

Community Development Strand

Unit 2: Integrated Community Development Projects

Module: 2.1 Participatory Development



Student Support Material

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Primary and Secondary Teacher Education Project

Australian Agency for International Development (AusAID)
GRM International

Papua New Guinea-Australia Development Cooperation Program

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

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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 you 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 you 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 you 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?

"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.

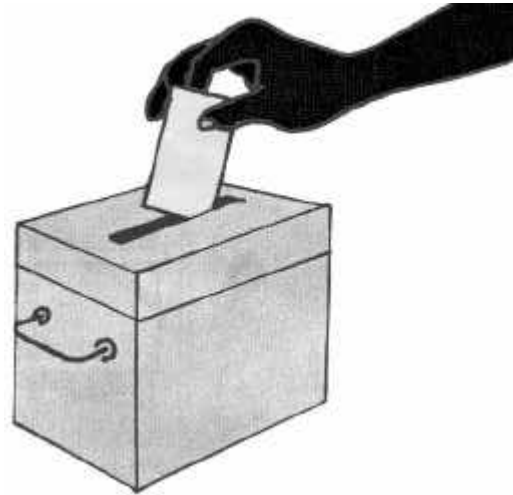
What does he mean by ‘... time of great challenges’? and what significance do these challenges have for Papua New Guinea?

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

Participation

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)

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

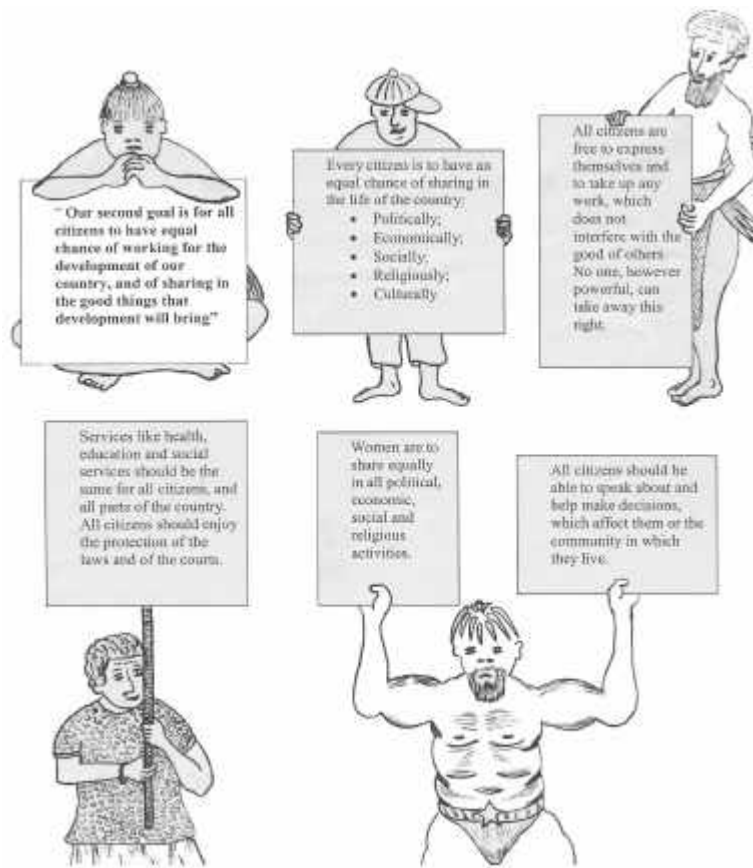


Figure 1: Equality and participation.

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.

 **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?

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	<p><i>Encourage parents to set-up healthy lunch markets in school grounds.</i></p>

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 you 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

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.

