

Community Development Strand

Unit 2: Integrated Community Development Projects

Module: 2.1 Participatory Development



Lecturer Support Material

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Unit outline

Unit	#	Modules
Unit 2 Integrated Community Development Projects (2 credit points)	2.1	Participatory Development (Core)
	2.2	Integrated Projects (Core)
	2.3	Small Business Development (Core)

Icons



Read or research



Write or summarise



Activity or discussion



Suggestion for lecturers

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[Notes]

Module 2.1: Participatory Development

Rationale

Participatory development is all about involving people in the development and decision-making in their own communities. This module will examine the principles of participatory development and look at barriers which prevent active participation. Women in development has been included as a separate topic because more often than not women are excluded from genuine participation and decision making. Issues of gender and division of labour will be examined. Two other topics, Awareness Raising and Meetings will provide students as practical tools for community participation.

Objectives

By the end of this module students will be able to:

- Explain and demonstrate the significance of Community Participation within the school community and in any designed community project or activity.
- Recognise the importance of involving both male and female equally in community activities
- Organise and run public meetings for school, groups and projects.
- Plan and run a community awareness campaign

Suggested topics

The topics listed below are suggestions only. There is no set number of topics, which must be completed within the module.

1. What is Participatory Development?
2. Women in Development
3. Public Meetings
4. Awareness Campaigns.

An additional activity – **Topic 5: The School and Teacher's Role in the Community** encourages students to think of ways to develop greater participation between school and community.

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Topic 1: What is Participatory Development?

Objectives

By the end of this topic students will be able to:

- Explain the principles of participatory development
- Identify barriers to people's participation
- Plan for opportunities to involve children, parents and other community members actively in school activities relevant to their lives
- Plan and teach activities which encourage more equal participation of girls and women in the school community

Resources

- Student support material book
- Student and lecturer support material books for Module 1.1

Introduction to module and topic scope

This module introduces students to the principles of 'participatory development' and how they can be applied to school activities and the community. It will challenge students to think about the issues surrounding women's meaningful participation in development. The students will be taught how to organise and run an effective meeting and organise an awareness campaign.

What is Participatory Development?



Read through the scope and introduction with the class

Read the following statement by **Rigoberto Menchu Tum**, aloud to the class and encourage discussion.

"We have to focus on solutions in this time of great challenges. If we just wait around, the problems will overwhelm us. We need to take the initiative, to launch local, regional and global projects to unite our efforts and really listen to local people to find out what they want to discover the solutions for and what they have to offer for the future"

Rigoberto Menchu Tum

Winner of the Nobel Peace Prize, 1992

2.1 Activity 1

People's participation in development is key in the above quote.


Identify what you consider to be the key words that talk of participation in the quote.

Justify your choice of words.

What does he mean by '... time of great challenges'? and what significance do these challenges have for Papua New Guinea?

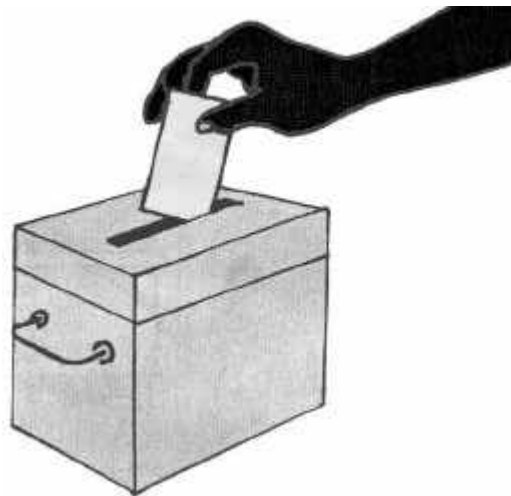
In what ways can genuine participation help us in Papua New Guinea to find solutions to these challenges?

Participation

 Ask the students what participation in community development means. Revise the key concepts covered in Module 1.1. Share the following explanation of participation with the students.

In order to manage affairs as a community everyone in the community must feel that she/he is involved and participating in the experience, whatever it may be. Participation is a process by which people become involved at all stages in their own development, studying their own situation and making decisions in:

- Research
- Planning
- Implementing and managing
- Monitoring and evaluation
- Deciding on the distribution of benefits to ensure equitable sharing



Does participation happen once every four years?

When all the individuals of a community accept full responsibility for the outcome of an undertaking and all individuals involve themselves actively in all aspects of a project, we say that the community owns the project. This means that the community accepts that it is responsible for the (possible) future success of the project, but also for its (possible) failure.

Of course, it is impossible for every individual to participate in a project. Individual participation needs to be structured by means of appointed representatives of the major social groupings in the community. In Melanesian societies, community members' interests are best represented by a structure comprising adult male (M), adult female (F) and youth (Y) representatives. This is because the major divisions of labour and of


social responsibility and authority in a rural community are largely based on gender and age. *Source: Successful Community Development. Liklik Buk, 2000)*

2.1 Activity 2

Do you agree with this assessment of participation? Explain your reasons.

What is your opinion about the representative structure suggested above? (e.g., adult male, adult female,..)

If you were asked to develop a project for your community – identify the likely members of a project committee. (titles, not names)

 Before reading the next section, encourage the class to build up meaningful working examples of how participation can be fostered in the community.

Remind them of the techniques studied in Modules 1.2 CD Skills and 1.3 CD Resources. For example:

Checklists	Meetings
Diagrams	Prioritising
Ideas competition	Questionnaire /survey
Interview	Transect walk
Mapping	

Using the glossary, have the students work in small groups to build up definitions of each of these participatory tools.

What is participation?

The aim of development and development projects should be to enhance people's capacity to effect social and economic change according to their own agenda. This aim ensures that the people, their capacities, values and needs are put at the centre of the development process.

Ways of encouraging participation

The following are suggestions that can encourage community involvement in community development:

- **Listen and ask open**–ended questions. This will help the group find its own agenda. This is the basis of sustainable development
- **Delegate tasks** so that everyone is involved or has the chance to become involved

- **Use small groups.** A large group makes it hard for shy people to participate.
- **Give women the chance** to work in groups with other women.
- **Begin with an activity which is interesting** to most people. Building a community resource map is a good way to start.
- **Provide information that is meaningful** to the groups.
- **Help the group to access information.** Take them to the local level government offices, visit the lands office with them...
- **Help the group to understand the underlying causes** of their situation.

Equality and participation

i Introduce the quotes in *Figure 1: Equality and participation* which are taken from the Papua New Guinea Constitution. They are given to show how seriously citizen participation was taken by the forefathers of modern Papua New Guinea.

Possible discussion questions: (Refer to activity 2.1 Activity 3)

- Why were they written?
- What is the significance of the constitution and what safe guards exist to protect it?
- In what ways is this goal happening or not happening in Papua New Guinea today?
- In what ways can the second goal be improved to allow greater opportunities for women's, and youth participation?

Give examples for your community.

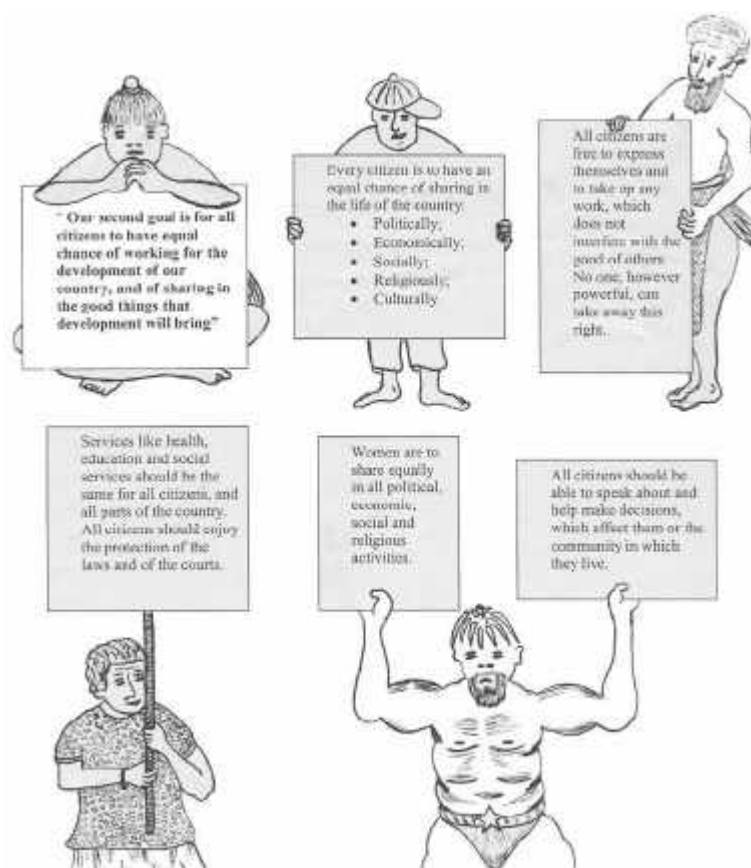



Figure 1: Equality and participation.

2.1 Activity 3

The sign boards at Figure 1 carry quotes about equity and participation from the Constitution of this country. In small groups discuss and answer these questions. Be prepared to share your answers with the class.

- *What is the significance of the constitution and what safe guards exist to protect it?*
- *In what ways are these statements happening or not happening in Papua New Guinea today?*
- *In what ways can the second goal be improved to allow greater opportunities for women's, and youth participation? Give examples for your community.*

 Read the following quote to the students.

“Services like health, education and social services should be the same for all citizens, and all parts of the country. All citizens should enjoy the protection of the laws and of the courts.”

Explain that the statement is a fine ideal, BUT these services are not equal for all citizens and all communities. Ask, how lack of social services like education and health can hinder people's participation in community development. Have the class complete 2.1 Activity 4

2.1 Activity 4

The following statement comes from the Constitution, it was on a sign board in Figure 1

“Services like health, education and social services should be the same for all citizens, and all parts of the country. All citizens should enjoy the protection of the laws and of the courts.”

What has this statement got to do with community participation?

What can teachers /schools do with their communities to improve people's participation in health and education?

Barriers

A barrier is an obstacle or block that prevents progress. Often a barrier may be the unintended consequence of an unrelated action. In terms of people's participation in education, setting school fees to supplement the education budget has had many unintended consequences all of which have become barriers in education.

- Can you think of any of these unintended consequences?

i Ask the students what barriers currently exist to children and parents' active participation in education. Allow time for students to think and record their ideas individually. Have students complete 2.1 Activity 5. Some possible solutions students might suggest are:

Encourage them to think of creative and practical ways to overcome the barriers.

Barriers to participation in education	Possible solutions
School fees	<ul style="list-style-type: none"> • <i>Barter system – work for fees, resources for fees</i> • <i>Encourage the Province to pay the fees of all children</i> • <i>Sponsorship</i>
Lack of teaching resources	<ul style="list-style-type: none"> • <i>Teachers make their own</i> • <i>Community fund raising to buy materials</i> • <i>Community members help make resources</i>
Lack of classrooms	<ul style="list-style-type: none"> • <i>Build own from bush materials</i> • <i>Form an alliance with the Church and fund raise</i> • <i>Donor support</i> <p><i>For example, block a main road on a Sunday; ask 1-2 kina for vehicles to pass. Local priest /pastor assisting.</i></p>
Shortage of teachers	<ul style="list-style-type: none"> • <i>Letters written to MP, Provincial Education Office.</i> • <i>Encourage brightest local youth to complete G12, go to Teachers College and return to the village. Invest in the future.</i>
Teachers not paid	<ul style="list-style-type: none"> • <i>Delegation to the Provincial Education Office</i> • <i>Letters to MP</i> • <i>Community pay salaries.</i>
Parents shy to come to support the school	<i>Encourage parents to set-up healthy lunch markets in school grounds.</i>

Table 1: Barriers and solutions to Participation and education.

