‘Skills that help solve problems’

for

Elementary, Community and Primary Schools

capacity building activities for elementary and primary schools
booklet 2

Department of Education and
Department for Community Development
Acknowledgements
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SECRETARY’S MESSAGE

This school–based capacity building series is a step towards institutionalising capacity building. This series contains activities to enhance the capacity of community members, primary school Boards of Management (BoM), head teachers, inservice coordinators, and teachers to better perform their current work responsibilities. These school-based activities support and strengthen work-place skills and knowledge and enhance individual personal development.

Teachers, Boards of Management and communities can decide which capacity building activities are needed and the approach you will use.

Primary school teachers and school community members can use these capacity building activities for your personal and professional development, and the needs of children you teach. These capacity building activities can be undertaken by groups or individually. The Papua New Guinea Education Institute will provide accreditation to their students on the completion of assessment tasks.

The capacity building activities in this booklet help you learn about:

• How to identify what course of action needs to be taken for a problem;
• The various skills that can be used to help solve problems;
• Suggested school-Based capacity building activities that can be used by teachers, the school Board of Management (BoM) or Parents and Citizens (P&C) members.

All those involved in school administration need to develop problem solving skills in being able to better manage our schools. The same skills can be used to help solve individual and family problems.

I commend these activities to you.

Dr Joseph Pagelio
Secretary for Education
Skills that help solve Problems

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How to solve Problems Checklist 33

Suggested school-based ‘Capacity Building’ topics 37
1. Introduction

In Papua New Guinea there are many things we need to think about when trying to find an answer to a problem. ie.

**Barriers**

The following stop us from finding answers to problems:

- **Alcohol** – there is no point talking to a drunk person. The person must be sober for a problem to be solved. The alcohol problem needs to be solved before other problems can be dealt with.
- **Domestic violence** – Domestic violence is against PNG laws. Might is not right! Education and family and community support is needed to deal with this problem. Sometimes police and court action is needed.
- **Drugs** – there is no point talking to someone who has taken drugs. The drug problem needs to be solved before any other problems can be dealt with. Drugs are illegal in PNG and so drugs are a police matter.
- **Corruption** – is a criminal act. Society has to strengthen its ability to identify corrupt officers, to punish them, and to help rehabilitate them so they will not take corrupt behaviour.
- **Unemployment** – when someone is hungry or starving or their children are starving then normal values are forgotten and people become desperate. Action needs to be taken so all people in PNG are able to have their own gardens on their own land. Then everyone should have enough food to eat.
- **Traditional views on how men and women should behave** – Societies all around the world are starting to recognise the equality of men and women. Papua New Guinea is now changing many of the old customs such as bride price, having many wives and girlfriends, using young girls as part of compensation, etc.
- **Traditional beliefs in sorcery and magic (puri puri)** – Most people are adopting Christian beliefs and western culture that no longer recognises the power of sorcery and traditional magic. However, there are still people being killed because they are accused of being sorcerers. This happened four hundred years ago in Europe, but no longer happens as western culture no longer believes in sorcery. There are many books that show how magic tricks are done.
Help

The following help us find answers to a problem:

- **Family, clan and community support** – In a traditional village a problem was shouted out so everyone in the village knew what the problem was. Then other family, clan and village members could help solve the problem using traditional ways of solving conflicts. Today in towns it is much harder to get family and community support. It is still best to let concerned friends know when there is a problem.

- **Traditional Laws** – There are many good traditional laws that help provide answers to problems. It is often helpful to get advice from village elders when looking for solutions to problems.

- **Church support and Christian teachings** – The Bible has sets of laws such as the Ten Commandments about how people should behave. The teachings of Jesus also are very important as to how people should behave to each other.

- **PNG constitution** – the PNG constitution states that men and women are equal. It also states the importance of each citizen in PNG.

- **PNG laws** – PNG laws protect people from domestic violence and state what punishment should be given to those people who break the laws. It is important that people in PNG understand how the laws of PNG can protect them.

- **Turning a problem into a solution** (like turning a question into an answer) – most problems start as small problems. It helps if problems can be solved quickly before they become big problems. If there is a problem then there is an opportunity for a solution or an answer. It is usually better to tackle problems than trying to hide them or pretending that they don’t exist.

**IMPORTANT**

For a problem to be solved both people or groups must want to solve the problem. A problem will not be solved if one person or group doesn’t want to solve the problem!

These activities will help develop some useful skills that can be used to help problems. However, not all problems can be solved, and so we have to learn to live with some problems.
These are some messages that we need to remember when trying to solve a problem

**REMEMBER**

- Tackle the problem not the person!
- We do it better together!
- A problem is an opportunity for a solution!
- Respect each other’s ideas!
- Mistakes help us learn!
- I can see the other person’s point of view although I don’t agree with it!
- Am I listening to the other person?
- Are the facts true?
- Be patient!
- Would you rather be right or happy?
- Can I forgive?
- Be hard on the problem and soft on the person!
- Mediation should be the last resort!
- Respect individual differences!

**What to do?**

There are many different types of problems. Some problems we can solve ourselves. Other problems need to be solved by village, district, provincial or national courts. Criminal problems need to be dealt with by the police. When school money is stolen it is important that the police carry out an investigation and the matter is dealt with by the courts. Some domestic problems such as domestic violence need to be dealt with by the police with the assistance of community development officers. Sometimes a problem such as school land ownership needs to be dealt with by the Provincial Lands office. It is always important to have all the facts when dealing with problems, and that the right people are involved.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Who should deal with it?</th>
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</thead>
<tbody>
<tr>
<td>1. A villager is claiming compensation for the use of the school land.</td>
<td>The provincial land’s office.</td>
</tr>
<tr>
<td>2. A Headteacher has stolen school funds</td>
<td>The Police</td>
</tr>
<tr>
<td>3. A teacher has made a student pregnant</td>
<td>The Primary School Inspector and the Provincial Education office and the police</td>
</tr>
<tr>
<td>4. Parents are not paying school fees</td>
<td>The BoM</td>
</tr>
<tr>
<td>5. Pigs are getting into the school grounds</td>
<td>The P&amp;C</td>
</tr>
<tr>
<td>6. Teachers are often absent from the school</td>
<td>The BoM, the HT, the P&amp;C and the Provincial education office</td>
</tr>
<tr>
<td>7. Many children at the school are becoming sick after drinking the water from the school well.</td>
<td>The Aid Post Orderly and Provincial Health Inspector</td>
</tr>
<tr>
<td>8. Male students are drinking home brew after school</td>
<td>The BoM</td>
</tr>
<tr>
<td>9. A teacher continually bashes up his wife and children</td>
<td>The police and district court and the Primary School Inspector</td>
</tr>
</tbody>
</table>
However, there are many problems that can be solved quickly. It is always best to try and solve these problems before they turn into big problems.

**Prevention is better than a cure!**
The following skills will help you solve some problems, but not every problem. Many problems we have to live with. For example, you might hate the smell of smoke, but your good friend is a smoker. You might have to live with this problem. However, you might negotiate for your friend to always smoke outside, and never inside the house.