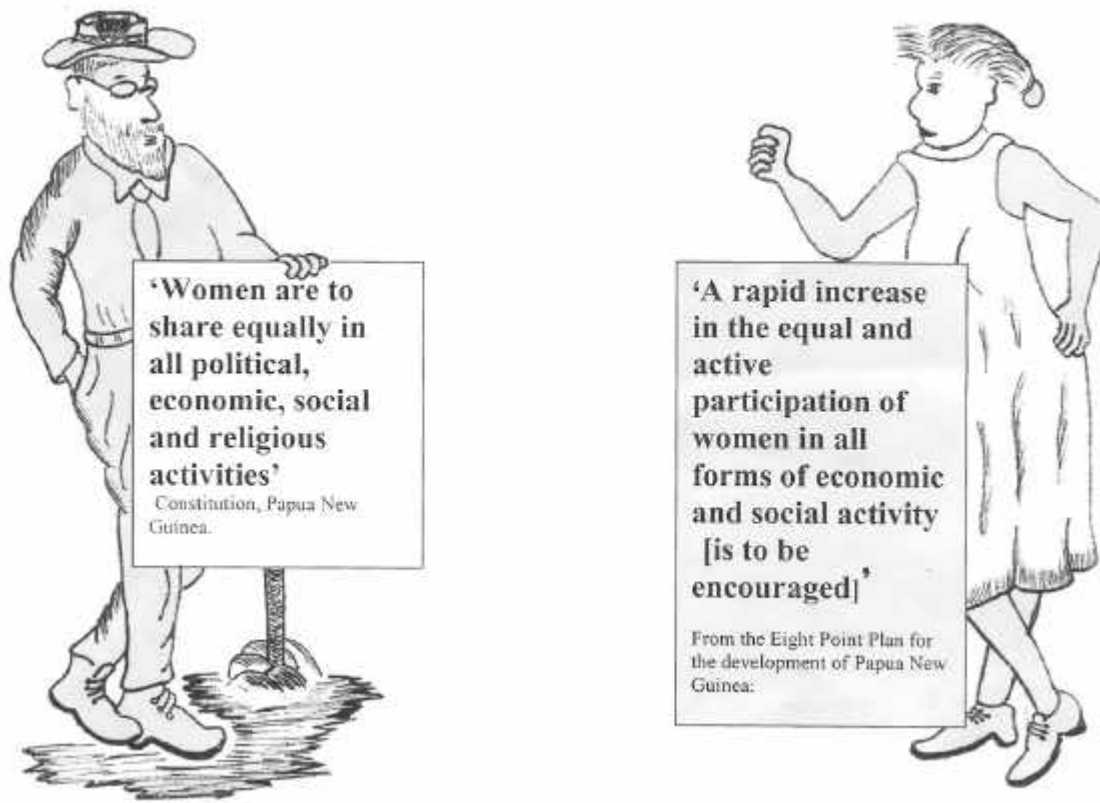


Figure 3: Women and development

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.

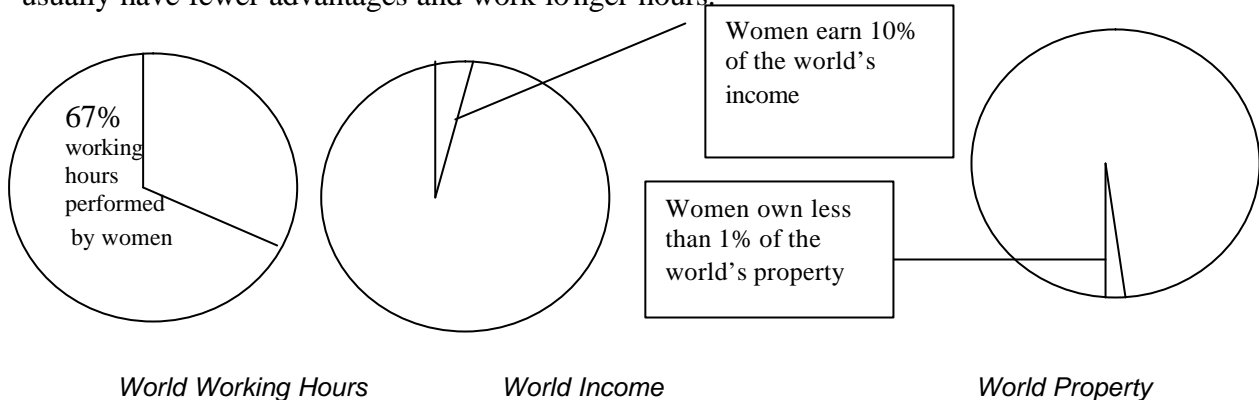
Rationale

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.

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).

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

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.

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'

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 you 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.



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?

Figure 5: Tok save tree.

Different types of meetings

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

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.

Arrival

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

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

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?

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.

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.