 **2.1 Activity 5**

Working in small groups, consider the diagram below. If you know of other barriers to participation in education include them. These barriers are not impossible to get around. Discuss your ideas for possible solutions and fill in the blank spaces. Be prepared to share your ideas with the rest of the class.

Barriers to participation in education	Possible solutions
School fees	
Lack of teaching resources	
Lack of classrooms	
Shortage of teachers	
Teachers not paid	
Parents shy to come to support the school	

Topic 2: Women in Development

Objectives

By the end of this topic students will be able to:

- Describe the importance of including women in development
- Produce a resource they can use in their communities.

Resource

- Student support material book

Scope

The purpose of this topic is to expose students to issues related to women, gender and development and to build personal awareness about the negative and positive aspects of gender roles in the community. Practical ways will be presented for getting women meaningfully involved in community development projects. Support material is included in the appendices some of which is written in Tok Pisin to encourage greater understanding and discussion.



Figure 2 Woman tractor driver

i Ask the students to work with a peer and write their own meanings for these terms: gender, sex, stereotype. Use the glossary to help. Share definitions. Have the students look at the photo at Figure 2 and ask in what ways this woman is breaking gender stereotypes. Have the students read the section Women and development and complete 2.1 Activity 6.

Women and development

Many community development projects and organizations have as their major goal to promote the interests of women in the community. NGOs such as The East Sepik Council of Women exist throughout Papua New Guinea and work to improve the lives of women and children.

When communities seek loans or grants from donors for community development projects, donors require communities to show how women will benefit from the project. At the very least a project must be able to show that women will not be disadvantaged.

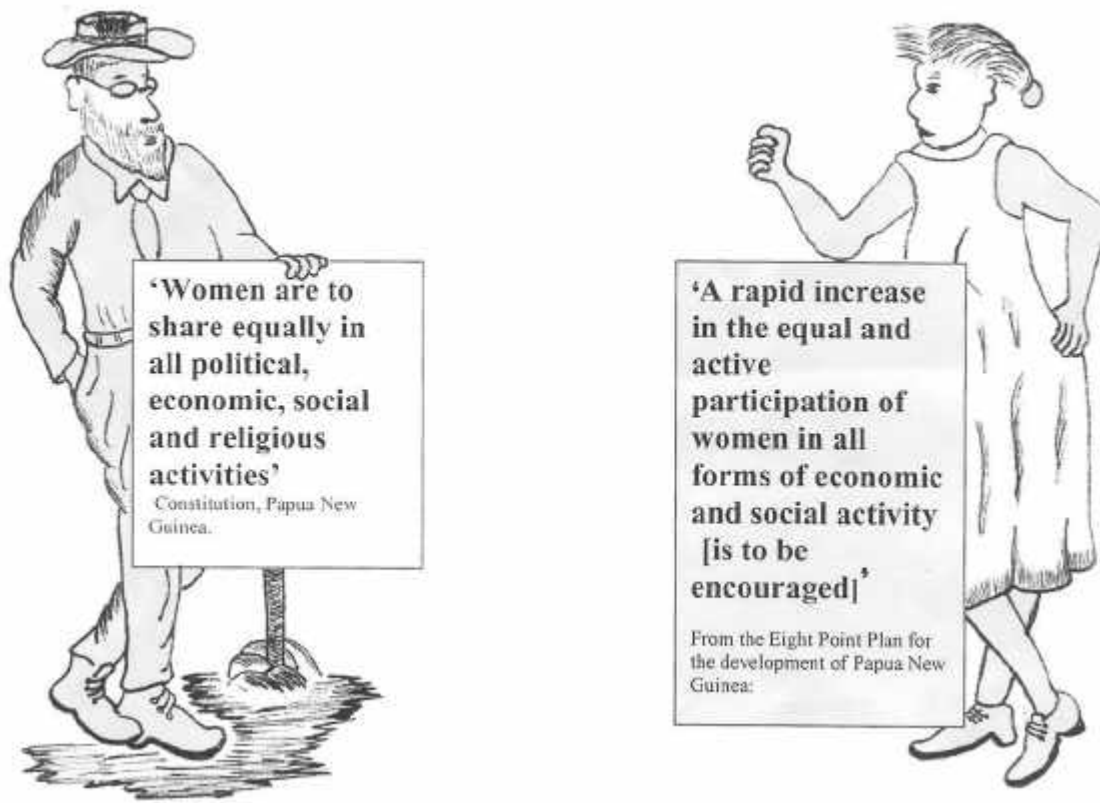


Figure 3: Women and development

2.1 Activity 6

Read the statements at Figure 3 - they were written in the mid-70's. List examples of positive signs of these goals happening today.

Why has special attention been given to involving women in the development of PNG?

Share your thoughts with the whole class.

i Ask the class why there is so much interest in promoting the interests of women. Refer the students to the following quote *“One of the major reasons why community projects fail is because men do not allow women to participate as equal partners in development.*

This attitude is foolish and self-defeating.”

Source: Successful Community Development. Liklik Buk, 2000.

Ask the students to consider five reasons why this could be the case. After they have shared their thoughts, read with them the rationale.

Rationale

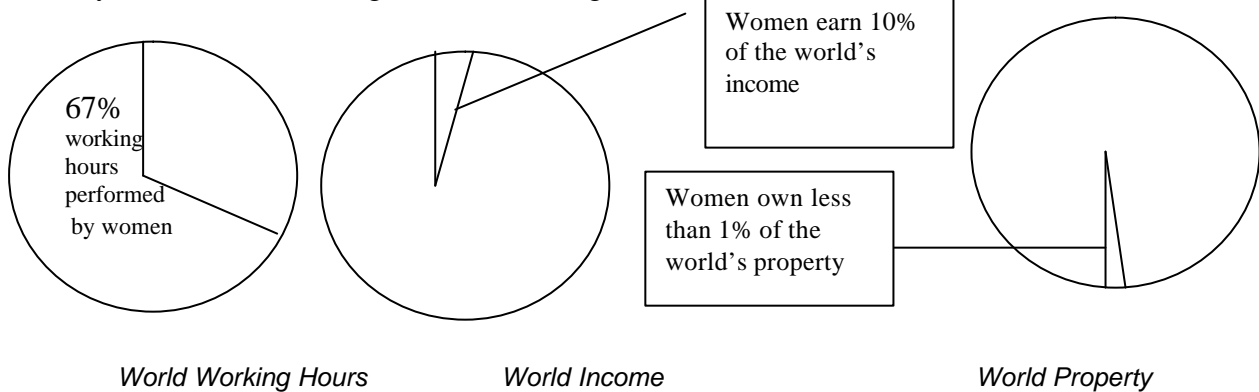
This attitude is self-defeating because:

1. Women carry the burden of providing all the daily basic needs of the family
2. Women are the ones to benefit most from any little improvement that will ease their heavy workload
3. Women are, as a social group, are more likely to be highly motivated for every development, however small, that will bring improvement to the quality of life in the community.

i Ask the class to continue reading stop at each discussion point and encourage discussion and sharing of opinions.

To date, women (half the population) have not benefited greatly from development processes.

Women's position, in nearly every country around the world is lower than men. Women usually have fewer advantages and work longer hours.



In many cases more development has meant more subordination for women. The development of cash economies has tended to marginalise women's work, and at the same time, has placed more emphasis on work that is primarily done by men. For example, men generally work in the mines and on the larger cash crops found in Papua New Guinea where a lot of money has been invested. The oil palm industry is a good example of men dominating in a large cash crop industry.

Women tend to be responsible for subsistence crops, which receive less attention, but are essential for the well being of the family.

Women's work is sometimes described as invisible, that is, it is not recognised in government statistics as work. Women's work is often **'reproductive' work** – such as the day-to-day care of the household and the family (caring for children, washing clothes, growing preparing and cooking food, tending to the old and sick etc).

i Refer to Appendix 1 – an activity for the students to identify different types of work; reproductive, productive and community service.

2.1 Activity 7


Why do you think that statistics don't recognise women's household work as real work?

What effect does this have on women's place in society?

What other work exists in the community?

Women tend to use any extra income for the benefit of the family more than men do. This means that projects, such as women's income generating schemes, can and should look beyond traditional female activities, such as cooking and sewing. These activities are often very time consuming and generate very little income for much work. Projects, which develop new skills, include women in the planning of the project and which recognise that women are busy, may have a greater benefit for women and their families. We need to be creative when considering projects for women or including women in larger, more mainstream development projects.

Involving women

 Check that the students are clear what stereotyping is, provide examples. Have the students look at the photo of the man sewing at Figure 4, ask in what ways this man is breaking images of male stereotyping? Write the following headings on the board: **Male stereotyping** **Female stereotyping** – ask the students to brainstorm examples of each. Have the students read on and complete 2.1 Activity 8.

While women are rarely the public decision-makers in Melanesian communities, women invariably run the daily life of every family in the community. As managers of households, women have a wide number of practical and management skills, which they should be encouraged to use in community development projects.

Every Melanesian woman is a storehouse of management experience in complex and sensitive community operations. Women are the most under utilised, yet most widely available management resource available to every community in Papua New Guinea today.



Figure 4: Different images of men.

 **2.1 Activity 8**

What could be some examples of projects, which include women, and which develop new skills in women?


What are some of the management skills women possess as household managers, which could be applied to project management

Clearly the participation of women in community development needs the support of men. Discuss with your peers how this could be achieved. Share your thoughts with the whole group.

Generally speaking, there have been a number of improvements to women's lives in the past twenty years. For example, female life expectancy is increasing; more girls are going to school; more women are in the paid workforce; and, many countries have introduced laws to protect women's rights. However, the gender divide remains. There has been "no breakthrough in women's participation in decision-making processes and little progress in legislation in favour of women's rights to own land and other property" according to Mr. Kofi Annan, the Secretary General of the United Nations.

Perceptions of women's participation in the community

Men and women participate in different ways in their communities. Men have specific roles and so do women. Many of these roles are determined by gender and maintained by tradition.

 Refer to Appendix 3 – Gender and Development, for specific information on gender roles, work and stereotypes. Much of this information is written in Tok Pisin.

Ask the students how they think women's work is perceived by the community. How does society value work? Have them read the following two perceptions of women's work and to complete the discussion questions.

The Lie of the land



What is the cartoonist's message(s)?

Design and make your own cartoon on one of these themes:

- *Participation in 20 years time*
- *Equal community participation*
- *Men's view of women's role in the community*

A Short story – 'Mr. Moya Goes to the Doctor'

i Ask the students to read in groups and to answer the discussion questions. Encourage debate or discussion about the different roles and role perceptions.

Read this story and look for the truths in it.

'What is your job?' asked the doctor.

'I am a farmer' replied Mr Moya

'Have you got any children?' the doctor asked.

'God has not been kind to me. Of 15 born, only 9 live,' Mr Moya answered.

'Does your wife work?'

'No she stays at home'

'I see. How does she spend her day?'

'Well, she gets up at four in the morning, fetches water and wood and makes the fire, cooks breakfast and cleans the house inside and out. Then she goes to the river and washes clothes. Once a week she walks to the biscuit factory. After that she goes to the town with the two smallest children where she sells kaukau and tomatoes while she makes bilum. She buys what she wants from the shops. Then she cooks the midday meal.'

'You come home at midday?'

'Of course not, she brings my food to me about three kilometres away.'

