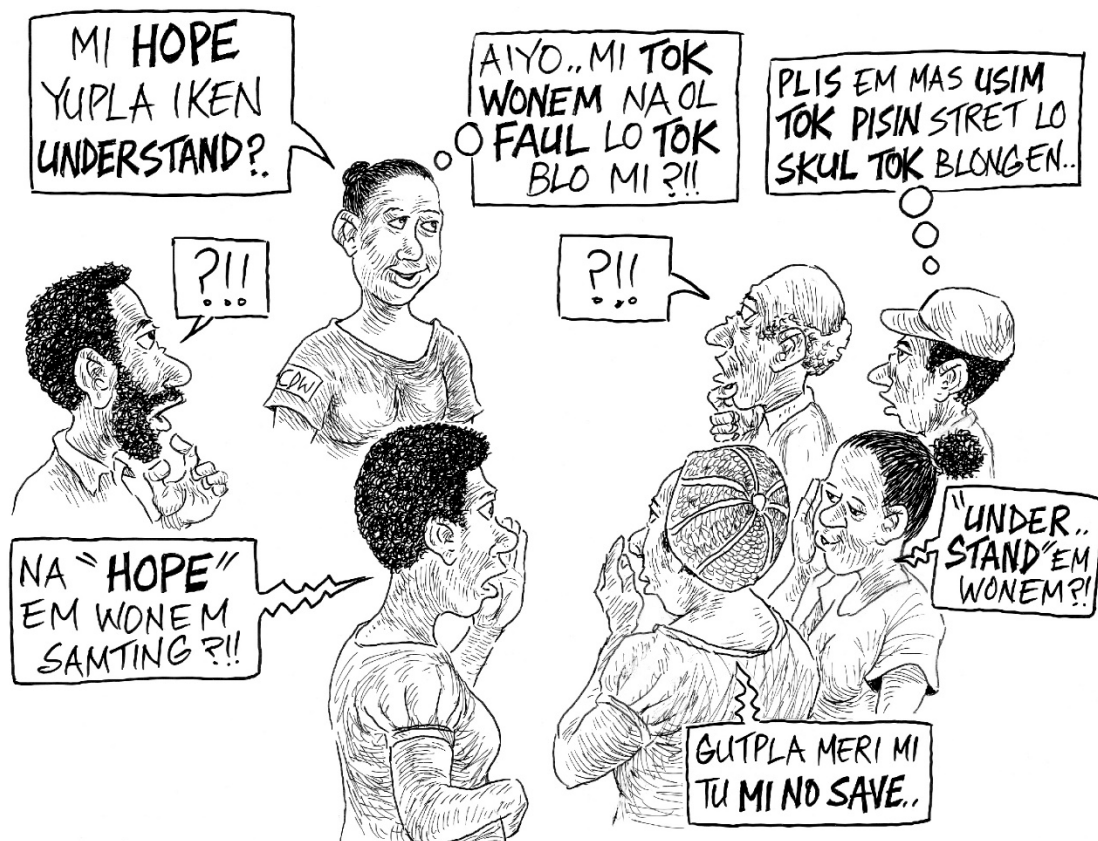
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For a Community Development Worker to do their job in a way that meets the Standard they need to be able to communicate effectively and respectfully during the activities.

You are communicating **EFFECTIVELY** when everyone understands you and you understand them.
You are communicating **RESPECTFULLY** if everyone feels like they are being treated as an adult.

Some of the key things you need to try and do to communicate effectively and respectfully are:

- ✓ Speak clearly and loudly enough to be heard
- ✓ Use *tok piksa* and *tok bokis* to help people understand
- ✓ Use a language that everyone understands (use a translator if necessary)
- ✓ Be careful to not talk down to adults – talk to adults as equals
- ✓ Look confident and encouraging (body language and facial expressions)
- ✓ Use butcher paper and other materials if you think they will help you communicate
- ✓ Use two-way communication - take turns to talk and give people time to respond
- ✓ Don't use big words that are too complicated. Don't use expensive English. Make an effort to use words that everyone will understand. This might mean you have to find out what the jargon and expensive words mean yourself. If people have to use their *kru pumkin* to understand your words then they are not using their *kru pumkin* to understand what you are talking about. In PNG there is a big gap opening up between formally educated elites who know the jargon and expensive English (and like to show it) and the majority of people who don't. You can help to close this gap by not using jargon and expensive words. If you do this then you will win the respect of everyone you work with. Be humble.