The twelve ‘solving problem’ skills in this booklet are:

1. Having both sides ‘win’ in solving a problem
2. Turning a problem into a solution
3. Understanding how the other person feels
4. Standing up for your rights
5. Using cooperation to solve a problem
6. Managing your emotions
7. Making both people willing to solve their problem
8. ‘Mapping’ a problem
9. Developing different solutions to a problem
10. Negotiating a solution
11. Mediating a solution
12. Seeing all parts of the problem. (seeing the big picture)

These twelve skills are useful for helping us to solve problems at school and at home.
Skill 1: How both sides can ‘win’ in solving a problem

The first skill is to change the other person or group from an opponent into a partner. Often when there is a problem one side tries to hide or withdraws from the problem. Sometime one side tries to pretend that there is no problem.

Signs that this happening are:
• Shouting at the other person
• Physical violence
• Getting other people to support your views
• Sulking or not talking

Both sides can ‘win’ and both sides should try and get what they ‘need’ rather than what they ‘want’. If both sides work together there are:
• better solutions
• better relationships
• more options before a solution is agreed upon

This picture of two pigs shows how a problem can have a win/win solution

The steps for finding a win/win solution

Step 1: Find out why both sides need what they want?

Step 2: Find out where the differences are the same?

Step 3: Look for as many options as possible

Step 4: Co-operate and agree on the best option.
Case Study 1: Win/Win
The village mothers were concerned that there were no washing facilities for the older female students at their primary school. The school BoM had all male members on the school Board who were unaware of the mother’s concern. The school BoM wanted to raise funds to build a new library for the school.

When the District Education Officer visited the school and asked what the school planned to do with Local Level funds for the school, the school BoM said they wanted to use the funds for a Library. However when the District Education Officer met with the community, the women spoke of the need for washing facilities for the older female students.

The District Education officer then arranged for some of the women leaders to meet with the school BoM. The school BoM then decided to have women representatives on the BoM, and to include a female toilet and shower as part of the new library building.

SUMMARY
- Find everyone’s needs
- Try to meet everyone’s needs
- Support other people’s values as well as your own
- Separate the problem from the person
- Be fair – what’s fair for us both?
- Look for creative options
- Be hard on the problem – but soft on people
Skill 2: Turning a problem into a solution

Often we get depressed and think that everything is going wrong for us. We often think that:

- Everything is hopeless
- We never will make any money
- We just missed out on a promotion
- We upset someone we care about
- Nobody cares about us

When someone we know is in a bad mood we can react in many different ways. We can hide from them, or tell them how they should behave. We can become angry or plan revenge.

Step 1: The first step is the skill of having a good reaction or response to someone who annoys us. We need to try and understand what the problem is and we need to listen before reacting.

Step 2: The second step is to accept the situation as it is, not how it should be. It is important not to be critical of the other person.

Step 3: The third step is to try and honestly learn from what the other person is saying. There is nothing wrong with making a mistake so long as it is an honest mistake and we learn from that mistake. A child falls over many times trying to walk or ride a bicycle before all the mistakes help the child to be able to walk or ride a bicycle. All the time we need to ask: “What can we learn from the mistake or the situation?”

Case Study 1
Thomas Edison ‘failed’ over 10,000 times trying to make an electric light bulb. When he was asked why he kept on trying he said, “I didn’t fail each time I tried, I learnt each time what wouldn’t work. Then I found a way that would work.”

Step 4: Turning problems into solutions is like turning sour lemons into sweet lemonade. It requires us to look for the opportunities that exist around us, especially if there is a problem.

Case Study 2
A new teacher at the school starts a new agriculture project. The class plants a number of new plants that aren’t growing in the community. There are different vegetables and some new fruit trees. At the end of the project nearly all of the plants have died. However, there are two of the rows of plants that are growing well. The Head teacher tells the new teacher that she is very happy with the project as the project has shown the children what will not grow in their community as well as introducing two new vegetables to the community.

SUMMARY
How can we turn our problem into solutions?
- What good things can come out of this problem?
Skill 3: Understanding how the other person feels

There are some people that are very good at making us feel comfortable and at ease. There are other people that we feel very uncomfortable with. Some people are only interested in speaking about themselves and who are very bad listeners.

Barriers to good communication are:

- **Threats** - if you are late again I’ll report you
- **Orders** – I’ll see you immediately in the office
- **Criticism** – you’re always complaining
- **Name calling** – you stupid fool
- **Telling the other person what to do** – you should be more responsible
- **Withholding important information** – you’ll love this project (without discussing the project)
- **Interrogation** – Why are you so late? Where have you been?
- **Praising to manipulate** – You are so good at report writing, will you write my report
- **Explaining reasons** – You’re so possessive that you won’t let other help.
- **Advice at the wrong time** – Why didn’t you do it this way?
- **Pretending everything is alright** – There’s nothing to worry about
- **Not addressing the problem** – There’s nothing to discuss. I can’t see any problems
- **Changing the topic** – That’s interesting. Last night I heard a funny story…
- **One better** – I was in a bad building accident …. Let me tell you about my accident. It was much worse…
- **Pretending that nothing is wrong** – Don’t worry, nothing is wrong.

For **good communication** we must:

- Respect the other person and **not dominate** them
- Respect their opinions and **not try and force your opinions** onto them
- Respect and **value their decisions**
- Respect their values and their **experiences**
• Establish a **good relationship** with the other person

The word for wanting to feel what the other person feels is **empathy**. When there is empathy there is a good relationship and a good friendship.

**Empathy** happens when

• Common interests are shared. Eg talking about their interest such as sport, their family, etc.
• Sharing an activity such as working in the gardens together, or going fishing or hunting together.

**Empathy is when:**

• I respect them and they respect me
• I value their opinions and they value mine
• I see their point of view even though I mightn’t agree with it
• I care about them and they care about what I think
• We feel comfortable with each other
• They ask my advice and I ask theirs
• They trust me and I trust them
• We like each other and can have fun together

Sometimes it is hard to establish empathy with a person. It may because the person is an authority figure that you feel uncomfortable with. Then it is important to only discuss topics that will not produce conflict.

*‘People won’t hear what you say until they know you care’*

Are you a good listener? If you are **good listener** you:

• Won’t talk about yourself unless asked
• Won’t change topics
• Won’t advise, diagnose, criticise
• Won’t say what you think the other person wants to say
• Will watch for non-verbal communication such as tears, etc.
• Will tell them if you don’t understand something
• Ask questions that will help them relax
• Ask them about their needs
• Will let them know that you understand what they are saying
• Will check that you have understood what they have said
• Will summarise what they have said about a problem
• Won’t jump to conclusions

**SUMMARY**

**Do I understand how the other person feels?**

• How do you think the other person feels about this problem?
• What is the other person trying to say?
• Have I really heard them?
• Do they know I am listening?
Skill 4: Standing up for your rights

It is often very difficult in some PNG cultures to state what you really feel. Often one is not supposed to speak in front of certain relatives so if there is a problem it is difficult to say what you really feel. Also some people are naturally bossy people, and other people are naturally quiet people.