'And after that?' She stays in the garden to do the weeding, and planting.'

'What do you do?'

'Me, I must discuss politics and business and drink with the men.'

'And after that?'

'I go home for my evening meal which my wife has prepared.'

'Does she go to bed after the evening meal?'

'No, I do. She has things to do around the house until 9 or 10.'

'But I thought you said your wife doesn't work.'

'Of course she doesn't work. I told you she stays at home.'

Adapted from: The Oxford Gender Training Manual, 1994.

How many jobs does Mr Moya's wife have?

What are her working hours?

Why does Mr Moya honestly believe that his wife doesn't work?

Think of your own mother, grandmother or women who help raise you as a child.

Write a short commentary /story about their life. This could be a useful resource for your teaching portfolio.

Topic 3: Public Meetings

Objectives

By the end of this topic students will be able to:

- Recognise the place and value of meetings in participatory community development
- Explain the functions of chairperson/facilitator, secretary and treasurer and the role of a committee
- Plan an agenda and participate in various roles in running a meeting

Resources

- Student support material book

Scope

The purpose of this topic is to give the students a framework for planning and conducting a meeting. It will take them through the role and function of a committee, setting an agenda and meeting procedure. Meetings are also a valuable community development tool for involving all people in the decision making process of their community.



Figure 5: Tok save tree.

2.1 Activity 9

Discuss and identify ways a tok save board could be used at a primary school. In what ways is it a tool for community participation?

Different types of meetings

 Introduce the topic and ask the following questions for class discussion:

- What is a meeting?
- When are meetings held?
- Who attends them?
- Who calls them?
- Why are they held and what is their purpose?

Formal meetings

Formal meetings are organised for a set purpose and with established and agreed roles for the participants.


2.1 Activity 10

What are some of the groups, which conduct formal meetings?

In what situations are formal meetings held at the village level and school level?

List the characteristics of formal meetings.

Public meetings

 Refer the students to 2.1 Activity 11, and explain that the Meeting Model is a very useful model, of which they should take careful note. Tell them they should adapt it to suit their needs.

Before reading, ask the students to think of all the meetings they have attended. Many of them may have been forgettable and poorly run. Perhaps people were excluded or one person dominated. Some meetings may have gone round in circles and achieved very little.

Ask the students to list all the frustrations that they have experienced in various meetings. Have them work individually before listing all the ideas on the board.

See if they can list at least 20.

Now encourage the students to turn these frustrations into positive statements or meeting rules.

For example:

Frustration	Rule
Starts late finishes late	----- Start on time and finish on time
People speak round in circle	--- No beating around the bush –talk straight

From the list have the students choose their top 5 (most important frustrations to be fixed) and turn them into positive rules for conducting a good meeting.

Now ask them to read through the meeting model – guiding and providing examples.

2.1 Activity 11

The Meeting Model is a very useful model, of which you should take careful note. Adapt it to suit your needs.

Before reading think of all the meetings you have attended. I am sure most of them were forgettable and poorly run. Perhaps people were excluded or one person dominated. Some meetings go round in circles and achieve very little.

List all the frustrations that you have experienced in various meetings. I am sure you can list at least 20.

Now turn these frustrations into positive statements or meeting rules.

For example:

Frustration	Rule
Starts late finishes late -----	Start on time and finish on time
People speak round in circle ---	No beating around the bush –talk straight

*From your list choose your **top 5** (most important frustrations to be fixed) and turn them into positive rules for conducting a good meeting.*

Now read through the meeting model.

Meeting Model


This model is useful for Project and Work groups.

Preparation checklist

- Is a meeting necessary? What are the alternatives?
- What is the purpose of the meeting? Is it clear?
- Who needs to be at the meeting? (Key players)
- Are the key players available?
- Decide on date, time and venue
- Is a written invitation needed?
- Is equipment needed?

Environment

Before the meeting prepare the room.

 List the basic preparations that need to be made.

Arrival

- Greet people as they arrive
- Establish the culture of the group

i What does establishing the culture of the group mean?

Discuss and give examples of group meeting culture. E.g. a senior member of the group saying a prayer to start the meeting.

Ritual

There may be a ritual way of starting your meeting that is part of the culture. For example, the senior person may welcome the other group members.

Establishing roles

- Facilitator or chairperson
- Recorder or secretary
- Timekeeper: monitors time-frames and ending time of the meeting

Introductions

- Facilitator checks that everyone knows each other and arranges introductions as appropriate

Confirm meeting details

The facilitator confirms:

- Purpose of the meeting and any required outcomes (be specific)
- Ending time of the meeting
- Housekeeping details (toilets, food arrangements, break times, ...)
- Ground rules. If necessary and agreed to by everyone. Examples of ground rules:
 - No smoking or chewing in the room
 - Speaking personally and not on behalf of other people
 - Not interrupting someone when they are speaking
 - Starting and finishing on time

Information sharing

- Share short items of information which are relevant to the meeting and which do not require discussion

Review previous decisions

- Review all decisions made at the previous meeting
- Check out the action taken as a result of the decisions

Open agenda setting

i Ask the students what an agenda is and how it assists a meeting

Agenda items

- Each person puts forward the agenda items they want discussed

Time setting

- The initiator (person who suggests an agenda item) is asked by the facilitator to estimate how long it will take to discuss the item

Priority setting

- Times for all agenda items added together and checked against agreed ending time for meeting
- Prioritise the agenda:
 - What items must be discussed today
 - What items are important but not urgent?
 - What items can be left to another meeting

Discussion and action planning

- Each agenda item is discussed in turn.

The facilitator:

- Asks initiator to introduce the item and say what they want from the group
- Summarises and checks to see what else is needed to complete discussion on the item
- If group agreement is needed continue until a proposal is reached

The Action Plan – who does what by when?

i Ask the students what an action plan is. What are the key words that usually form the body of an action plan? For example, what, who and when.

A lot of people see group decision-making as a waste of time. They have learnt the hard way that many decisions are never implemented.

The chances of successful implementation increase when a group takes the time to spell out specifically what needs to be done, who will do it, by when and with what resources.

Action plan chart

Task	Who	By when	Resources needed
List all the tasks that need to be done	For each task identify who will do it.	For each task agree on a time when it must be completed.	Identify the resources needed to complete each task.
As specific agreements are made, write them on the action plan chart.			

Table 2: Action Plan Chart.

Ways of finding sustainable solutions

- solutions that suit everyone.

i Introduce the chart at Figure 6 by asking the class what they think a sustainable solution is. Ask, if more than one solution were offered to a problem how would the best solution be found? Have the students read the chart and complete 2.1 Activity 12.

Often in a meeting when people try to find a solution to a problem, several solutions may be offered. The chart at Figure 6 has suggestions on ways a group can choose a solution that is agreeable to most people and on lasting.

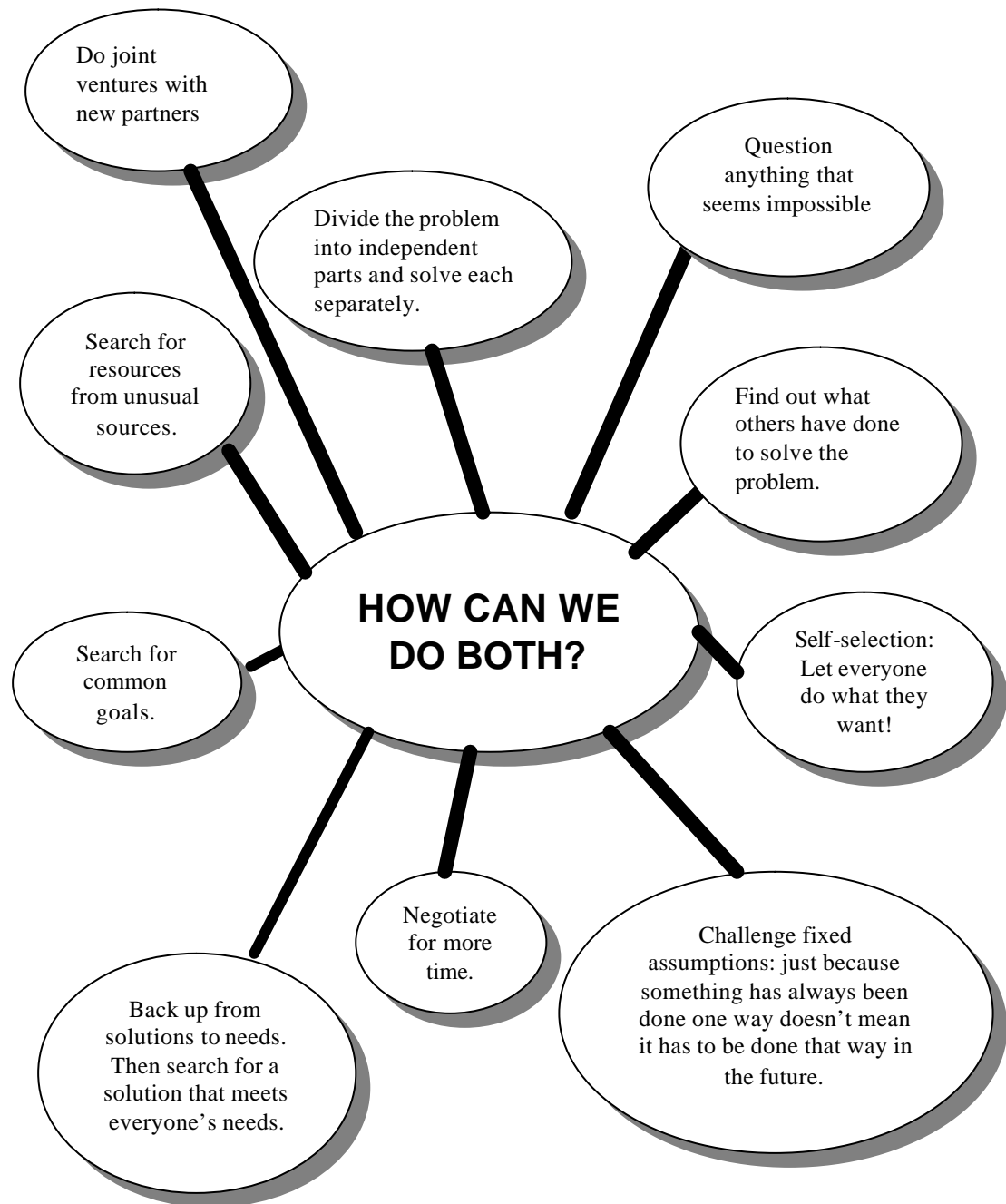



Figure 6: Ways of finding sustainable solutions.

How to run effective meetings

 Introduce 2.1 Activity 13. Read through the activity with the students and answer any questions.

Objective: to produce a resource entitled – **How to run effective meetings**

Design brief

- Include any relevant information from the meeting model and group roles and responsibilities. See appendix 5
- The resource should be in the form of a poster or pamphlet
- If must have at least two colours and figures
- If should be written for staffrooms as a resource for new staff

2.1 Activity 13

In this activity you are going to produce a resource for a staffroom on How to run an effective meeting

Objective: to produce a resource entitled – How to run effective meetings


Design brief

Include any relevant information from the meeting model and group roles and responsibilities

The resource should be in the form of a poster or pamphlet

If must have at least two colours and figures

If should be written for staffrooms as a resource for new staff

 Running a meeting – practice for students. Refer to appendix 4: Village meeting role paly. Use this scenario as a means of allowing the students to run and participate in a public meeting and also to explore gender issues.