4. Work in a way that is appropriate to local culture during the activities

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When you go ahead and help a 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 *kastom*. The *kastom* 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.

Yu husat? Male or female? Younger or older? Married or single? Dressed-up or casual? *Nambis o hailans?*

PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for *kastom*. The people you are working with will respect you no matter who you are – as long as you show respect for them.



5. Explain the purpose of the visit and why it is important that everyone in the group participates to develop their project plan

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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. These six steps 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.

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.

In *tok developmin* anything you do to make a change is called a "project" (and the change cycle is called a "project cycle"). *Wankain samting.* The change might be an activity at a church, or a community water supply, or expanding your business, or sending mum to university. *Kain kain.*

When you assist a group to develop a project plan (step 2 of the project cycle), you normally start it in a *kibung*. To *inapim* this wok mak you need to explain to everyone the purpose of step 2 of the project cycle (*kamapim plen*). The best way to do this is by explaining all the steps of a project cycle together.

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

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



6. Work with the group to identify the project objective, activities, and expected project outcomes

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Take your time when you help a group to do this. *Brukim tingting*. A good project depends on it.

The project objective is the target or goal or aim of the project (*as tingting*). The activities (*wok*) are what you need to do to achieve the project objective. The expected project outcomes are what you hope will come out of the project if the activities are implemented successfully (*gutpela kaikai*).

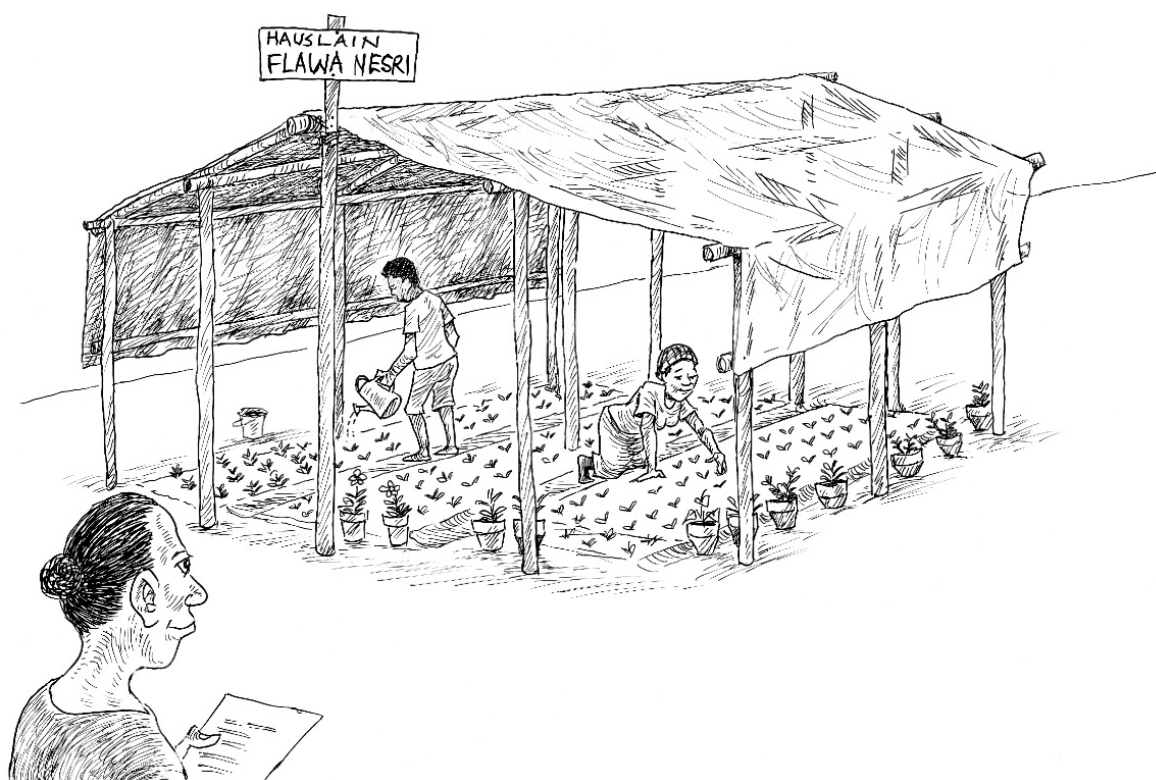
Tok save normally when you help everyone identify the project objective (*wok*) you then also help them identify the two or three (or four) main things (*wok kamap*) that will need to be done to achieve the project objective – each root of the solution. For example, if the project objective is 'more flowers to beautify the village' then the things you need to do to achieve the objective might be (1) nursery established to produce flowers, and (2) flowers planted around the village, and (3) maintenance committee trained and equipped.