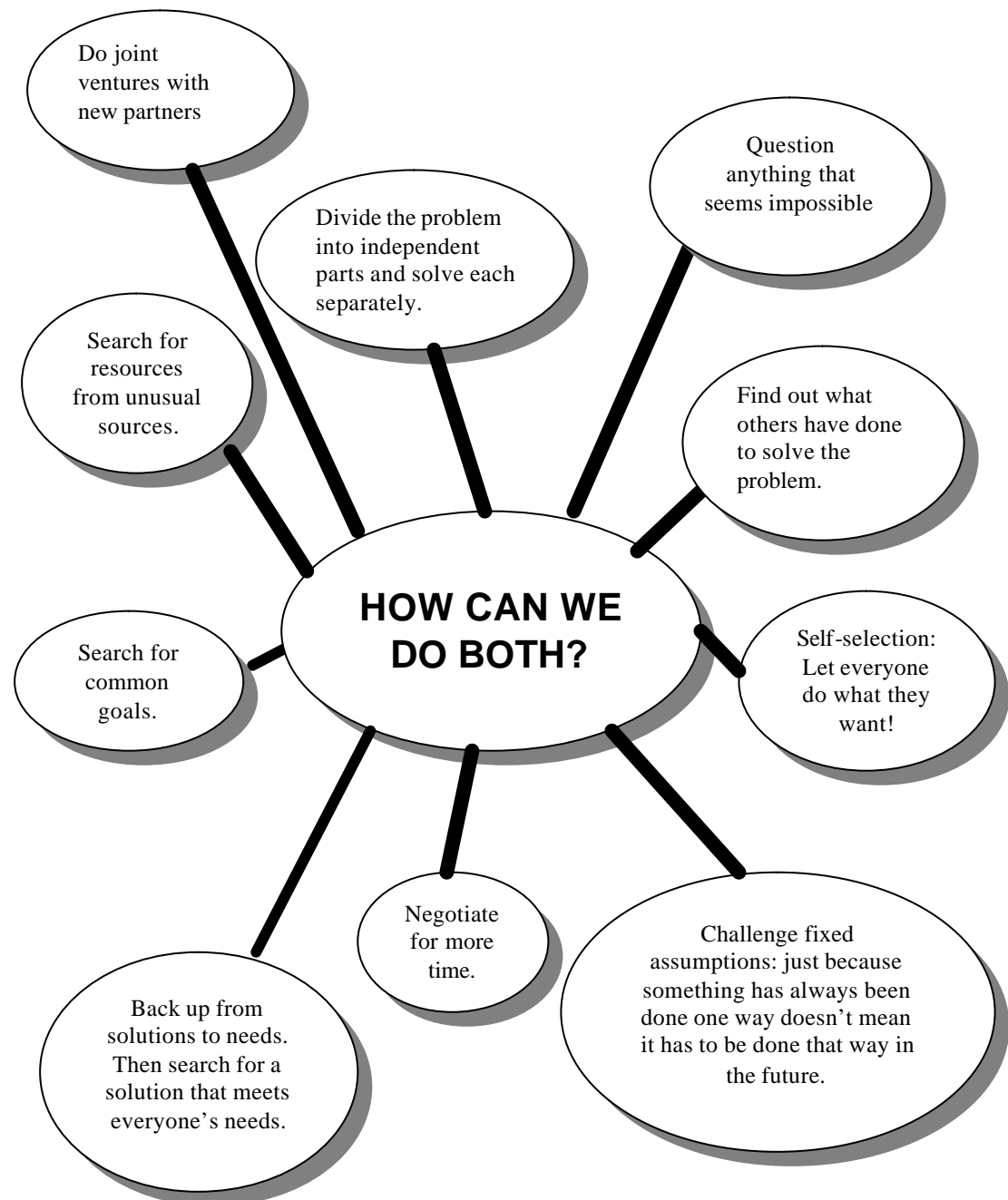


Figure 6: Ways of finding sustainable solutions.

These problem solving principles help people bring together seemingly opposing alternatives points of view into an integrated solution. All of these methods try to avoid conflict to resolve group differences. They all lead to solutions that work for everyone.

2.1 Activity 12

Read the chart at Figure 6 and prioritise the suggestions for finding solutions from most useful to least useful. Be prepared to justify your opinions.

Records

- Records of the meeting need to include:
- People present people absent
- Date/time/venue agenda items
- Decisions made
- Write down each decision as it is reached
- Include: WHO, WHAT and WHEN

Further meetings

Decide the date, time, venue and purpose of any further meetings

Ending

The group may have a ritual for ending the meeting. E.g. closing remarks by the senior member, a prayer, ..

Follow-up

After the meeting, circulate decisions to participants or keep a decision book in a central place.

Refer to Appendix 5 for more on Roles and responsibilities and group organisation.

How to run effective meetings



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

Topic 4: Awareness Campaigns

Objectives

By the end of this topic you 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.

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?