Topic 4: Awareness Campaigns

Objectives

By the end of this topic students will be able to:


- Explain the purpose of an awareness campaign for encouraging community participation.
- Plan a strategy for an awareness campaign

Resources

- Student support material book

Scope

This topic introduces students to the concept of Awareness Campaigning. It links with the previous topic in that 'Community Groups' with special interests usually initiate 'Awareness Campaigns'. Awareness raising is also an important tool for community participation in development.

 Refer the students to Topic 4: Awareness Campaigns. Read the scope with the class and question students about local action, the role of NGOs. Have them read Local action and complete 2.1 Activity 14

Local action

Most action at the local community level is organised by non-government organisations (NGOs). An NGO is a community-based group that is not part of a government or a business. NGOs can include environmental groups, women's associations, human rights groups, trade unions, farmer co-operatives and tenants' associations.

There is great variety among NGOs. They can be large or small, secular or religious. Some are local, some national. Some work at the regional or international level. Some meet the needs of their own members. Others try to serve those who need help.

NGOs create change by organising their members in citizen action campaigns. However, organising a citizen action campaign takes a lot of work and careful planning.

Student participation in local action projects, perhaps in partnership with a NGO, is a key way of teaching citizenship skills.

2.1 Activity 14

What are some of the local issues in your community or within Papua New Guinea that you might be involved within an awareness campaign?

List these HIV/AIDS is an obvious one.

Can you think of an NGO working in your place which could assist with Awareness raising? Talk with a peer about what it does.

What is an awareness campaign?

i Ask the students what an **'awareness campaign'** is, and have them give examples of campaigns they have seen or been involved with.

Ask the students to think of a development project, which maybe proposed for a community. This could range from a water supply system to a Tuna Factory.

Or think of an issue that needs public promotion and education.

As a teacher and community leader what can they do to involve the community in a project, particularly the decision making?

Is Papua New Guinea a democratic country?

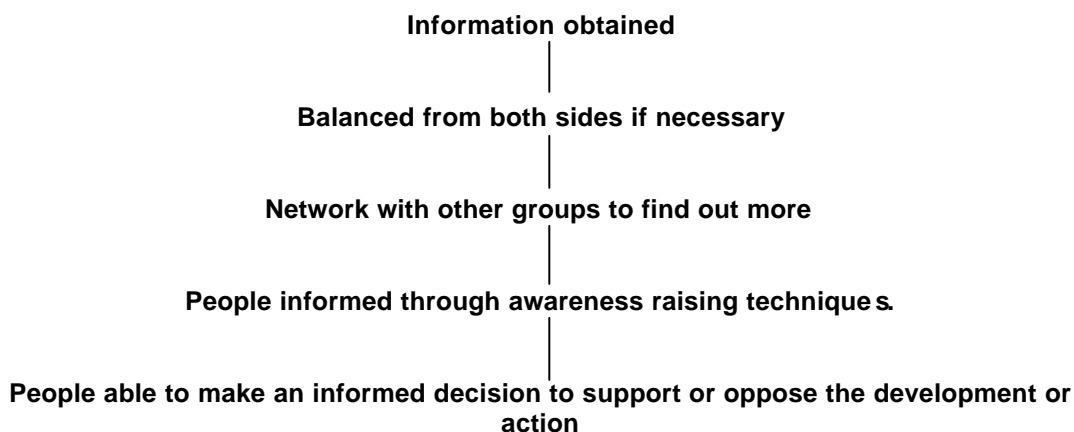
If it is, what does this mean in terms of people participating:

- at the village level
- the provincial level
- the national level

How can an awareness campaign encourage public participation in community development? List the ideas.

An Awareness Campaign is choosing a specific course of action on the basis of civil information and resources, which will be the most effective way of achieving the object.

A simple process for informing people could be as follows:



Awareness raising techniques

Campaigning is an organised course of action to achieve change through:

- Letter writing
- Lobbying
- Demonstrations and protests
- Vigils and publicity – are some methods of campaigning.
- Using the media – radio and television
- Oral messages, e.g. storytelling
- Tok saves
- Drama

i Discuss the diagram at Figure 7 with the students.

What are the main forms of awareness raising used in this strategy?

Have the students complete 2.1 Activity 15

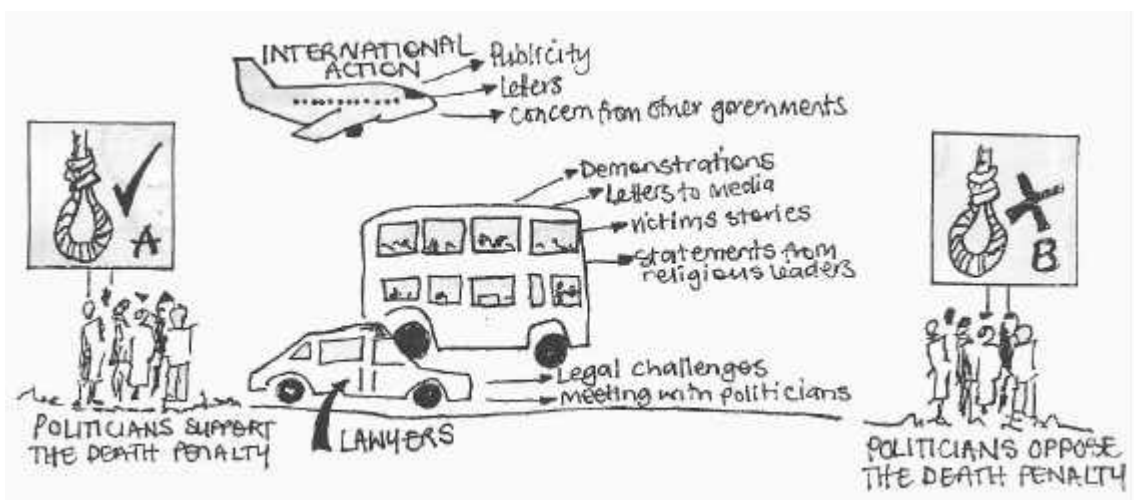


Figure 7: Example of a campaign strategy. Source: Amnesty International

2.1 Activity 15

Read the example of a campaign strategy from Amnesty International at Figure 7.

List the main campaign activities which Amnesty used to change politicians attitudes towards the death penalty.

Developing a strategy

i Ask the students for an explanation of the term 'Strategy'.

What does it mean and what are some examples of **strategic thinking**?

Examine the strategy shown at Figure 8 and explain that a strategy is a '**plan of action**' used to achieve an objective(s).

Discuss each part of this strategy.

Explain that they will be using and adapting this outline to plan their own awareness campaign. Have the students read the section Principles of good campaigns and answer the discussion questions.

Developing a Strategy

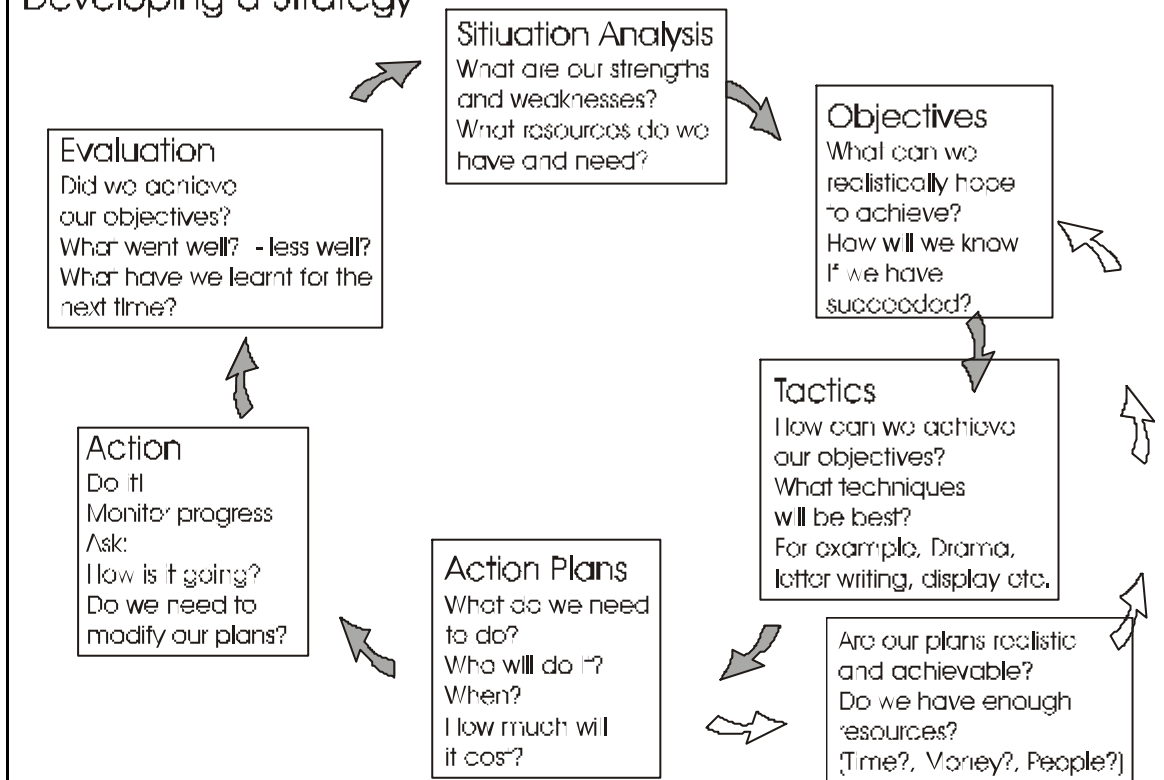


Figure 8: Model of strategic planning.

Principles of good campaigns

Focus

Specific Objectives: Stated in a simple sentence

Prioritise if more than one (1).

Research and analysis to decide the focus.

To change behaviour – research to find out why people or organisations are behaving as they are, or what may motivate them to act.

Research and analysis allows us to define the problem we are trying to solve.

Focus energy and resources


- Direct money and resources to where they are likely to have an impact
- Why allocate resources and energy to a campaign that has unrealistic objectives?
- Do not try to do too much at one time

"There is one key rule to any form of communication ...start from where your audience is - not from where you are.

Sue Ward

Clarity

- Campaign objectives and strategy must be communicated clearly
- All actions need to be clearly related to the objectives.

 Explain the purpose of 2.1 Activity 16 and allow time for peer discussion and a group summary. Ask are these objectives clear?

2.1 Activity 16

Read the following set of objectives set by the National Aids Council for its National Plan of Action.

Are they clear and do the actions relate to the objectives for the same National Plan?

Discuss and comment.

The objectives of the National AIDS Council are:	A comprehensive approach
a. To make multisectoral approaches with a view to prevent, control and minimise the transmission of HIV/AIDS in Papua New Guinea	<p>HIV/AIDS is not just a health problem, it is a development problem. The epidemic can have a devastating impact on the social and economic development of a community.</p> <p>To meet this challenge, the Government of PNG has developed a comprehensive National Plan for HIV prevention and care. Australia and PNG are working together to put the plan into action by:</p> <ul style="list-style-type: none"> • raising awareness through education and information • improving counselling, community care and support • keeping track of the spread of HIV/AIDS • improving clinical services and medical care • addressing policy, legal and ethical issues • supporting the National AIDS Council Secretariat
b. To organise measures to minimise the personal, social and economic impact of HIV infection and AIDS in the country	
c. To ensure, as far as possible, the personal privacy, dignity and integrity are maintained in the face of HIV/AIDS epidemic in Papua New Guinea, in accordance with the National constitution and Global Strategy on AIDS	

Figure 9: National Aids Council Objectives. Source: National Aids Council.