Once you help everyone *brukim igo daun* to the two or three (or four) *wok kamap* that will need to be done to achieve the project objective (each root of the solution), next help everyone *brukim igo daun wanwan wok kamap* to the activities (*wok*) that will be needed to achieve each *wok kamap* – *ol hap rut o kain olsem*.

In a good project plan:

- The *wok* (activities) should together *kamapim* each *wok kamap*
- The *wok kamap* together should *kamapim* the *as tingting* (the project objective)
- The *as tingting* (if achieved) should *kamapim* the *gutpela kaikai* (the expected project outcomes)

The CDW Coursebook "Participatory Planning" shows you how to *inapim* this *wok mak* by helping the group to do a causes and effects map (for their priority problem), then turn this into a problem tree, then turn this into a solution tree, then turn this into a project tree. Best. Download the coursebook from pngcdwstandard.com.



7. Work with the group to identify ways to sustain the impact of the project

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

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

Ask everyone two questions:

- 1) How can project activities be designed so they increase the chance that each *wok kamap* (each root of the solution) will be sustained? Look at each output outcome and the activities. For example, one root of the solutions to achieve the project objective 'more flowers to beautify the village' is (1) nursery established to produce flowers. Ask everyone to look at this root of the solutions and all the activities (*ol hap rut*) needed to achieve it. Is there a better way to design the activities so that the *wok kamap* will be sustained after the project finishes? If you need to change activities then do so.
- 2) What can the group or community do themselves that is not included in the project plan to sustain each root of the solution? *Luk olsem* what the group or community commits to try and do *ol yet* after the project so that each root continues to be part of the solution. For example, the group might say that they will commit to raising funds each year to keep the nursery operating (so that it keeps producing flowers).



8. Work with the group to identify what can be done to manage risks

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Project risks are all the things that could go wrong with the project. *Ol birua. Ol samting yupela gat wari long en.* 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? Identifying important risks, then thinking of ways to reduce the *chance* of things going wrong and the *effects* if they do go wrong, is called **risk management**.

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

| Wok kamap (1) Nursery established to produce flowers | | | |
|--|---------------------------------------|--|-------------------------------|
| Risks | How likely is the risk? (high/low) | The effect of the risk? (small/large) | How will the risk be managed? |
| | | | |

- ① Draw the table above (for each *wok kamap*). Go through each activity in the *wok kamap* (each root of the solution) 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?
- 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 "(manage the damage")? 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.

When you have completed the risk management table for each root of the solution (each *wok kamap*), 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 – *ol samting bilong holim long tingting tasol.*



9. Work with the group to develop an activity schedule and budget

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An **activity schedule** shows: (1) WHO will be responsible for each activity, (2) WHEN each activity will need to be done (timing), and (3) WHAT resources will be needed to complete each activity.

Do an activity schedule for each root of the solution (each *wok kamap*).

Start with output outcome 1 (*wok kamap 1*). List all the activities you need to do to achieve the *wok kamap* 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 'floriculture training' say '5-day training for 10 participants in floriculture, half must be women. To include young people. Training conducted by Don Bosco'.