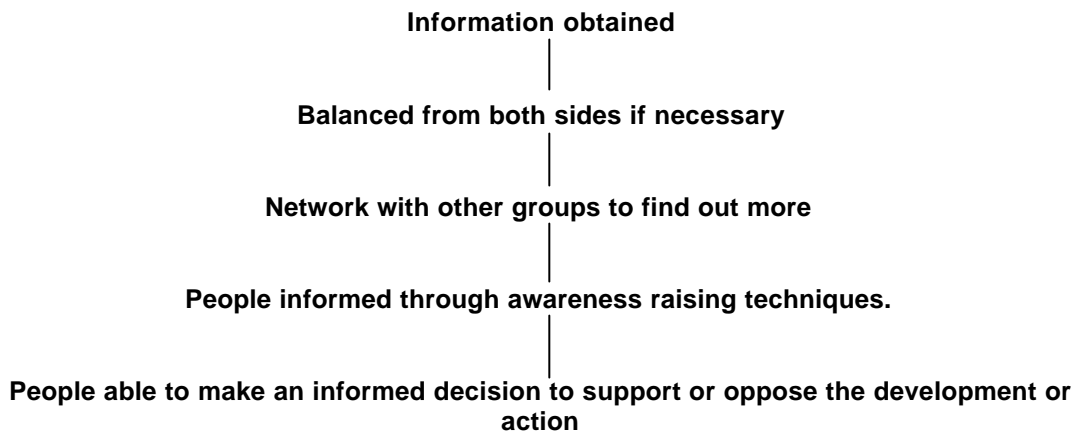
List these HIV/AIDS is an obvious one.

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?

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. storying
- Tok saves
- Drama

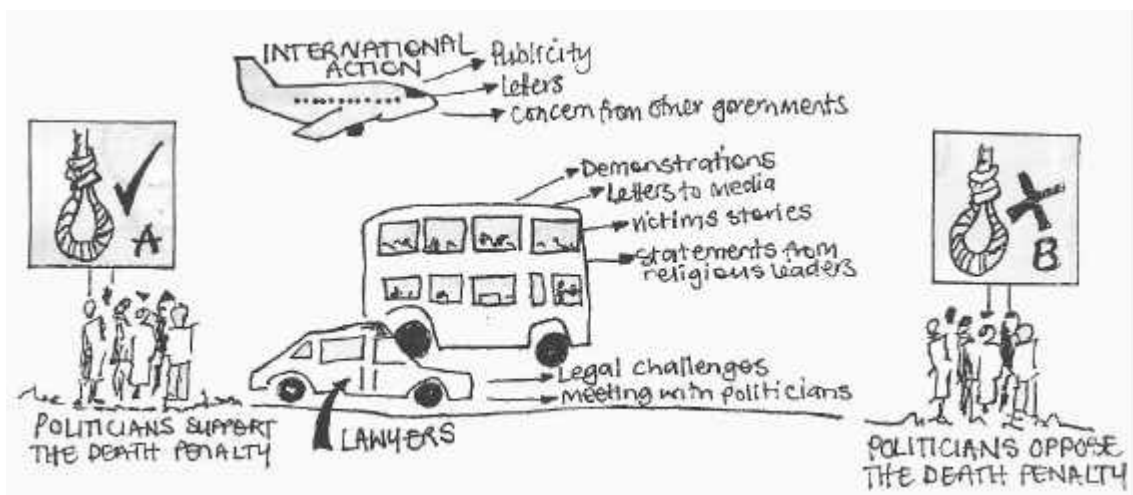


Figure 7: Example of a campaign strategy. Source: Amnesty International

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

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.

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	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. 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: <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.

PLANTI MAN, MERI NA OL PIKININI I GAT BINATANG BILONG SIK AIDS I RAUN I STAP. TASOL OL INO LUK OLSEM SIK MAN. LUKIM DISPELA PIKSA NA MAKIM O TOKAUT HUSAT TRU I GAT SIK AIDS.

DISPELA EM NAMBWAN TOKSAVE NA EM TRUPELA TOK TRU

1. Binatang bilong sik AIDS ino inap long dai long waswas.
2. Binatang bilong sik AIDS i ken i stap sampela aua o taim arasait long bodi bipo long em i ken idai.
3. Yu noken yusim sem nil long taim bilong putim makmak, sem resa long taim bilong katim akin, sem sut o nalp olgeta taim NOGAT. Yu mas senisim na yusim nupela olgeta taim.
4. Ol meri igat binatang bilong sik AIDS i ken na inap long karim bebi igat binatang bilong AIDS istap insait pinis long ol.