You are a **bossy** person if you often:
- Explode violently
- Shout
- Talk over the other person
- Interrupt
- Insist you are right
- Prove your point
- Nag
- Put the other person straight
- Tell people they have to do something
- Get revenge
- Say rude things

You are a **quiet** person if you:
- Go silent
- Get depressed
- Act very politely
- Tell yourself a problem doesn’t matter
- Withdraw physically
- Get sick
- Complain behind a person’s back
- Tell someone else off rather than the person who caused the problem

Both types of people find it hard to solve problems.

Some **bossy** people **fight** a problem;
Some **shy** people **run away** from problems;
Some **quiet** people just **go along** with a problem;

**Saying what the problem is**
An important skill for solving problems is being able to **stand up for your rights in a clear polite way**. To do this you need to honestly say how you feel about what is upsetting you and what you would like to happen. ie.

<table>
<thead>
<tr>
<th>What the problem is</th>
<th>What I feel</th>
<th>What I would like to happen to fix the problem</th>
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<tr>
<td>When you arrive late to teach your class</td>
<td>I feel disappointed that the children are disrupting the other classes</td>
<td>and I would like you to be at your class at least 5 minutes before classes start</td>
</tr>
<tr>
<td>When I hear shouting at your house</td>
<td>I feel worried about your wife and children</td>
<td>and I would like you to come and discuss your worries with me.</td>
</tr>
<tr>
<td>When the school timetable is often changed</td>
<td>I get disorganised</td>
<td>so could you please give me plenty of notice before a change is made</td>
</tr>
<tr>
<td>When you ask me to do all the housework</td>
<td>I feel it isn’t fair</td>
<td>and I would like us to share the work evenly.</td>
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</tbody>
</table>
We need to understand whether we are a fighter of problems, whether we run away from problems or whether we go along with problems, and learn the skill of standing up for our rights in a polite manner.

Case Study

Puri’s Story
Puri lived with his family in a village that was a 10 minutes walk from the school. He was usually late for school as he always waited for his wife to prepare his food before coming to school. His class was often disruptive while they were waiting for him to arrive at the school and they disturbed the other two teachers at the school.
The other two teachers were women and found it hard to discuss this problem with Puri. One teacher used to get very cross with the students in Puri’s class, and the other teacher used to get cross with her husband when she went home at night.
After learning to ‘stand up for their rights’ the two teachers asked to have a meeting with Puri and said to him, “When you arrive late for school and your class is disrupting our classes we feel frustrated and we would like you to ask your wife to prepare your food earlier in the morning so you aren’t late for class.

Two classes disrupted by a noisy class in the middle.

SUMMARY
How do I stand up for my rights?
I need to know:
• What do I want to change?
• How will I tell this to the other person without blaming or attacking them?
• How can I best state how I feel
Skill 5: How you can solve a problem together

With each person we work or live with there is a different power relationship. A father has ‘power’ over his family. A mother has ‘power’ over her children. Bosses have ‘power’ over their staff. A captain has ‘power’ over his or her sports team. People who misuse their power persecute those they have power over and the sufferers become victims.

You need to think:
• What does power mean to you?
• Who has power over you?
• Who do you have power over?
• When do you feel powerful?
• What makes you feel powerful?
• When do you feel powerless?
• How can you better share your power?

Solutions to problems are much better if both people share and cooperate in the decision making. If one side has a lot more power then it is harder to make a good decision.

The best decisions are made when:
• There is a good cooperative relationship between both sides
• When both sides value the expertise both people have
• When someone doesn’t try to use their position to solve the problem
• You are not being ‘bought’ by rewards or fear of punishment
• You are not being tricked into making a decision

How to deal with powerful people
• Think of ways to help them trust you and talk to them.
• Be very clear about why you want to talk to them
• Stress the importance of a fair decision and the value of cooperative problem solving
• Find some supporters for your point of view
• Don’t attack the other person but say “Have we considered everyone’s needs..”
• Tell the powerful person good things so they won’t get angry. Eg. “What a good idea, but what if we were to also ask Heni for her ideas as well…”

<table>
<thead>
<tr>
<th>Empowering language</th>
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<tbody>
<tr>
<td>Good</td>
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<tr>
<td>I am a villager</td>
</tr>
<tr>
<td>I have more to learn about BoM roles and responsibilities</td>
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<tr>
<td>I have something I’d like to say…</td>
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<tr>
<td>Do you have a little time? There is something I would like to discuss…</td>
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<table>
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<tr>
<th>Empowering Thoughts</th>
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</thead>
<tbody>
<tr>
<td>Failure is an opportunity to learn</td>
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<tr>
<td>Success starts with commitment</td>
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<tr>
<td>Life is a continual process of growth and development</td>
</tr>
<tr>
<td>It is what we bring to life that is important – not what life brings to you</td>
</tr>
<tr>
<td>Create equal relationships – ‘power with’ instead of ‘power over’</td>
</tr>
</tbody>
</table>
SUMMARY
How do I cooperate in solving the problem?
• Am I trying to dominate the other person?
• Are they trying to dominate me?
• How can we cooperate?
Skill 6: How to manage your emotions

Our emotions can make say things that aren’t true, and do things that we normally don’t do. Sometimes our whole bodies shake when we are angry, and we want to kill someone.

The skill of managing our emotions involves:
• Safely releasing emotions:
• Being able to focus on what is causing the emotions
• Being able to communicate how you are feeling and why you are feeling that way

Emotional release: The best way to release our emotions is during a long walk or run; during our dreams at night; or hitting a pillow or sand; talking to friends; playing sport; making noise or singing; - Let the pressure out of your body – but stop when you start to feel drained.

Focussing: Relax and concentrate on the problem and ask ‘What is the main thing in this?’ ‘What’s really the matter?’ Then stop, listen and wait! You may have to do this many times before ideas and answers start coming into your mind.

Communicating Feelings: We need to ask:
• Why am I feeling this?
• What do I want to change?
• What do I need to let go of this feeling?
• Whose problem is this? How much of it is mine? How much is theirs?
• Are there unspoken messages?

If we develop skills in managing our emotions we will be better able to help others to manage their emotions.
Case study – Bel Hat
Mr Bosi has very strong opinions and like letting other people know what those opinions are. Mr Bosi was invited to attend an important meeting in the Education office and he was hoping that his presence would help him get promotion. On the morning he was due to travel, he asked his wife why his best white shirt was not ironed. His wife explained that she didn’t know what clothes he was going to wear. Mr Bosi screamed at his wife and then chased her around the yard with a bush knife. Everyone at the school heard the noise and came running out to see what was wrong. The men had to wrestle Mr Bosi to the ground so his trousers and shoes became very muddy. While the men were holding Mr Bosi, the PMV took off for the town and so Mr Bosi was unable to attend the meeting.

SUMMARY
How do I manage my emotions?