Next, for each activity list down **WHO** and **WHEN** and **WHAT**. Complete the activity schedule for each *wok kamap* 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 *wok kamap*. 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.

Luksave:

| ACTIVITY SCHEDULE | | | |
|---|--|----------|---|
| Activities | Who | When | What |
| Wok kamap (1) Nursery established to produce flowers | | | |
| 1.1.1 Ten people (5 men and 5 women) selected for floriculture training. Make sure to include young people. | • Church elders select participants | January | No resources needed |
| 1.1.2 Ten people (5 men and 5 women) receive floriculture training (5 days) Don Bosco to deliver training. | • Church elders to coordinate • Don Bosco | February | Mobile calls Transport for trainers Goroka to Okapa return Training materials (butcher paper, markers, whiteboard, pens, exercise books), transport Venue (resource centre) Diesel for generator (local purchase) |

Below you will learn how to do a budget for a project plan. An activity schedule and budget go together like two sides of the same coin. A change to one is a change the other.

A **budget** is a spending plan. A budget lists down exactly what resources are needed for each root of the solution (each *wok kamap*), and then the cost for each resource. The total costs for root of the solution and for the whole project can then be worked out. 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.

| BUDGET | | | | | | |
|---|-----------------|-----------------|---------------------|---------------|---------------|----------------|
| Resources | Unit | How many units? | How much each unit? | Cost to group | Cost to donor | Cost to others |
| Wok kamap (1) – Nursery established to produce flowers | | | | | | |
| Transport for Bon Bosco trainers Goroka to Okapa return | Car hire return | 1 | K600 | | K600 | |
| Butcher paper | roll | 1 | K90 | | K90 | |
| Marker blue and black | roll | 4 | K15 | | K60 | |

9. Work with the group to develop an activity schedule and budget

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| | |
|-----------|---|
| 1 | Draw the headings from the table above. Start with output outcome 1 (<i>wok kamap 1</i>) . Write output outcome 1, 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. <i>Skel</i> . For example, if the resource you need is diesel, then the unit is <i>litres</i> . |
| 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, multiply 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> . |

10. Work with the group to review and confirm the plan and discuss how the project will be managed

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Many Community Development Workers start step 2 of the project cycle with a *kibung* so that everyone in the group knows what is happening. However, when they begin to develop the project plan, they work with just the key people. At the end, after the plan is developed, you need to review and confirm the project plan (and how the project will be managed) with everyone in the group.

When you review and confirm the plan, encourage key people to take the lead.

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 *kisim tok orait long ol. Bai yumi gohet o?*

And 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 *we iwok long go pas long kirapim projek*. 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.