Sapos yu laik klaim moa bilong dispela komik buk, raitim pas igo long:
Helt Promosen, Aopi Centre
Dipatmen Bilong Helt
P.O. Box 807, Waigani, NCD.

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

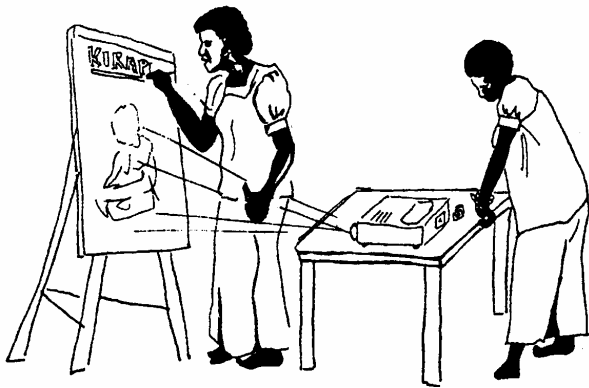
1. Keep it simple
2. Make it easy.
3. Do not ask people for what they cannot deliver.
4. Success breeds success.

“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.

Additional Activities

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



Objectives

By the end of this topic you 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

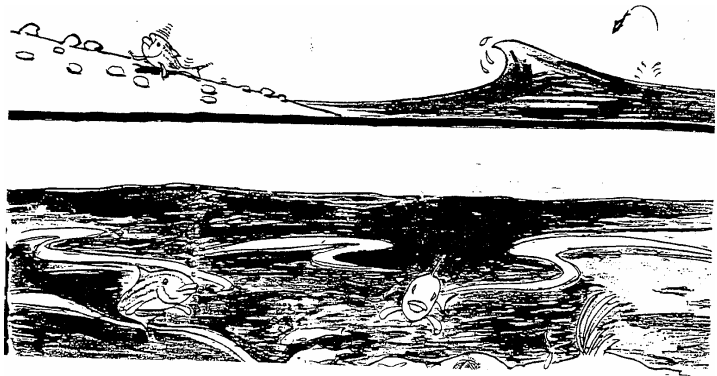
What is a facilitator?

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.

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

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?

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.

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.

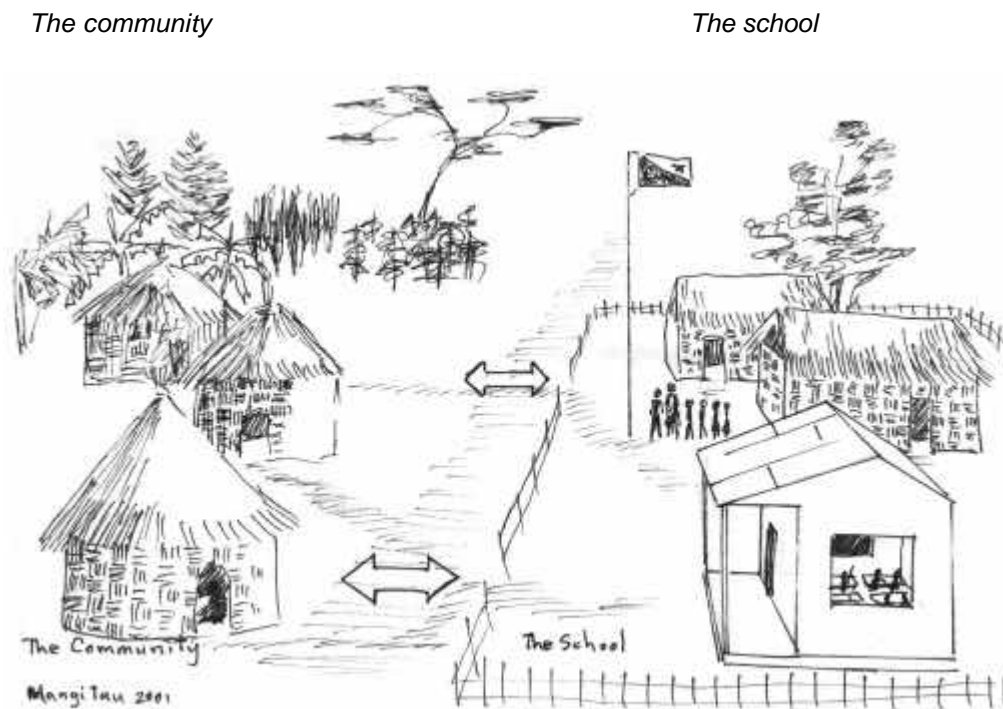


Figure 11: School and community. Drawing by: Mongi Tau, HTTC.

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,