• What am I feeling?
• Am I blaming the other person for my feelings?
• Will telling them how I feel help solve the problem?
• What do I want to change?
• Do I want revenge?
• What can I do to handle my feelings?
Skill 7: Making both people willing to solve their problem

Sometimes people become so angry that they don’t want to fix the problem. Some people feel that they have been shamed; some feel that everything is unfair; some want an apology first; some only want revenge; some are deeply hurt; some are too frightened to deal with the problem; some have a grudge and some are full of resentment.

Case Study

Head teacher’s story
I was furious. At the last BoM meeting we waited for over two hours for the Chairperson to arrive. When he came he didn’t have any excuse, and I was angry that he treated the rest of us in that way. I shouted at him when he arrived and we quickly closed the meeting.

The next day I thought about what I had done and wondered why I didn’t want to solve the problem. I realised that the truth was that I was unhappy about the way he ran the BoM meetings and that I wanted him to resign. Then I felt guilty that I was using the excuse of his lateness at one meeting to encourage him to resign.

I realised that I needed to deal with the problem of the way he ran BoM meetings rather than the ‘one-off’ lateness issue.

Would you rather be right or happy?
Sometimes we have to accept something that happened in the past that we don’t like, because if we keep going back to the problem it will destroy a relationship. We need to ask ourselves whether we would rather be right or happy. We may need to forgive someone to settle a problem.

For things to Change, first I must change.
Sometimes people become ‘locked’ in a battle over a problem. For the problem to be solved one person has to make the first move and ‘unlock’ or change their views.
How do we make people willing to solve their problems?
First we need to unlock the problem so people will start talking to each other. We have to stop bringing up the same issues over and over again. Remember, that for a problem to be solved both people must want to solve the problem. Often there needs to be time spent together sharing things you both like without dealing with the problem, but just developing confidence and trust in each other. Often it helps to fix up your part of the problem first and making sure that the problem isn’t spoiling your behaviour with the other person, and that you are not threatening the other person. Then you can try and find out what has caused the problem and if it can be solved by yourselves or whether you need someone else (a mediator) to help solve the problem.

How to help get someone to agree to solve a problem
It often helps if one person makes a commitment to wanting to solve a problem before asking if the other person wants to have the problem solved. E.g.
“I’d like to clear this problem up, how about you?”
“The advantages of solving this problem are………”

You need to remember that it may be better for someone to have a problem than to solve it. Eg. a husband who is being unfaithful may prefer to have another problem with his wife that he can use as an excuse for not coming home.

SUMMARY
How do I make both of us willing to solve our problem?
- Do I want to solve this problem?
- Am I unhappy by
  - Something that has happened in the past
  - Something that I still want
  - Something that I don’t like about the other person or myself
Skill 8: ‘Mapping’ a problem

Step 1 What is the problem?
The first step to be taken in ‘mapping’ a problem is to clearly state what the problem is. It often helps to use a broad term such as communication; classroom work; land dispute; misuse of school funds; etc. These broad open-ended definitions cover many parts of the problem.

A Problem Map:

Who: ____________________________

Needs: __________________________

Fears: __________________________

Who: ____________________________

Needs: __________________________

Fears: __________________________

Who: ____________________________

Needs: __________________________

Fears: __________________________

Who: ____________________________

Needs: __________________________

Fears: __________________________

The issue ______________________

Step 2 Who is involved?
The second step is to identify everyone who is involved. It may be between two people, or it may involve a whole family, a whole team, the P&C, the BoM, the Head teacher, the Inspector, the District Education Office, the Provincial Education Office, teachers, the students, a clan, a village, a business or a mixture of different people.

Step 3 What do they really need?
The third step is to list what each person wants, values, cares about or needs about the issue. Make sure that each person sticks to the issue and doesn’t start raising new issues.

Step 4 What are their fears?
The fourth step is to list the concerns, anxieties and worries that each person has. The fears might be failure, loss of face, doing the wrong thing, loss of money, being disliked, loss of control, loneliness, losing a job, paying too much, having to start again, etc.

It is important to identify irrational fears that are highly unlikely to happen. These fears need to be listed but to be discussed so the fear disappears.
### Examples

<table>
<thead>
<tr>
<th>Issue</th>
<th>Need</th>
<th>Fear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff meetings go on for too long</td>
<td>To spend less time at meetings</td>
<td>Not enough time to get my work done</td>
</tr>
<tr>
<td>Having to look after an additional class</td>
<td>For the class teacher not to be absent from class</td>
<td>The class teacher will be upset if you complain</td>
</tr>
</tbody>
</table>

### Step 5 How to read the map?

The fourth step requires you to imagine you are the other person and to try and identify where you both have the same ideas about the problem, and the same wants and fears. This will help solutions to come out of the map. You should also identify areas where extra attention is needed before a solution can be worked out. Also identify ‘wins’ where you are happy to let the other person ‘win’, and common ‘wins’ where both sides are able to ‘win’.

#### An example of a problem map:

![Problem Map Diagram]

#### SUMMARY

How do we ‘map’ our problem?

- Clearly state the problem
- Who are the people involved in this problem?
- What are each person’s needs in this problem?
- What are each person’s worries or fears about this problem?
- What do we both agree about?
- What else do we need to do to solve this problem?
Skill 9: Developing different answers to a problem

After a problem ‘map’ has been prepared, the next step is to start to think of as many different answers for the problem as you can.

**Step 1 Make a list of many different answers**
Together, make a list of practical answers to the problem. It is important that both sides are involved in preparing possible answers. Be prepared to modify answers to suit the other person.

*Example – Pigs are destroying the school gardens*
- Kill any pigs entering the school grounds
- Get rid of all the school gardens
- Capture the pigs and make the owners pay compensation before they are returned
- Put up a sign that pigs will be kept by the school if they are found is school grounds
- The community helps build a fence that will stop pigs entering the school grounds
- Have a rule in the village that pigs need to be kept in pens
- Employ watchmen to chase the pigs away when they come to the school

You might even be prepared to ‘trade’ one proposal of your own for one of theirs. *(If you give me something then I’ll give you something)* Take care that you do not over-do the trading or it might turn into bribing! *(e.g. I’ll pay you if you help build the pig fence!)*

If more information is needed, get hold of that information. Sometimes it helps to have other people help suggest answers through a ‘brainstorming’ activity. Make sure all the suggestions are written down, and welcome all ideas no matter how crazy they might at first seem to be. Other good ideas might come from them.

**Step 2 Choose which answers are the best**
When choosing the best answers ask these questions:
- Can this answer happen?
- Is it practicable?
- Is the answer very useful?
- When could this answer happen?
- Is the answer enough to solve the problem?
- Does the problem meet both our needs?
- Is the answer fair?

It sometimes helps to work together using the questions above to prioritise the answers from the best to the worst. E.g. In the case of pigs in the school grounds the community and the teachers may have made the following priority list from all the suggestions:

1. The community helps build a fence that will stop pigs entering the school grounds
2. Capture the pigs and make the owners pay compensation before they are returned
3. Put up a sign that pigs will be kept by the school if they are found is school grounds
4. Have a rule in the village that pigs need to be kept in pens
5. Employ watchmen to chase the pigs away when they come to the school
6. Get rid of all the school gardens
7. Kill any pigs entering the school grounds
Step 3 Make an action plan for agreeing to carry out the best answer/s

When you have both agreed on the best answer it is important to agree on how you are going to carry out the answer. A simple action plan can help. Eg.