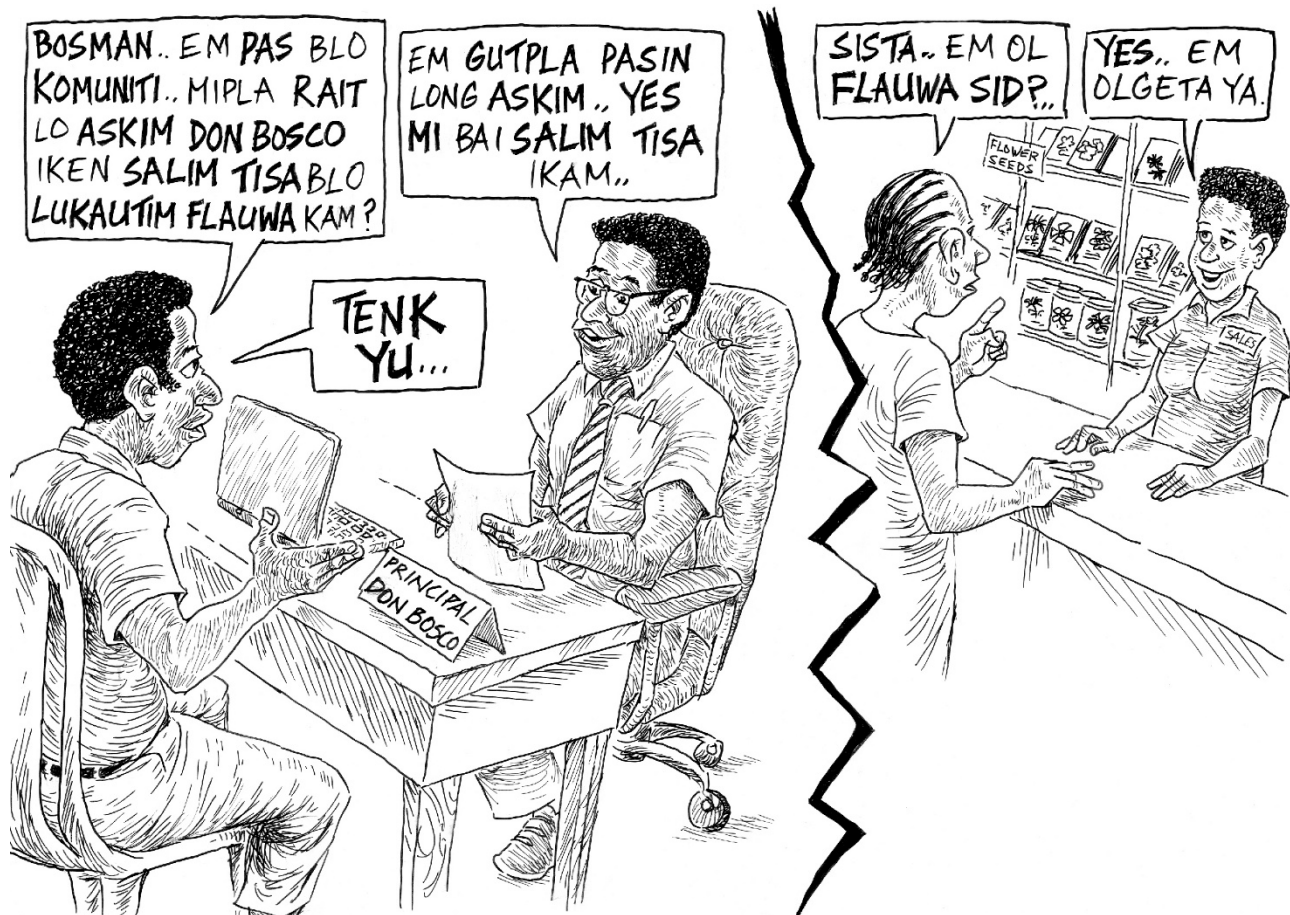
11. Confirm what the next steps following the visit will be and who will be responsible for making them happen

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You have completed step 2 of the project cycle. *Kamapim projek plen*. But before you finish you need to discuss with the group what happens next. Next steps and who will be responsible for making them happen.

Luk olsem there will be lots of *igo ikam* to finish developing the project plan. Finding out what things cost. Checking if Don Bosco can deliver the floriculture training. Finding out which seeds are at Farmset. *Kain kain*.

And there will be agreements to make. *Luk olsem*. An agreement *wantaim papa graun*. An agreement with Don Bosco to deliver the floriculture training. Step 3 of a project cycle is making agreements. If you need to come back and help the group to make an agreement, then discuss a good time to do it.