Relevance

- An awareness campaign **MUST** connect with the people whom it wants to involve
- Seeing something is relevant is a major motivating factor in personal and organisation behaviour. “Why should I ?” is a common question people ask awareness campaigners.

The answer needs to satisfy their needs, which might be different from the campaigners motivation. Interest, concern, anger and shock can make people feel emotionally and intellectually involved in an issue.

2.1 Activity 17

Read the following tok save at Figure 10, who is the intended audience?

Is the following toksave message relevant to the people it is trying to reach?

Please discuss and comment on the ways that it is or is not relevant.



Figure 10: AIDS Awareness. Source: National Department of Health, 1998.

Credibility

- In communications, the messenger can be as important as the message
- Campaigning groups need to be listened to if they are to stand any chance of success. They need to be listened to by those whom they are asking for help and by those they need to convince to take some action to stop or change an action or behaviour.

Timing

- The same action will have different effects at different times
- As comedians and acrobats say “Timing is Everything”
- Important timing factors to take into account include:
 - Holidays

- Occasions when people are out and about
- Significant National Days and occasions
- Pay Fridays

Commitment

- Is the campaign a one off activity or will it have follow-up activities?

Campaign tips

1. Keep it simple
2. Make it easy.
3. Do not ask people for what they cannot deliver.
4. Success breeds success.

“No one starts a campaign ... without first being clear in their mind WHAT they intend to achieve by the campaign and HOW they intend to conduct it. This governing principle will set (the campaign’s) course, prescribe the scale of means and effort which is required, and make its influence felt throughout down to the smallest operational detail.”

Carl von Clausewitz, a renowned military strategist.

A college based campaign (Possible Assessment Task)

Explain to the students that they will be developing a campaign at the college or in the local community.

This is an exercise to enable them to practice the skills of campaign organisation

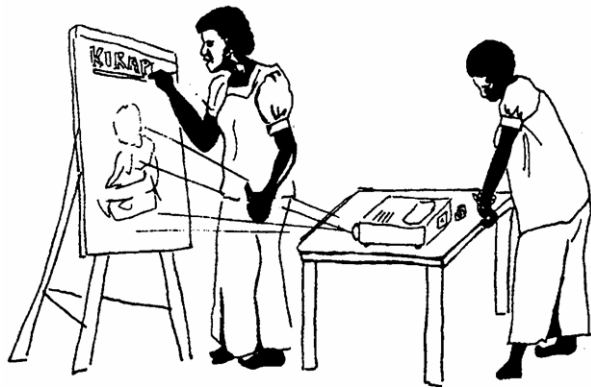
- Brainstorm some possible campaign themes and appropriate campaign action and strategy. For example, drama, display, protest, petition, letter writing, ...
- Keep the tasks manageable
- Negotiate timeframes

Guidelines:

1. Form into a group from 4-8 people
2. Choose an issue to develop an ‘Awareness Campaign’ it should be on issue relevant to the College/Students or local community
3. Follow the strategy diagram steps and the advice in Principles of Good Campaigns.
4. Develop a peer evaluation form and have students evaluate each others campaign.
5. Try to encourage original campaigns and avoid more than one group campaign on the same topic.

Additional Activities

Topic 5: The School and Teacher's Role in the Community



Objectives

By the end of this topic students will be to:

- Describe in greater clarity their roles as teachers and members of a community
- Examine possible roles teachers can play as community facilitators of community participation
- Chart the community a teacher interacts with and the roles she / he

will play in developing cooperation between school and community

Resources

- Chart paper and felts
- Student Support Material book

Scope

This topic examines the role of the school and teachers in encouraging greater community participation in school activities. It looks at the responsibilities of the school and the parents to the development of closer relations.

The teacher as a facilitator

i Refer the students to this section read and discuss together.

What is a facilitator?

An important role of a facilitator is encouraging the participation of the people in their own community development. Participation means that the community should be in control of the process with the facilitator acting as a guide.

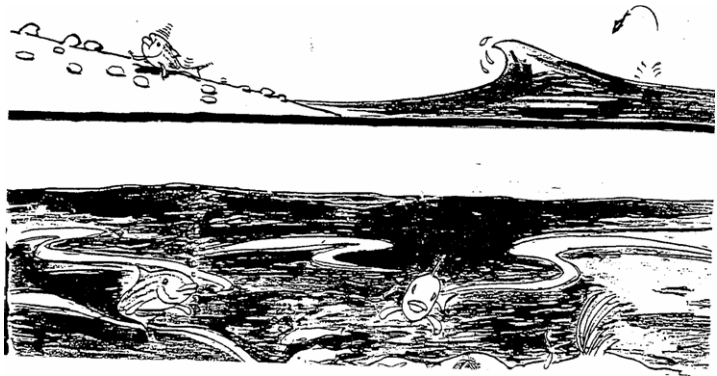
i Ask the students to consider: **A Wave in the Sea**. What does it mean?

What does it tell us about the possible role of a teacher?

A Wave in the Sea

Community Workers have to be like waves in the sea: made of the same water, but which rise up above the water according to the needs of the situation, and merge into the water again when the need is over.

Not the only wave, and not too big a wave. which overpowers others.



. Source: Bismarck Ramu, ICAD

The community's responsibility

i Ask the students what reciprocity means. Give examples, e.g. the wantok system is based on reciprocity.

Explain that in any relationship there are expectations. Ask the students to read the following passage from the NDOE publication: **Our Children in Primary School**. Have them complete 2.1 Activity 18

The following is information and advice given to parents by the Department of Education.

Our children in primary school

The primary school belongs to you and your children. You should support the school by providing your services when the need arises. This will help the teachers run the school properly. Your community needs to work together with the primary school head teacher, the teachers and the board of management to work out how best you can support the primary school.

Here are some suggestions of how you could help.

1. Volunteer to build functional buildings (these can be bush material buildings) for practical lessons such as Making a Living
2. Provide land where possible for agriculture projects.
3. Help teach the children community skills and knowledge like: fishing, net maintenance, weaving, cooking gardening, sewing, and modern skills like boat maintenance, carpentry, modern farming, animal farming and running a small business.
4. Raise funds so the school can purchase teaching materials and other needed items.
5. Volunteer to help produce materials in the language of your people (Tok Ples) (write or tell stories, draw pictures).
6. Volunteer to maintain buildings and other facilities in the school.
7. Support your children by showing an interest in their schoolwork.


Clearly, primary schools need the support of the community and parents in particular to provide the best education to children. Donating gifts or giving your time and knowledge and receiving gifts or help in return is called **reciprocity**.

1.1 Activity 18

In what ways is reciprocity an important part of community culture?

List three examples of reciprocity.

Why do you think the government wants parents to teach children traditional and other SKILLS?

 After reading the above advice encourage the students to think carefully about how the school and the teachers can develop positive relationships based on reciprocity with the wider community.

Have the class brainstorm a list of community people and their roles. E.g. magistrate – village mediator and law enforcer.


Encourage a discussion on ways these people can be involved with the school.

The school and teachers' role in the community

Figure 11 shows a typical school and community scene. Unfortunately in many schools parents and other valued community members do not have a strong relationship with the school.

In what ways can the school and teachers encourage greater cooperation and interaction with the local community?

In some communities parents operate markets where only nutritional foods are sold. This sort of activity benefits the school and the parents.

 As a whole class brainstorm all the advantages in bringing the school and community closer together. Ask the students to form into small groups. Provide them with drawing paper and encourage them to use the drawing at Figure 11 to develop ways of bridging the gap between the school and the community. Ask them to think of practical ways the two can come together. Use cartoons, drawings arrows and speech bubbles to illustrate.

Think of advantages for the children, the school administration, maintenance and so on. Ask, how can the teachers facilitate greater community participation in the life of the school? Allow plenty of time for groups to share their ideas and display charts for others to comment on.

1.1 Activity 19

Form into small groups. You will need mural or chart paper and felts.

Look carefully at the drawing at Figure 11 and as a group think of all the different ways to bridge the gap between the school and the community. Think of practical ways the two can come together.

Use cartoons, drawings arrows and speech bubbles to illustrate.

Think of advantages for the children, the school administration, maintenance and so on. Conclude by listing the ways teachers can facilitate greater community participation in the life of the school.

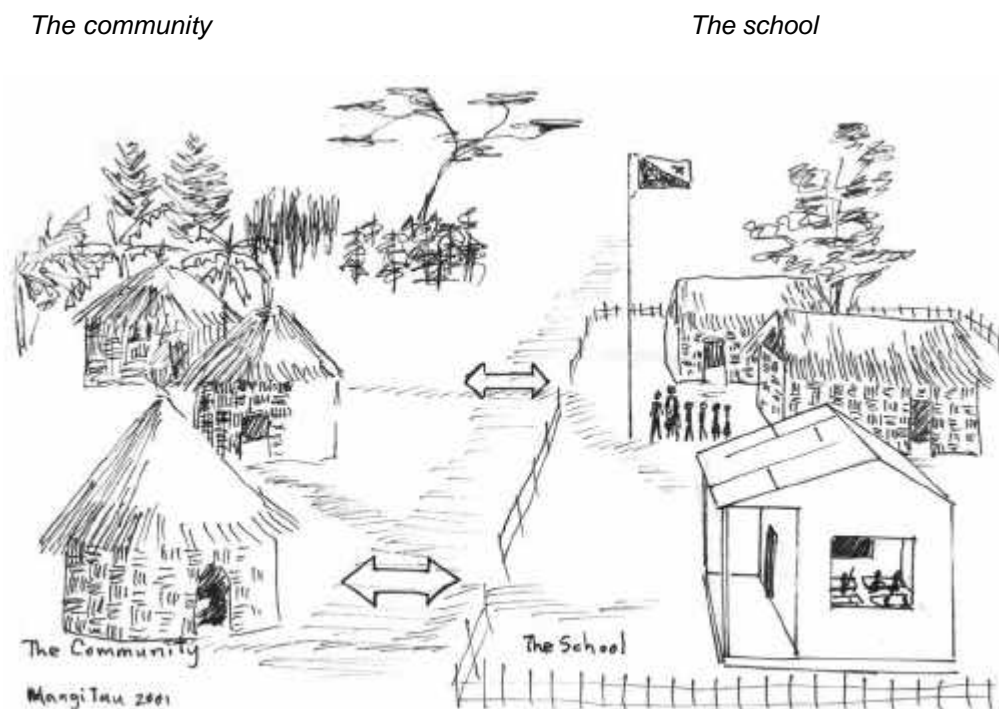


Figure 11: School and community. Drawing by: Mongi Tau, HTTC.

Glossary

Action plan	a plan for getting jobs done. usually made up of key words: who, what when.
Agenda	a list of things to be dealt with
Arbitration	settlement of a dispute by someone chosen to hear both sides and come to a decision.
Beijing Platform for Action	an international conference on women was held in Beijing, china in 1995.
Campaign:	a planned activity.
Chairperson	a neutral person who facilitates a meeting and helps a group to achieve its business.
Citizen	a member of a community
Citizenship	the duties and rights of a citizen
Clarity:	clear and concise communication. there is no misunderstanding .
Committee	A group of people chosen or elected to do a task.
Culture of a group	The patterns of behaviour, rituals and action that a group wishes to have.
Discrimination	Showing prejudice in the treatment of people.
Equality:	Being equal
Equity	Fairness and justice
Executive	Involved in the carrying out of business duties and functions.
Facilitator	A person who helps to make things easier for a group. Like a chairperson.
Gender:	Masculine or feminine roles which are given and which can change.
Inequalities	Not equal, unevenness, unequal treatment or distribution.
Participation	Involvement and activity in a task or project
Productive work	Involves the production of goods and services. Women's productive work is often less visible and less valued than men's and is usually not paid.
Recorder/Secretary	Someone who takes notes on important decisions made at a meeting

Relevance:	Useful and to the point. If a subject has relevance then it is likely to be of immediate use and interest.
Reproductive work	Involves the care and maintenance of the household and its members e.g. bearing and caring for children, food preparation,.. It is seldom considered real work.
Ritual	A ceremonial act or procedure.
Role:	A part chosen or given.
Sex:	biological male or female designated by birth.
Stereotypes	A fixed idea or popular conception.
Strategic Thinking	A logical way of thinking that leads step-by-step to an action being taken.
Strategy: steps.	a logical planned course of action to achieve a goal. Usually made up of a series of
Treasurer	Someone with financial responsibilities. Usually chosen because of trustfulness and an ability to add and subtract,

Appendix 1: Photocopy Masters

- for reproductive, productive and community service work.