<table>
<thead>
<tr>
<th>What the task is</th>
<th>Who will do what?</th>
<th>When will the task be carried out?</th>
<th>What do we need to do this task?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community helps the school build a pig fence</td>
<td>The students will cut the stakes</td>
<td>On Wednesday afternoon</td>
<td>Timber and materials for a gate; stakes and</td>
</tr>
<tr>
<td></td>
<td>The P&amp;G will build the fence and gate</td>
<td>work days until the fence is finished.</td>
<td>bush rope to hold the stakes together.</td>
</tr>
<tr>
<td></td>
<td>The school will buy hinges and a catch for a gate.</td>
<td></td>
<td>Community labour.</td>
</tr>
</tbody>
</table>

Community building a pig fence

SUMMARY

How do we develop different solutions to our problem?

- List all the possible solutions to the problem?
- Select the solutions that give us both more of what we both want?
- Prepare an action plan
Skill 10: Negotiating a solution
Whenever people buy, sell or exchange goods and services they have negotiate or come to an agreement. Whenever there is a bride price or a compensation payment negotiation takes place. Also in our own personal lives we are always negotiating over simple things like who will look after the children, who will cook the food, who will visit sick relatives, what we will spend our money on, etc. Whenever there are different choices we have to negotiate to help make a decision.

Step 1 Preparation for negotiation
- Remember that a problem is an opportunity for an answer
- Be ready to discover new ideas and options that will make the best solution
- Prepare a problem map
- Ask yourself, what answer do I want? What are the maximum and minimum limits I am prepared to accept?
- Prepare all the facts
- Work on your side of the problem first
  - What do I want?
  - Who am I asking?
  - How will the other person benefit?
  - What can I trade or give?
- Work on the other person’s side of the problem
  - How would they argue their case?
  - What are their options?
  - What are their difficulties?
  - What will happen to them if they agree?
- Do I need to prepare a draft agreement or letter. Make ‘yes’ easy to say.
- Remember to never to negotiate until you are properly prepared. Take all the time you need before you start negotiating.

Step 2 During negotiation
- Make sure you are calm and relaxed
- build up trust by showing that you understand how they feel
- be patient and listen carefully to what they have to say
- then talk about your needs and make sure you stand up for your rights without upsetting the other person
- Discuss how possible answers or solutions will be good for both of you.
- Make sure that you don’t set up a win/lose situation.
- Only discuss the problem and the answer. Don’t start talking about other things.
- Have the courage to show that good plans will work for both sides.
- Put your solutions honestly in terms of their needs as well as you own.
- Use good questioning skills
  - Use questions to keep the discussion on the topic. E.g. Is this plan going where we want it to go? What else is important in this situation
  - Use ‘how’ or ‘what’ questions to get better answers when things aren’t clear. If the other person says I want the best, you could say ‘What would be the best for you?’
  - Question ‘all’, ‘every’ and ‘never’ statements. E.g. If the other person says, ‘All my friends agree with me.’ You might say, ‘All your friends?’
  - When the other person says a fixed statement such as ‘We couldn’t do that.’ Ask, ‘What would make it possible for us to do it?’ If someone says ‘I can’t complete
marking the test papers in time.’ Ask, ‘If you were to complete marking them in time, what would you need?’

- When the other person becomes emotional, don’t respond. Wait until they have calmed down. Sometimes it helps to change position, and ask a question such as ‘What do you really want?’ ‘How can we put it right?’ ‘I didn’t handle that well. Is there anything I can do to help the situation?’

- Don’t irritate the other person by saying things like ‘Well, I’m only being fair and reasonable.’

- Separate the person from the problem. Face the problem together. Share a large piece of paper with the problem map written on it, that you can both write on. Make sure that their point of view is on the map.

- Try and use ‘and’ instead of ‘but’ – Yes, we must include your point about not meeting too late, and how can we make sure that happens at the next meeting.’

- Start talking about thing you both agree on and know about before negotiating about differences. If you get stuck go back to areas that you both agree about.

- Make sure that what you both expect is realistic.

- Be flexible. Negotiation is a bargaining process. It is important that both sides are reasonable.

- Consider what cultural values may be involved in finding a solution to a problem.

- Never lose sight of your goal, but be flexible in getting to that goal.

- Learn from what the person is saying to you. (feedback) If necessary try something different.

- Disregard rude or unfair comments and respond with: humour, a break, a question, writing what was said, speaking calmly, asking that it be repeated, asking that it be dealt with later on, asking why the comment is fair, etc.

- Take notes even if someone else is also writing down what is happening. Note any agreements, so they can be used in later meetings if necessary.

- Know when to stop. Ie. when emotions run too high; if the discussions become stuck; if someone is very rude; if you haven’t some important information.

**Step 3 Ending negotiation**

- Make sure both sides have reached agreement and can carry out the agreement;

- Make sure that the agreement is doable, and has enough information – when, where, how, who, how much?

- Make sure the agreement is fair?

- Is any follow up needed?

- Confirm your agreement in writing, and give both sides a copy.

- When you reach an agreement – celebrate.
SUMMARY

How do we negotiate?

- What do we want to achieve?
- How can both of us ‘win’?
- What can they give me?
- What can I give them?
- Am I making sure that they are properly included?
- What points do I want to have included in an agreement?
- What can I do to make sure the other person is happy?
- What is important to me, to make me happy?
Skill 11: Mediating a solution

If a third person is needed to help find an answer to a problem, the third person is a mediator. Mediation is using a third person to help solve a problem. A pastor may be a mediator to help a husband and wife solve a problem. A Village Court Magistrate often mediates when there are problems in a village. A mediator helps both parties achieve what they want.

Mediators are often used in the following more serious problems:
• Divorce
• Domestic violence
• Theft
• Land disputes

A good mediator will:
• Help both sides see the other sides point of view;
• Will support both people and not take sides;
• Will help both sides see the different options that are available
• Will not give directions
• Will not have vested interests in the solution to a problem
• Help calm down emotions during discussions
• Be respected and accepted by both sides of a problem
• Help both sides to ‘win’
• Help both sides to explore all the options or possible solutions before choosing the best solution
• Will help both sides feel what the other person is feeling
• Make sure that both sides are standing up for their rights and are able to say what they feel
• Will make sure that one person doesn’t dominate the other person
• Make sure that both sides want to find a solution to their problem
• Will help both sides to map the problem
• Will use negation skills to help solve the problem

Setting it up
Usually one person has to suggest that a mediator be used, and then has to discuss with the other person as to which person they both respect and want to be their mediator. When you have their agreement decide a place and a time to mediate a problem. The mediator’s role will be to turn opponents into problem solving partners.