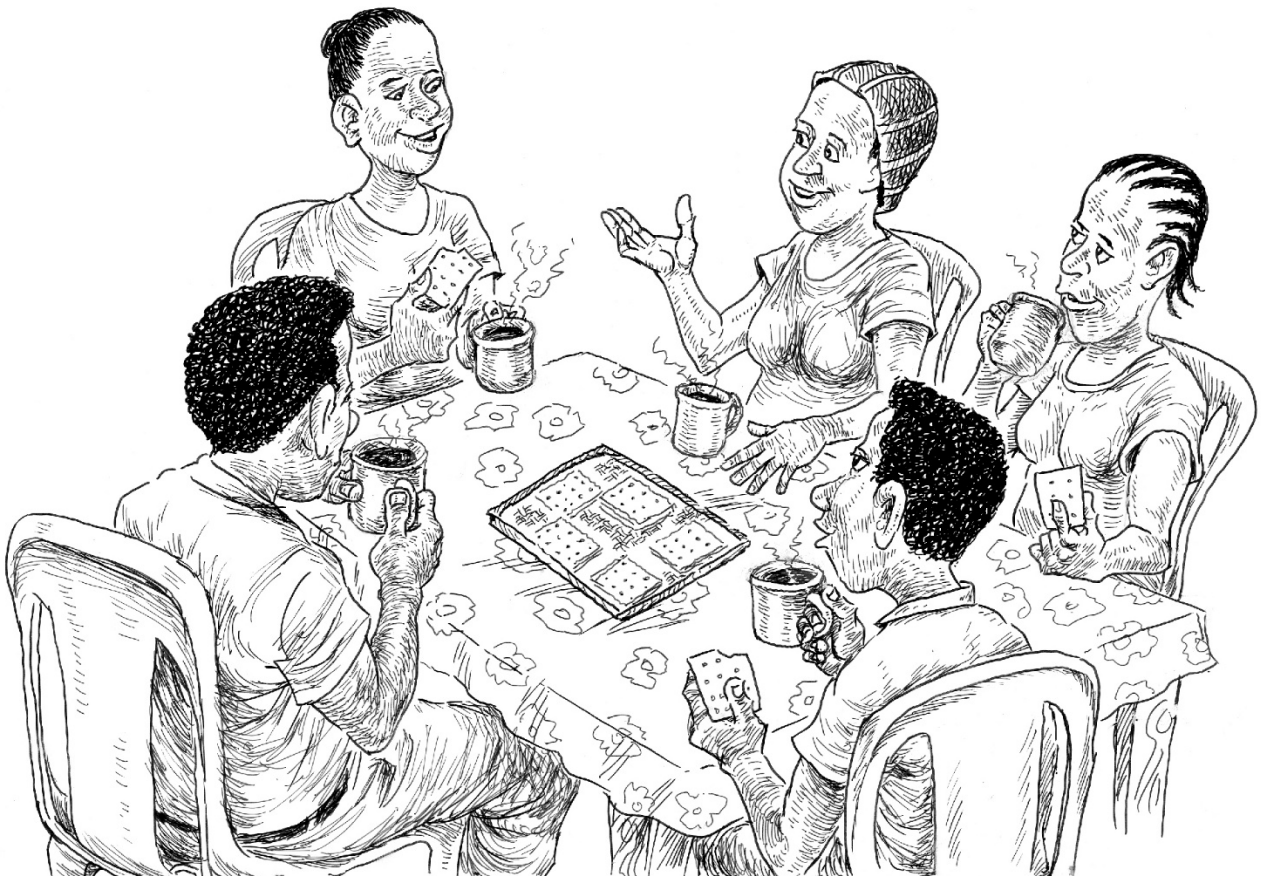
12. Discuss how or if the visit has been useful, and ways it could be improved

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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 through step 2 of a project cycle (*kamapim plen*), always discuss how or if the visit has been useful. 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*.



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

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The final wok mak you need to inapim when you assist a group to develop a project plan (step 2 of the project cycle) is easy, but very important!

- ✓ **Thank the group, without rushing.** Lusim ol wantaim gutpela pasin.
- ✓ **And explain again what the purpose of the visit was.** Lusim ol wantaim klia tingting.



The kumul needs two wings to fly

1

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

2

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

3

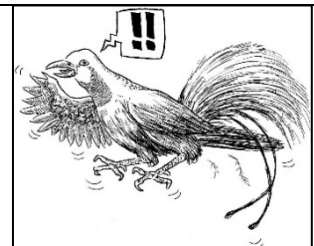
To *stretim sindaun bilong femili* you have to *stretim sindaun bilong mama*. *Yu stretim sindaun bilong mama, bai yu stretim sindaun bilong femili tupela wantaim.* In PNG, many families and groups and communities are flying with one wing. *Papa em flai pinis. Planti mama painim hat. Pikanini gel tu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

1

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

2

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



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