Examine each drawing and determine whether the work shown in each is: a.) Reproductive, b.) Productive or c.) Community Service.



Appendix 2: Women's Solidarity



Ask the class to read each of the case studies and complete the activities.

Case study 1: Michiko Ishimure of Japan

The following case study examines the work of a Japanese women who assisted her community overcome a terrible pollution /health problem. It has been presented as six paragraphs which are out of sequence. Read carefully and order the paragraph letters in the sequence it was originally written.

A. Ishimure Michiko herself organised a civic group to assist victims of Minamata Disease and launched a movement to secure adequate compensation for them from Chisso Corporation.

B. Among those upon whom she called were a blind boy who could not talk but fumbled for a baseball bat with which to hit at stones; a fisherman's wife who, longing to live a healthy life once more and to go fishing with her husband, died in convulsive agony; a beautiful little girl who lived a death-like life; and an old man who died in madness, rending the wall and hitting his head against the head-board of his bed.

C. Towards the end of the 1950s, the people in a small fishing village on Minamata Bay in Kyushu, Japan, began to suffer from a terrible disease. Their limbs were paralysed, their lips unmovable; and they cried aloud like dogs howling in madness.

D. Japanese scientists discovered that this strange disease was caused by waste from Chisso Corporation's plant, located in Minamata City, which had polluted not only the coastal waters but also the fish and the shellfish.

E. In profound sympathy, understanding and anguish, Ishimure Michiko wrote her documentary account, *Kugai Jodo* (Pure Land Poisoned Sea), which was subtitled 'Our Minamata Disease.' This documentary brought the true results of industrialisation vividly to the attention of the Japanese people, and an enormous reaction ensued. The book openly and effectively questioned the 'productivity-first and profit-first' attitude of industrialised Japan.

F. There was one-woman visitor to this fishing village who made calls on these poor victims. She was Ishimure Michiko, a poet and housewife. She kept records of all she saw and heard during her visits to the victims.

(N.B. This extract uses the Japanese convention of putting the family name first and the personal name second.) Source: Adapted from Matsui, Y. (1975) *Protest and the Japanese Woman*, *Japan Quarterly*, 22(1), pp. 31-32.

Case study 2: The Chipko Movement of North India

India's hill forests are a critical resource, not only for the women who utilise them for gathering food, fuel and fodder but as a watershed, regulating water flow to the valleys below. However, commercial logging in the Garhwel Himalayan region led to landslides and disastrous floods. In the 1970s local resistance to forest destruction gathered pace in the form of the Chipko movement ('Chipko' means to hug). In 1974, hundreds of women from the Chamoli District in Uttar Pradesh pledged to save the trees at the cost of their own lives if necessary. When the loggers arrived the women went into the forests and put their arms around the trees, telling the loggers that they would not be able to cut the trees before first killing them. The contractors withdrew and the forest was reprieved. The Chipko movement spread and many villagers began to guard the forests, fast (not eat) for them and hug the trees to prevent them being felled. When forest officers accused the women of being foolish, saying: Do you not know what the forests bear? Resin, timber and foreign exchange", the women replied. "What do the forests bear? Soil, water and pure air! Soil, water and pure air are the very bases of life."

Source: Adapted from Weber, T. (1989) Hugging the Trees, Penguin, Hammondswoth.

2.1 Activity 19

Use the Chipko Movement case study or the case study of Michiko Ishumure to write a short story with illustrations for use with children you will teach. Adapt it to become a Papua New Guinea experience if you wish.

OR

Think of a local story that Papua New Guinean women have been strongly involved in as leaders. Turn this into a teaching resource for Grade 6,7 or 8.

Appendix 3: Gender and Development

What is gender?

 Ask the class to read the following material.

Stop and encourage discussion and use the suggested activities as appropriate.

Jenda em i wanem samting?

Gender describes what it means to be a woman or man - to be born, grow up, live and work in a particular cultural context at any particular time.

Jenda i soim yumi olsem rot we yumi kamap man o meri olsem ,
wei yumi save gro , stap na wok long wapela kalsa o pies longpela talm.
(Jena em i narakain long narapela kalsa ol taim)

The use of the word gender is important for a number of reasons:

1. Sex describes a set of biological differences between men and women.
2. In contrast, gender is the **relationship or ways of behaviour between women and men** made by people and culture.
3. This socially constructed relationship **varies according to cultural, religious, historical and economical factors**.
4. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and ways of being a man (masculinity)
5. Any ideas that women are inferior to men are not natural, nor are they based on any actual biological differences. Such ideas result from social, cultural and religious stereotypes and prejudices, and are often harmful to women.
6. Gender is learned behaviour. Ideas about what are right, normal and proper behaviour for men and women differs between cultures. The gender roles in one part of the province are very different to the gender roles in another.
7. Gender relations in any society are never static, they are always changing. It is up to the men and women together to make these changes for the better, so that all women and men enjoy their full human rights.

Senisim pasin insait long role play:

- Tupela man na meri I mas toksave gut long wanem wok em I laik mekim, go we, gat wanem tingting.
- Mas i gat luk save na respek(love).
- Noken toktok wantaim belhat = skelim samting isi
- Stretim hevi toktok long haus (samting igo bikpela sapos oli wokim long pablik).
- Man mas luksave long wok blong meri na respektim wok bilong tupela.
- Tupela yet mas toktok namel long ol iet – skelim na nidim narapela famili olsem tokpiksa.
- Givim awenes trening long grup na ol man tu imas stap.
- Ol sios ol I gat kain ol marit skul
- Trening tu imas go long arapela.
- Pasin blong daunim narapela isave kamapim kros pait, stil pasin na palnti narapela samting.

Gender division of labour

Encourage students to debate these questions before reading about gender division of labour.

Some jobs are determined by gender, that is, women and men do certain tasks because they are men's tasks and women's tasks.

Do you agree that this is sensible or right? Please explain.

Can you think of examples of certain gender determined roles being fair and natural for both men and women?

What could be wrong with gender division of labour?

Settlement	Men i go maket na mas lukautim ol haus wok na famili. Pikinini men mas halivim mama, taim em i kambek long skill / em ino inap long raun nating. Man em i raun nating long taun.
Ples	Man em I nogat bigpela wok / wan wan taim tasol. Meri mas mekim olgeta long gaden, haus» lukautim famili / pikinini mas halivim em na em i noken raun nating.
Taun	-Pikinini men mas mekim olgeta wok: haus, bebi sit, kuk, wasim ol samting. Em i nogat malolo, olgeta de, maski em i sik.
Summary	-Luk olsem planti wok ol men & ol pikinini meri i save wokim. -Men tasol I save bringim laip insait long famili / halivim wanpela narapela. -Meri tu i nidim malolo sampela taim.

Gender stereotypes

Stereotypes are ideas about a group of people which are applied to every member of a group whether they fit or not. Stereotypes can be positive and negative but they are usually too simple to be true, and are quite often wrong. Gender stereotypes are assumptions that certain characteristics of males or females are true for all males and females.

Challenging stereotypes is the process of encouraging people to question their attitudes or assumptions towards groups of people or individuals in society. In the development of our communities, gender stereotypes prevent women from equal participation in community activities and projects.

What are some of the common stereotypes that are used by both sexes to determine their roles and place in the community?

For example, 'this is man's work' and 'a woman's place is in the garden and home'.

i Ask the class to consider the effect of these stereotypes on the growth and development of girls and boys.

Role play

- Pasi rispekt namel long man na meri em i no stap.
- Man gat jealous pasin taim meri i go aut.
- Man sem long ai bilong ol poroman.
- Ol man i pilim strong long ol i ken krosim na bosim meri.
- Poro bilong man 1 strongim pasin bilong man.

Changing from the reality to the way we would like things to be ...

Act out the role play the same scene or situation but with the character now being different, based the suggested changes and recommendations to improve these situations and the ways in which men and women who respect each other and behave towards each other.

Questions after the role play
Sampela asikim bihain long pilai

Discrimination

1. Think of a moment in your life when you were a victim of discrimination.
Tingting long sampela taim long laip bilong yu long we sampela lain i bin daunim o rausim yu.
2. When did it take place and why?
Dispela i bin kamap long wanem taim na long wanem nap na bilong wanem?
3. What was the person or people who discriminated against you thinking?
Dispela man o meri ol i bin daunim yu, ol i bin i gat wanem kain tingling long yu?

4. What were they trying to say to you?

Ol i traim long tok wanem long yu?

5. Describe the people involved in discriminating against you (age, race, gender, class, province etc. Were they different to you? In what ways were they different?

Yu makim sampela samting long ol dispela lain husat i bin stap long dispela taim (krismas bilong ol, kala skin bilong ol, man o meri, ol blong wanem pies). Wanem kain lain ol i bin daunim yu? Ol i harakain long yu? Long wanem salt o pasin ol i narakain rong yu?

6. What was the basis of discrimination? Share this incident with the person next to you.

Wanem cm as tru bilong ol i bin daunim yu? Yu stori wantaim poro bilong yu long wanem samting em i bin kamap long yu na yu bin pilim olsem wanem?

7. What gave the person or people the right to discriminate against you?

Wanem samting i mekim na ol i pilim olsem ol igat rait long daunim na long bagarapim yu?

OL ASKIM BIHAIN LONG PILAI

- Husat i stop long dispela pilai?
- Wanem samting i kamap insait long dispela pilai?
- Dispela kainpasin i save kamap long pies bilongyu?
- Bilong wanem na dispela kainpasin i save kamap olsem?
- Husat tru i save kisim bagarap long dispela kainpasin?
- Sapos dispela kainpasin i kamap long yu yet, long meri bilongyu long mama bilongyu o pikinini meri bilongyu, bai yu passim maus na lukluk tasol?
- Wanem samting baiyumi ken traim long wokim long senisim dispela kainpasin?



Ask the students to read the poem, Sepik Daughter.

Sepik daughter

To be a girl... Does she know what the future holds?

She knows as soon as she walks. She knows when she is five years old.

Fetch the water. Collect firewood. Sweep the house. Mind the baby.

Follow mama... always!

Does she know, too, not in the Sepik alone...

But together with thousands of other little girls, in other parts of Papua New Guinea,

whether it be coastal or highlands, islands or plains...

It is 'Papua New Guinea Culture'.

Does she know...

She has a right to education. She has a right like her brothers.

She has the right to choose. She has the right to go and play.

East Sepik Province, Papua New Guinea



Encourage the students to write their own poems or recollections of a time when they were growing up. Get them to think of the influential women or men in their lives. Women who have or have not followed the gender roles prescribed for them.