Step 1 At the beginning
• The mediator will need to explain his or her role and explain:
  o We’re here to solve a problem
  o No blaming
  o No excuses
  o No interrupting
  o Tell the truth
  o What do we want for the future
  o What do we need to fix up that happened in the past
  o Both sides need to have an equal opportunity to say what they think

• The mediator will need to make sure that the opponents sit next to each other – not opposite each other
**Step 2 Listen to everyone**
- Each person tells what has happened to them, while the others listen
- Each person repeats what is said to make sure they understand
- Each person then tells how they feel

**Step 3 Map the problem**
- While each person is talking the mediator should start mapping the problem on a large sheet of paper
- The mediator can help by summarising key points
- The mediator can help by adding options
- If necessary allow time for breaks, silences
- Concentrate on what both sides ‘want’, not what they ‘don’t want’

**Step 4 Solve the problem**
- Each person explains what they need if they are to reach agreement
- The mediator helps both sides to decide on a fair agreement.
- The agreement is written down and signed by each person.
- The mediator thanks both sides for contributing to the solution
- Often it helps to shake hands, or have a meal together at the end of a mediation to celebrate the success of the mediation.

---

**SUMMARY**

**How do we mediate?**
- Do we need a third person to help us solve our problem?
- Who is someone we both trust?
- Are we both prepared to accept the decisions that the mediator makes?
- How can we both best explain our points of view to the mediator?

**Steps in Mediation**
- Make sure the seating is fair
- Be ready to record and map the problem
- Make sure the participants speak of what they want
- Give enough time for each person to speak about the problem
- Use mapping, summarising and silences
- Give options not directions
- Use questions to avoid emotional outbreaks
- Write out the agreement and review it
- Acknowledge participation and celebrate.

**Mediation turns opponents into problem solving partners**
Skill 12: Seeing the big picture

Some problems are hard to solve because there are many other parts to the problem. For example, in towns some people steal money so they can stop their children from dying from starvation. Some people spoil their traditional hunting grounds by cutting down forests so they can have firewood or to sell the timber.

There are many international problems that the world is just starting to think about but is still not doing nearly enough about. E.g.
- Global warming and rising sea levels
- Over population
- The dying out of different species of plants, fish and animals
- The destruction of rain forests
- The pollution of cities, land and seas
- The pollution of water and the shortage of water
- Soil Erosion
- The mistreatment of women
- The spread of viruses such as HIVAIDS
- Political corruption
- Nuclear power and nuclear bombs
- Warfare in many countries
- Shortage of oil
- The unequal distribution of wealth among people and countries
- The wastage and misuse of natural resources
- The fights that take place between different religions
- Global Terrorism
- Beliefs in Sorcery
- Poor political systems such as Dictatorships
- The power of multinational companies
- The effects of globalisation

There are world wide organisations such as the Bookleted Nations which are trying to encourage countries to:
- Settle all disputes by negotiation or other peaceful means;
- Never to be the first to use force, violence or war with each other

These world wide problems may have an impact on our individual problems. Global Problems such as HIVAIDS are starting to reach into all villages in PNG. Many individual family problems and an ‘orphan’ problem are emerging as HIVAIDS spreads in Papua New Guinea. This problem is starting to affect schools as teachers become sick, parents die, there is no-one to pay school fees, orphans have to make their own gardens or stay at home to look after sick parents.

In Bougainville, International peace negotiators and peace keepers have helped to bring peace to the island. However, there are many inter-village, clan, family and individual problems still to be solved as a generation of children missed out on schooling. Many of the individual problems are part of the larger war problem, and so need to be seen as part of that ‘big picture’.
SUMMARY

How do we see a wider view of our problem?

• Am I seeing the whole picture, not just my point of view?
• What were the traditional ways of solving this problem? Can the traditional ways help?
• Are other people affected by this problem?
• What might happen if this problem is not solved now?
• How can I contribute to a better world, and help in addressing the world problems?
Appendix 1: How to ‘Solve Problems’ Checklist

The Problem: ________________________________________________________________

1. How can both of us ‘win’ in solving this problem?
   • What do I want? ___________________________________________________________
   • What does the other person want? ___________________________________________
   • Do we both want the solution to help us both? (win/win) ____________________

2. How can we turn our problem into solutions?
   • What good things can come out of this problem? ________________

3. How do I understand how the other person feels?
   • How do you think the other person feels about this problem?
   • What is the other person trying to say?
   • Have I really heard them?
   • Do they know I am listening?

4. How do I stand up for my rights?
   • What do I want to change?
   • How will I tell this to the other person without blaming or attacking them?
   • How can I best state how I feel

5. How do I cooperate in solving the problem?
   • Am I trying to dominate the other person?
   • Are they trying to dominate me?
   • How can we cooperate?

6. How do I manage my emotions?
   • What am I feeling?
   • Am I blaming the other person for my feelings?
   • Will telling them how I feel help solve the problem?
   • What do I want to change?
   • Do I want revenge?
   • What can I do to handle my feelings?

7. How do I make both of us willing to solve our problem?
   • Do I want to solve this problem?
   • Am I unhappy by
     o Something that has happened in the past
     o Something that I still want
     o Something that I don’t like about the other person or myself


8. How do we ‘map’ our problem?
• Clearly state the problem
• Who are the people involved in this problem?
• What are each person’s needs in this problem?
• What are each person’s worries or fears about this problem?
• What do we both agree about?
• What else do we need to do to solve this problem?

9. How do we develop different solutions to our problem?
• List all the possible solutions to the problem?
• Select the solutions that give us both more of what we both want?

10. How do we negotiate?
• What do we want to achieve?
• How can both of us ‘win’?
• What can they give me?
• What can I give them?
• Am I making sure that they are properly included?
• What points do I want to have included in an agreement?
• What can I do to make sure the other person is happy?
• What is important to me, to make me happy?

11. How do we mediate?
• Do we need a third person to help us solve our problem?
• Who is someone we both trust?
• Are we both prepared to accept the decisions that the mediator makes?
• How can we both best explain our points of view to the mediator?

12. How do we see a wider view of our problem?
• Am I seeing the whole picture, not just my point of view?
• What were the traditional ways of solving this problem? Can they help?
• Are other people affected by this problem?
• What might happen if this problem is not solved now?
REMEMBER

- Tackle the problem not the person!
- We do it better together!
- A problem is an opportunity for a solution!
- Respect each other’s ideas!
- Mistakes help us learn!
- I can see the other person’s point of view although I don’t agree with it!
- Am I listening to the other person?
- Are the facts true?
- Be patient!
- Would you rather be right or happy?
- Can I forgive?
- Be hard on the problem and soft on the person!
- Mediation should be the last resort!
- Respect individual differences!
Appendix 2:

‘Skills that help solve problems’

The six topics are:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Skills that help solve problems 1 - Introduction to Solving Problems</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Skills that help solve problems 2 - Developing the skills of:</strong> - 2hrs</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>1. Having both sides ‘win’ in solving a problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Turning a problem into a solution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Understanding how the other person feels</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Skills that help solve problems 2 - Developing the skills of:</strong> - 2hrs</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>1. Having both sides ‘win’ in solving a problem</td>
<td></td>
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<tr>
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<tr>
<td></td>
<td>3. Understanding how the other person feels</td>
<td></td>
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<tr>
<td>3</td>
<td><strong>Skills that help solve problems 2 - Developing the skills of:</strong> - 2hrs</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>4. Standing up for your rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Using cooperation to solve problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Managing your emotions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Skills that help solve problems 4 - Developing the skills of:</strong> - 2 hrs</td>
<td>41</td>
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<tr>
<td></td>
<td>7. Making both people willing to solve their problem</td>
<td></td>
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<tr>
<td></td>
<td>8. ‘Mapping’ a problem</td>
<td></td>
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<tr>
<td></td>
<td>9. Developing different solutions to a problem</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Skills that help solve problems 5 - Developing the skills of:</strong> - 2 hrs</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>10. Negotiating a solution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Mediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Seeing the ‘Big Picture’</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>Skills that help solve problems 6 - Solving one of my problems</strong></td>
<td>43</td>
</tr>
</tbody>
</table>

Evaluation Sheet

44
OVERVIEW

School-Based ‘skills that help solve problems’ capacity building activities

Goal: These activities are designed to help you develop ‘skills that help solve problems’

Rationale: This booklet is intended to help you to develop problem solving skills. It will do this through a series of studying readings, discussions, sharing results, debates and role plays. In this package there are six activities that can be run as a cluster workshop or at individual schools.

Content overview: The six activities are:

1. Skills that help solve problems 1 - Introduction to Solving Problems – 2 hrs
2. Skills that help solve problems 2 - Developing the skills of: - 2hrs
   7. Having both sides ‘win’ in solving a problem
   8. Turning a problem into a solution
   9. Understanding how the other person feels
3. Skills that help solve problems 3 - Developing the skills of: - 2 hrs
   4. Standing up for your rights
   5. Using cooperation to solve a problem
   6. Managing your emotions
4. Skills that help solve problems 4 - Developing the skills of: - 2 hrs
   7. Making both people willing to solve their problem
   8. ‘Mapping’ a problem
   10. Developing different solutions to a problem
5. Skills that help solve problems 5 - Developing the skills of: - 2 hrs
   10. Negotiating a solution
   11. Mediation
   12. Seeing the ‘Big Picture’
6. Skills that help solve problems 6 - Solving one of my problems – 4 hrs

Facilitator: The facilitator could be the Head teacher, a teacher, the Primary School Inspector, the District Superintendent, or another education officer.

Participants: The capacity building activities are for teachers, the HT, BoM members and interested P&C members.

Materials: You will need this booklet, butcher paper, marking pens and blue tack to run these activities.

Signposts: The capacity building activities use the following signposts:

😊😊 work in pairs or groups (tok tok wantaim)
📖📖 read the information in the book or flipchart (redim)
📝 write a response (rait)
✔️ There are model answers in the book
📝 Your answers are different so there are no model answers

Assessment: If the activities and the evaluation sheet are submitted to the PNGEI external assessor, credits can be gained for DEPI studies. Assessment is optional. This ‘Skills that help solve problems’ booklet is worth one credit point.
TOPIC 1: Introduction to solving problems

**Aim:** To be aware of a number of problem solving skills that can be used to help schools run more smoothly, and to help individuals solve personal problems.

**Outcome:** By the end of the activities you will have considered the barriers and support that exists to help solve problems, and will have identified the most appropriate action to take for different types of problems. You will also be introduced to twelve solving problem skills to be covered during the six activities activities.

**Materials:** ‘Skills that help solve problems’ booklet and flipchart, butchers paper and markers.

**Content:** This book pages 5-8; Skills that help solve problems Flipchart pgs 3-6

📖😊 Exercise 1: Read this book pgs 5-8 and the flipchart pages 3-6 and underline any words or phrases you would like to have explained. When you have finished reading, discuss any underlined words or phrases.

😊 Exercise 2: Form small pairs or small groups and discuss the following questions and list the barriers and help on butcher paper:

1. What are the three biggest barriers to solving problems in your school and community?
2. What are the three best supports to solving problems in your school and community?

😊 Exercise 3: Each group reports to the whole group on the questions you have discussed. Ask questions and share opinions.

😊 Exercise 4: Each group identifies and lists ten current school or community problems at your school and identifies who should deal with each of the problems.

👉 Conclusion: The whole group discusses the various groups’ lists and who should be dealing with the problems. The facilitator then discusses the twelve skills that will be dealt with during the course.
TOPIC 2: Skill 1. How both sides can ‘win’ in solving a problem; Skill 2. Turning a problem into a solution; Skill 3. Understanding how the other person feels.

Aim: To help you develop specific problem solving skills that can be used to help your school run more smoothly, and to help you solve personal problems.

Outcome: By the end of the activities you will have begun to develop problem solving skills of: 1. having both sides ‘win’ a problem; 2. turning a problem into a solution; and 3. understanding how the other person feels

Materials: ‘Skills that help solve problems’ booklet and flipchart, butchers paper and markers.

Content: This book pgs 9-13; Skills that help solve problems Flipchart pgs 7 - 12

📖😊😊 Exercise 1: Read and discuss skill 1: How both sides can ‘win’ in solving a problem. In pairs or small groups, share a situation where a community problem was solved and both sides were happy (both had won); and why solving problems this way was so important.

📖😊😊✍️ Exercise 2: Read and discuss skill 2: Turning a problem into a solution. Form pairs or small groups and select a school or community problem. Discuss how this problem can become a solution. Report your findings to the whole group.

📖😊😊 Exercise 3: Read and discuss skill 3: Understanding how the other person feels. Form two groups. Group 1 performs a role play to act out the various barriers to communication when dealing with a problem. Group 2 performs a role play where good communication and good empathy is shown when dealing with a problem. Reflect on your own behaviour and what you need to change to be a better listener and to have better empathy for other people.

👉 Conclusion: Discuss how each of us can practice these three skills at home, school and in the community.
TOPIC 3: Skill 4. Standing up for your rights; Skill 5. How you can solve a problem together; Skill 6. How to manage your emotions

**Aim:** To help you to develop specific problem solving skills that can be used to help your schools run more smoothly, and to help you solve personal problems.

**Outcome:** By the end of the activities you will develop the problem solving skills of: 4. Standing up for your rights; 5. Using cooperation to solve a problem; 6. Managing your emotions.

**Materials:** Skills that help solve problems’ booklet and flipchart, butchers paper and markers.

**Content:** This book pages 14-19; Skills that help solve problems flipchart pages 13 - 18

📖😊✍️ **Exercise 1:** Read skill 4: Standing up for your rights. Form pairs or small groups and identify and list 4 or 5 individual, school or community problems. Complete a table on butcher paper of:

<table>
<thead>
<tr>
<th>What the problem is</th>
<th>What I feel</th>
<th>What I would like to happen to fix the problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

📖😊✍️ **Exercise 2:** Read skill 5: Using cooperation to solve a problem. Form pairs or small groups and practise empowering language and how to deal with powerful people by using a role play where there is a powerful person who tries to dominate the meeting. In the role play eventually everyone agrees to cooperate together.