OL WOK NAMEL IONG MAN NA MERI NA PIKININI


OLGETA DE:

Long olgeta de ol man i save mekim wanem kain wok na ol meri isave mekim women kain wok. Tingim na raitim tu ol wok meri i save mekim wanem kain wok. fingimna'irajtjmtu of wok ol pikinini man pikinini meri I save wokim

Taim	Man	Meri	Pikinini Man	Pikinini Meri
6 kilok				
7 kilok				
8 kilok				
9 kilok				
10 kilok				
11 kilok				
12 kilok				
1 kilok				
2 kilok				
3 kilok				
4 kilok				
5 kilok				
6 kilok				
7 kilok				
8 kilok				

Ol askim: Wok papa na mama na ol pikinini I save mekim long olgeta de:

- Husat i, save mekim planti wok wei I save kisim longpela taim long ples, settlemen na taun?
- Husat I save mekim ol wok taim mama I sik, igat bel o I dai.?
- Wok bilong husat ibikpela samting long femili na I stap gut na amamas long olgeta dei?
- Wonem taim stret ol meri isave malolo long mekim wok?
- Yu lainim women samting long dispela skul long pasin na wok blong man na meri na ol pikinini (ol pikinini man na pikinini meri).

 Encourage the students to complete the chart by discussing the work and working hours of the groups of people. Regional groups could provide interesting comparisons.

Taim ol meri ikirap olgeta samting long graun ikirap


Testimoni bilong Robert Lafanama, Provinsel Litresi Opisa, Simbu Provins, Jun 1994

Yumi olgeta i save ol mama bilong-yumi i save mekim ol wok olsem wonen. Mi bai tokim yupela wanpela stori long women samting mama bilong mi isave mekim na mi nau luksave long wok bilong em. Stori bilong em ihalvim yu tu long luksave long ol samting ol meri insait long femili o komuti klostu o arere long yu isave mekim.

Meri em olgeta samting, em I tru, meri em olgeta samting. Mama bilong mi save statim wok bilong em long bik moning tru wankain olsem ol narapela meri I save mekim long wokim kaikai long moning, redim ol skul pikinini long go long skul, givim kaikai long man bai em I ken go aut na mekim ol wok bilong em long olgeta de. Bihain mam bai klinim na stretim olgeta samting long haus pinis em I go long garden long mekim wok bilong em.

Mama bilong mil no bin go long wanpela skul, em meri bilong ples stret olsem tumbuna meri. Em no save long rit na rait, em ino saye long tok pisin, em I save long tokples blong em iet. Sampela taim mi no save tingting gut na tok olsem mama ino saye long narapela wanpela samting. Tasol long save log wokim garden, planim kaikai bilong famili na redim ol kaikai bilong famili, na mekim ol narapela ol samting moa. Mama ipulap tru long ol kankain samting na pasin. Olgota taim mipela kambek long skul na wok olgeta wok ipinis na kaikai istap redi tasol long mipela. Mipela ino save kros nabaut long wanpela samting long women mipela ino painim wanpela asua, bikos olgeta samting istap redi pinis blong mipela olsem mipela isi tasol na kaikai women samting mama I redim pinis long mipela. Mipela ilainim pinis long dispela kain pasin bilong mama lukautim mipela na mipela i no saye tingting long ol, hat wok mama isave long plenim ol dispela samting.

Taim mipela istap liklik iet, mi save tingting, mama bilong mi ibin save slip tu o nogat? Mi bin asikim papa bilong mi na em itok mi olsem taim mama i kirap, olgeta samting long hap long graun I save kirap wantaim. Planti taim mi bin traim tu long kirap long bik moning long long painim aut sapos dispela toktok I tru, tasol mi painim olsem em I hat trui long bihainim mama na kirap long bikmoning.

 After reading encourage the students to write testimonies of their own mothers.

Three types of work

Productive work involves production of goods and services for consumption and trade (farming, fishing, and employment and self-employment). There are two groups, paid and unpaid jobs or productive work. Both men and women can be involved in productive activities; usually their tasks and responsibilities will differ according to gender division of labour. Women's productive work is often less visible and less valued than men's and usually unpaid and or under paid.

Reproductive work involves the care and maintenance of the household and its members bearing and caring for children, food preparation, water and fuel collection, shopping; family health care. Reproductive work is crucial to human survival, yet it is seldom considered as real work. In poor communities, productive work is for the most part manual – labour intensive, and time consuming. It is always the responsibility of women and girls.

Community work and services involves the collective organization of social events and services: ceremonies and celebrations, community involvement activities;- participation in groups and organizations, local political activities and so on. This type of work is often considered in the economic analysis of communities. However, it involves considerable Volunteer time and is important for spiritual and cultural development of communities and as a vehicle for community organization and self-determination. Both women and men engage in community activities, although gender division of labour also exists here. Women, men, boys and girls are likely to be involved in all of the productive and much of the productive work. Any work in one area will affect the work in another area. Women's work load can prevent them from participating in development projects. When they do participate, extra time has to be spent on farming, producing, and training or meetings, means less time for other tasks, such as the childcare or food preparation.

Work in one area affects the work in others. Women's participation constrained, affects other roles (men must come in). Each area of work affects the other. The greater the reproductive work (many children, large house hold) the less the chance the mother will have to participate in the community. The greater the production work load – the harder it is to balance with productive work and the harder it is to find time for community work and services. If women are to be given equal opportunity, they may need time to attend meetings, join groups, and take part in training in order to be able to do this to share the reproductive work.

i Ask the students to complete the chart, Tipela kain wok.

This could be done through:

Direct observation of a household or group

Recollection of personal experiences or

Interview

TRIPLELA KAIN WOK						
	KAMAPIM SAMTING NA GIVIM SEVIS LONG NARAPELA (PRODUCTIVE)		KAMAPIM NA LUKAUTIM FEMILI (REPRODUCTIVE)		WOK BUNG NA KAMAPIMMSAMTING LONG KOMUNITY (COMMUNITY SERVICE)	
Man						
Pikinini man						
Meri						
Pikinini meri						

i Use the set of drawings in Appendix 1 to support the following activity. Examine each drawing and determine whether the work shown in each is: a) Reproductive, b) Productive or c) Community Service.

Appendix 4 Village Meeting Role Play

This is a role-play activity designed to show how participation in the community can be influenced by gender.

Explain the objectives and guide the students carefully through this activity. Play an active part in it yourself.

Objectives

1. For students to experience the frustration of being ignored as a woman in decisions that concern them.
2. To enable students to see how easy it is for women's concerns and other crucial information to be ignored when the agenda and the participants have been decided on.
3. To enable students to relate the role-play to real life situations and suggest ways of involving women in decision-making.

Method

Part 1 preparation

1. Inform the students that they are going to do a role-play and five volunteers are needed.
2. Take the volunteers outside the room and brief them on their roles and give them their role cards. (Handout 2-6). Give the 'development worker' a map of the area (Handout 1). Ask each person to consider their role on their own for five minutes. An alternative might be to prepare the volunteers the day before and ask them to consider their roles overnight.

Ask the 'government worker' and 'development worker' to discuss together and the three 'big men' to discuss together.

3. Meanwhile hand out the role statements to the remaining students, after dividing them into three groups of women from three villages (Handout 7)

Ask them to read their statements, then discuss in their 'village groups'. It is important to tell them to put away their papers and **not reveal their identity** until asked to do so.

4. Arrange a table and two chairs on one side and three on the other side in the centre of the room.

Part 2 role play

5. The three 'Big Men' come and sit down.

The 'development worker' and the 'government worker' enter and all introduce themselves.

Explain the purpose of the meeting and explain that you will stop the role-play at any time by clapping hands.

6. After each participant in the meeting has stated their position, and a discussion or argument has developed, clap your hands then inform them that the audience is in fact the women of the three villages. Then say they can go ahead with their discussion.
7. After a few minutes, if they have made no effort to consult the 'women', clap your hands again and tell them to consult the women from all the villages.
8. If they fail to at least consult at least one woman from each village, make sure that they do so.
9. After consultation, encourage them to return to their discussion as before, allow the discussion to continue for a few minutes more before finally stopping it.

Part 3 debrief

10. Ask the 'women' from each village in turn to say how they felt at being excluded, not consulted and bound by 'cultural rules'. Allow the feelings of frustration and anger to be expressed. Look at the differences in how women interpreted cultural rules.
11. The 'Big Men' debrief in turn. Especially how they felt about consulting 'their' women.
12. The 'government worker' and 'development worker' debrief, especially on consulting women.
13. If it hasn't come out in the role-play, ask why no one discussed the design of the well. Explain that all the information was present on the role cards. Women describe the water pots they use. Explain (if necessary) that the well might not have been used wherever it had been placed, because of the design of the well and the shape of the water containers. Point out the difficulty of finding out useful information when the agenda is already set, such as what the women use water for, how it affects their livelihoods, etc.

Part 4 relating the role-play to real life

14. In large or small groups, discuss the following questions:
 - a. Have you ever been in situations like this in real life?
 - b. What could be done to overcome it?

Materials

Map drawn on a chart or the board. (Handout 1)

Role cards

Handout 2 Development Worker x1

Handout 3 Government Worker x1

Handout 4 Big Man from Wagu x1

Handout 5 Big Man from Gahom x1

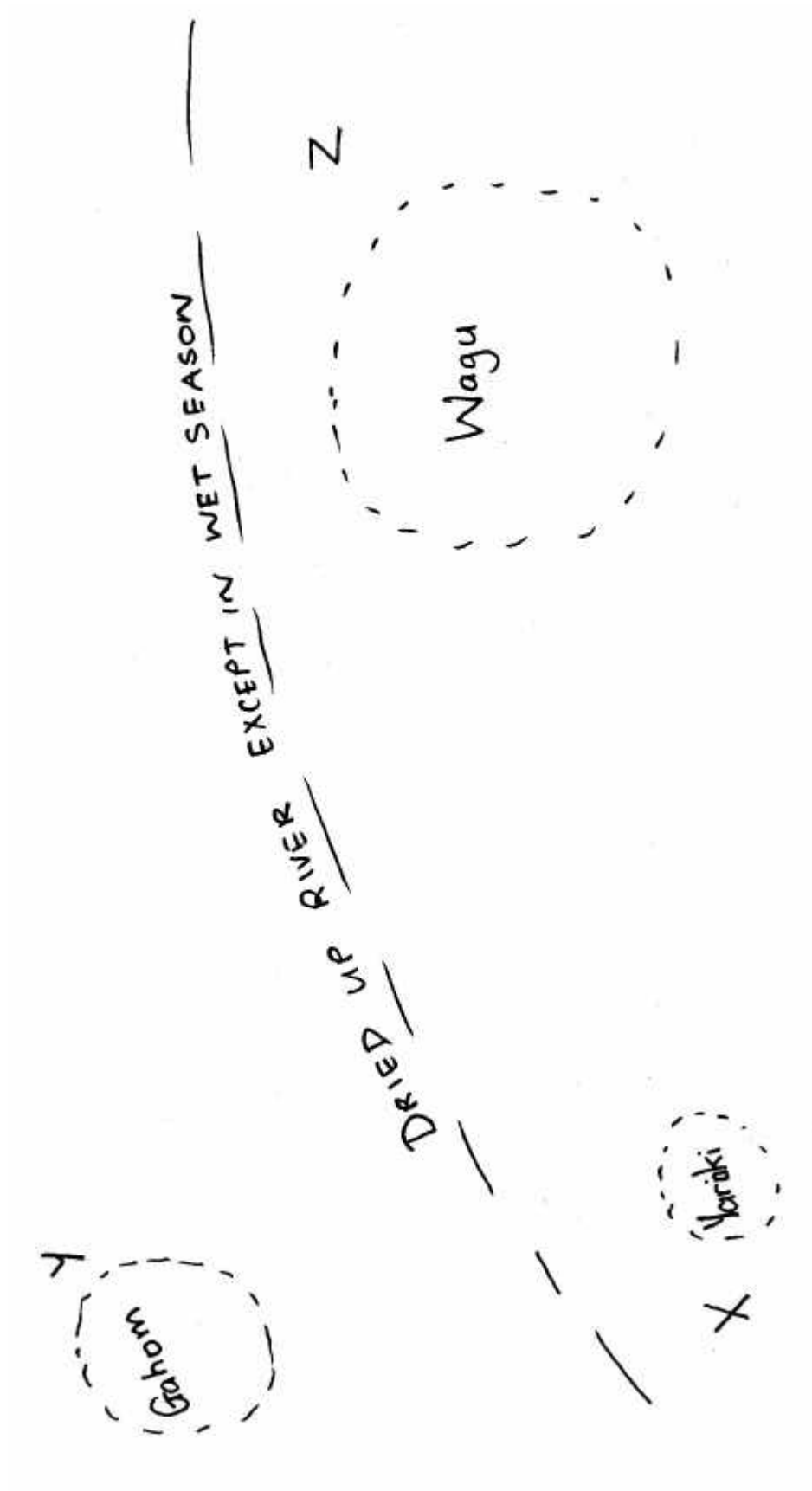
Handout 6 Big Man from Yaraki x1

Handout 7 Women (as many copies as there are students)

Facilitator's (lecturer's) notes

1. The roles of the government worker, development worker and big men are all best played by men.
2. The women in the role-play should be played by men as well as women – it is a useful learning exercise for men to learn how it feels to be ignored.
3. Ask the students to base the way they play their parts on their own experience, to make it more realistic. They are to become the characters in the role-play.
4. Time – allow the role-play to spread into more than one class period. Giving the instruction may take a lot of time. Giving participants their role cards the day before may speed things up.
5. It is important to finish the activity on a positive note - on what could be done to improve the situation (Part 4)
6. It is very important that the players in the male role do not know that the 'audience' are in fact the village women, until you tell them.

Handout 1 - map of the three villages



Handout 2 – role of development worker

1. You are the development worker and this is your first experience in Papua New Guinea. You work for an NGO and specialise in community water projects. There is a lot of sickness in this area, (which comprises three linked villages: Wagu, Gahom and Yarak), much of the sickness is caused by contaminated water. Your agency has great experience in providing water pumps, which are hygienic and efficient. The pumps raise large amounts of water quickly and efficiently and have a flat concrete surround.
 2. There are only three places where it is technically possible to site a well: X, Y and Z
 3. You favour X, since it is nearer to the road and it would be easier to build and bring in equipment.
 4. In this area you have to liaise with the government, and you are in contact with the Department of Home Affairs and the Water Board. Your agency would like to consult with the community. The government and water board have been very slow, but at last have set-up a community meeting to discuss the issue.
-

Handout 3 - role of government worker

1. You are the government worker for the Ministry of Home Affairs. You are happy that a foreign NGO is willing to install a water pump for these communities since there is a great need in the area. The government has limited resources and cannot afford to put water supplies everywhere.
2. The NGO has said that they want to talk to the community leaders, so eventually you set-up this meeting. You are a very busy man and really want to get this over and done with quickly. The government does not want foreign interference in political affairs, and you must make sure that they do not stir up trouble in the villages.
3. You know that three possible sites have been mentioned. You believe that it would be more efficient if you chose the site as you can look at it in the context of planning for the whole district. You also will avoid arguments, as local people may not have the skills to know where best to put the pump. You favour site Y since it is the furthest from any other supply.

Handout 4 - role: Wagu Village Big Man

1. You are one of the community leaders from Wagu village. You have been told that you will be getting a pump, which will supply the three villages – Wagu, Gahom and Yaraki. You are pleased and want the pump as near as possible to your village.
 2. You think it should be placed at the centre of your village because you have the largest village and therefore the greatest number of people who will benefit. Also you have worked hard for your people and want to prove to them that you are an active leader by bringing development to the community.
 3. You have heard that one of the possible sites is at Z, which is on the outskirts of Wagu, your village. You disagree, and want to ask that it be put in the center, which is also near your house.
 4. You want to know what the pump will be like and how it will benefit you.
-

Handout 5 - role: Gahom Village Big Man

1. You are one of the community leaders from Gahom village.
2. You have been told that you will be getting a pump, which will supply the three villages – Wagu, Gahom and Yaraki. You are pleased and want the pump as near as possible to your village.
3. You think it should be placed at the centre of your village because you have been suffering terribly, especially in times of drought. Your village is the furthest from any existing water supply and getting enough water has been a real problem at times.
4. The people from Wagu seem to dominate the group of three villages, and you are not sure if they will allow free access to their pump if it is situated in their village.
5. You want to know what the pump will be like and how it will benefit you.

Handout 6 - role: Yaraki Village Big Man

1. You are one of the community leaders from Yaraki village.
 2. You have been told that you will be getting a pump, which will supply the three villages – Wagu, Gahom and Yaraki. You are pleased and want the pump as near as possible to your village.
 3. You think the pump should be placed at the centre of your village because your village is between the other two villages, so that everyone will be able to use it. Also if the water is there you might be able to establish a small market there without too much difficulty. This would benefit your community and show you to be an effective leader.
 4. You want to know what the pump will be like and how it will benefit you.
-

Handout 7 role of village women

1. You are the women. One of your tasks is to provide water for the family. You collect it from different places in the river at different times of the year. At times when the river is low, you have to walk many kilometres to get it. You collect the water in pots with rounded bases.
2. Some of you come from Wagu village. This is the biggest village, and the closest to the river. You have vegetable gardens there beside the river as well as in the bush. River water is used to irrigate your crops. When the river is full you regularly produce a surplus and sell it in the market. Some of you have fruit trees there.
3. Some of you come from Gahom village. You have the biggest problem with water since you are furthest from the river. It takes you three hours to walk to the river in the dry season.
4. Some of you come from Yaraki village. In addition to your other work you sometimes go to town and sell surplus crops and other things in the market. You can only grow crops for part of the year, because for the rest of the year it is too dry. You have some vegetable gardens near the river. You spend more time during the dry season collecting water.
5. It is not considered proper for you to speak to strange men in public. Strangers seldom come to your village and you are suspicious of them. It is also not considered proper to contradict your husband or your leader publicly or to volunteer your opinion.
6. There will be a community meeting for the community leaders to discuss the siting of a new water pump. You can attend if you are not too busy.

Important: In this role-play do not reveal your identity until asked to do so.

Appendix 5: Group Organisation, Roles and Responsibilities

- The following information is about formal group organisation
- **Roles and responsibilities are set out.** The roles of Chairperson or facilitator, secretary or recorder fit into the **meeting model**, which you have just read

Group organisation

Duties of the executive and committee members

A committee is normally made up of executive members: chairperson, secretary, treasurer and perhaps an assistant-chairperson, -secretary, -treasurer and ordinary committee members. In general their duties are as described below.

Chairperson / facilitator

The chairperson/facilitator is normally regarded by the group members as being their leader. As such, he/she has two important tasks to perform:

- The chairperson must not only be, but also be seen to be, the representative of the group. Within the group, that person has to provide leadership. He or she must also have the skill to represent the group in discussions with other organizations.
- The chairperson presides over group meeting and is responsible for ensuring that they are conducted in an orderly and businesslike manner.

To accomplish these duties, the chairperson should have certain leadership qualities and skills. He/she should be someone who:

- Is respected by the group and the committee members
- Likes and understands people
- Can get people to work well together
- Behaves reasonably and respectfully even when angry!
- Knows his/her own strengths and weaknesses
- Is well informed, knows what is happening not only in the group, but also in the community at large
- Is good at solving problems and making decisions
- Takes action when necessary

When presiding over meetings, a chairperson/facilitator should:

1. Call the meeting to order on time
2. Know how to run and control a meeting
3. Not try to force his/her views on the committee

4. Ensure that the members stick to the point under discussion
5. Ensure that everyone has a say and not allow one person to do all talking!
6. Ensure that all the facts are known and understood before a decision is taken (summarize discussions)
7. Ensure that, after a decision is taken everyone understands what must be done, when it must be done by, and by whom. The chairperson should never forget that he or she is the representative of the group and has a duty towards the group. The chairperson should never use the position to promote his or her self-interest.

What the main functions of the chairperson / facilitator?

Write your answer as a set of guidelines for new facilitators.



Inform the students that they will be forming groups and as a major assignment will be required to demonstrate meeting procedure and committee roles.

They will be required to adapt the meeting model and roles and responsibilities to create a 'meeting model that they find useful.

Secretary / recorder

The secretary is considered to be the executive member responsible for administration. This is achieved by:

- Keeping an accurate record (minutes) of all committee and group meetings, detailing:
 - Dates of all meetings and place held
 - Names of those attending
 - Main points of the discussion
 - Decisions taken
 - Actions required to be taken and by whom
- Sending and receiving all correspondence. To avoid confusion one person should be authorized to enter into correspondence on behalf of the group.
- Keeping safe all correspondence and group documents.
- Ensuring that the group has all the required legal approvals, permits and other documentation.

Keep all information and record safe. One day they could be important

Example:

If the group owns a vehicle it will have to be insured and licensed. The distribution and handling of some chemical used in farming might require permits. An entertainment licence might be required before a group can hold a dance or fund-raising show. If the group owns building and equipment, they should be insured against damage or loss.

*Why is the secretary's/ recorder's role so important to the group?
Identify the five most important functions of a recorder / secretary.*

Treasurer

Not all groups need a Treasurer. If your group handles group or public money then a treasurer is needed.

As the executive member entrusted with the supervision of the group's financial affairs, the treasurer should:

- Keep safe all cash (money) held in hand. This is the petty cash fund, used to make small purchases and payments. A record of all these transaction should be made in a book kept especially for that purpose.
- Administer (look after) the money paid into and taken out of the group's bank account(s).
- Keep the accounts an accurate (correct) record of all money received and paid by the group.
- Keep all receipts invoices and bills, together with all financial records. While the accounts provide a record of financial transactions, receipt must be obtained to provide proof.

Remember – it's the group's money

What skills would a treasurer need?

What safeguards can the group have to assist the treasurer and the group's money?

Committee members

Committee members have an important role to play. They should not consider that only executive members have an active part to play in the running to the group. They must be prepared to:

1. Discuss their ideas and make suggestions
2. Help the executive members to perform their duties
3. Check that the executive members are doing their work.
4. Take full part in the work of the committee
5. Ensure that the group operates according to its constitution

If the committee members do not perform their duties the group will suffer.

A group is as good as its committee

Group members

Some members think that all they have to do is elect the committee, and then they can do nothing. A group gets the committee it deserves! If the members show little interest in the activities of the group, they should not be too surprised if the committee ignores their wishes. Group members must be prepared to:

1. Take an active part in group activities
2. Keep informed of what is happening
3. Attend and take part in meeting
4. Select committee members because they are capable of doing the work, and not just because they are relatives or/friends
5. Check that the committee is doing its work
6. Help the committee to do its work
7. Make certain the group operates in accordance with its constitution

The group gets the committee it deserves



Explain the difference between:

Committee members and

Group members

What is an Agenda?

Outline the procedure for a meeting

What is the value of minutes/records?