📖😊✍️ **Exercise 3:** Read skill 6: Managing your emotions. Choose participants to perform a drama of the ‘Bel Hat’ case study.

.directive

**Conclusion:** After the role play, discuss the following two questions:

1. Why do people lose control of their emotions?
2. What ways can we use to control our emotions and to calm down people who have lost control of their emotions?
TOPIC: 4: Skill 7. Making both people willing to solve their problem; Skill 8. Mapping a problem; Skill 9. Developing different answers to a problem

Aim: To help develop specific problem solving skills that can be used to help your school run more smoothly, and to help you solve personal problems.

Outcome: By the end of the activities you will develop the problem solving skills of: 7. Making both people willing to solve their problem; 8. Mapping a problem; 9. Developing different answers to a problem

Materials: ‘Skills that help solve problems’ booklet and flipchart, butchers paper and markers

Content: This book pgs 20-25; Skills that help solve problems flipchart pgs 19 - 24

Exercise 1: Read skill 7. Making both people willing to solve their problem; Form pairs or small groups and answer these two questions:
   1. Share an experience of how someone in your community was able to get the other side willing to solve their problem?
   2. List the things that can stop people from wanting to solve problems in your community.

Exercise 2: Read skill 8: Mapping a problem; Form pairs or small groups and identify a problem. Then prepare a Map of the problem on butcher paper. Each group’s map is displayed and discussed. Any additional information is added to the maps.

Exercise 3: Read skill 9: Developing different answers to a problem. In the same pairs or groups, see how many different possible answers you can list for the problem your group has mapped. Then prioritise your answers putting 1 next to their best answer; 2 next to the next best answer, etc. until all the answers have numbers. Write up the different results and display them next to their problem map. Read each other’s problem maps and different answers.

Conclusion: Discuss the problem maps and the best answers, then prepares an action plan for dealing with the problem:

<table>
<thead>
<tr>
<th>What the task is</th>
<th>Who will do what?</th>
<th>When will the task be carried out?</th>
<th>What do we need to do this task?</th>
</tr>
</thead>
</table>
TOPIC: 5: Skill 10. Negotiating a Solution; Skill 11. Mediating a solution; Skill 12. Seeing the ‘Big Picture’

**Aim:** To help you develop specific problem solving skills that can be used to help your school run more smoothly, and to help you solve personal problems.

**Outcome:** By the end of the activities you will develop the problem solving skills of: 10. Negotiating a Solution; 11. Mediating a solution; 12. Seeing the ‘Big Picture’

**Materials:** ‘Skills that help solve problems’ booklet and flipchart, butchers paper and markers.

**Content:** This book pgs 26-32; Skills that help solve problems flipchart pgs 25 - 30

📖😊😊Exercise 1: Read skill 10. Negotiating a Solution. Form pairs or small groups and answer these two questions:

- What problems are there in PNG when two people have to negotiate?
- How can you make sure that an agreement is fair?
- When is it not possible to negotiate in your community?

📖😊😊Exercise 2: Read skill 11: Mediation: Select participants to role play a domestic problem where a mediator assists solving the problem. The mediator should follow the instructions on pages 30 and 31 in this book. Discuss any behaviour that was not in line with that recommended in the booklet and discuss the mediation skills in the role play. Discuss when a mediator is required to assist in solving a problem.

📖😊😊✏️ Exercise 3: Read skill 12: Seeing the ‘Big Picture’. In the same pairs or small groups review your problem maps and different answers. Then think about ‘big picture’ issues that may have an impact on the problem and list the issues. Then discuss how to best tackle the ‘big picture’ issues.

📌 **Conclusion:** Discuss how your individual behaviour can lead to a better world for your children and future generations.
TOPIC: 6: Solving one of my problems

Aim: To help you use problem solving skills to solve a personal or school problem.

Outcome: By the end of the activities you will have identified a personal or school problem and will have practiced using the skills that help solve problems.

Materials: Course booklet, butchers paper and markers.

Content: Course booklet – Checklist for solving problems pgs 33-34

📖😊😊 Exercise 1: Choose a partner and discuss possible real problems that you could use to practice the skills to solve problems. When a problem has been selected, read through the checklist on pages 33-34 of this booklet.

😊😊📝 Exercise 2: Discuss with your partner how you intend to go about solving the problem and start preparing a problem map. Discuss each other’s problem map and make suggestions to each other.

😊😊 Exercise 3: Arrange a meeting with the person/s that you wish to solve the problem with. This will need to be done during the week.

The next week’s school capacity building activities

😊😊 Exercise 4: Reports on 1. your problem map; 2. the options to solve the problem, 3. which option best met both of your wants, and 4. if there was an agreement.

,copy→ Conclusion: Discuss: What skills were the most helpful? Which skill areas do you need to practise more?
Evaluation:

School-based capacity building activity evaluation sheet:
Name: ___________________________ Circle: Male/ Female
School: ___________________________ District: ___________________________
Province: ___________________________ Date: ___________________________
Booklet: Skills that help solve problems

Please submit this evaluation page with your assessment task.

1. What did you find most valuable about the capacity building activity?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How relevant was the capacity building activity? – please circle and add comments if you wish.

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments:________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Was the content level at the right level for all the participants?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments:________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Was the Language level at the right level?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments:________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. How suitable were the materials and handouts used in the activities?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments:________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. What suggestions do you have for improving this capacity building activity?

Comments:________________________________________________________________________
________________________________________________________________________
Example of a completed evaluation sheet

👍 Evaluation: ‘Board of Management roles and responsibilities’

School-based capacity building activity evaluation sheet:
Number of men attending: ______ 7 ______ Number of women attending: ___ 8 ___

School: ______ Giamon PS District: ___ Wopa ___
Province: _____ Northern Highlands Date: ______ 23/05/2007 ______

The facilitator should ask all participants to complete this evaluation sheet together at the end of the activities. Please hand this collective evaluation sheet to your school inspector.
NB. If you are a DEPI student you should also submit a copy of this page to your assessor with your assessment tasks.

7. What did you find most valuable about this capacity building activity? We realised that our school BoM was not following the correct procedures and we have taken action to fix up the problems.

8. How relevant was the capacity building activity? – please tick and add comments if you wish.

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M5</td>
<td>F4</td>
<td></td>
<td>M2 F4</td>
</tr>
</tbody>
</table>

Comments: It was very relevant as no-one had told our community what the Education Act laws were about the Board of Management.

9. Was the content at the right level for all the participants?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3 F6</td>
<td>M4 F2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: We all understood the different activities. The facilitator explained anything we were not sure about.

10. Was the Language at the right level?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M7 F8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: We used tok Pisin for all the activities so everyone understood.

11. How suitable were the materials and handouts used in the activities?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3 F6</td>
<td>M4 F2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: The booklet was easy to follow, and everyone enjoyed the BoM Flipchart.

12. What suggestions do you have for improving this capacity building activity?
Comments: We would like to have more time to do follow-up activities.