



# Family Business Management Training

**TRAINERS' HANDBOOK**

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## ***Before the training***

The success of your training depends on how well you prepare. Below are some important points to consider that will help you (and your partner) to prepare:

- Contact key people in the community well in advance of the training. Explain the purpose of the training and the importance of inviting couples to this training. Key people can help you spread the message and prepare the ground for the seeds of change that you hope to plant!
- Ask key people about the most convenient time to conduct the training so that both the husband and wife can participate.
- Consider asking couples to apply for the training to get their commitment to come as a couple and to attend all training sessions.
- Try and identify male and female role models in the village and encourage them to help with the training. Role models might be men that do allow the women in their families to take part in decision making or men who assist their wives with what is considered women's work. It could also be women who manage a coffee business and who are doing well.
- Organize your work in advance! Ideally you organize for one training session per week which means that the training would run over 5 weeks. If weekly trainings are not possible at least make sure you don't deliver sessions back to back – make sure there is at least a one day gap between the training sessions!
- The Family Business Management Training (FBMT) is organized into five sessions. Each session is approximately 4 hours long – but it can be shorter or longer depending on how you teach it and how the participants respond.
- If possible check out the training venue. Imagine the activities and how you can implement the training at this venue. You might want to ensure that the training is held in a place which is quiet and peaceful. You don't want spectators at the training (remember the confidentiality of the training).
- Go through the handbook (this handbook) and make notes to help you. Always be well prepared before you start a training session. Read the instructions carefully and imagine how it will run ("make a movie in your head").
- Ensure you have all the materials you need before you go the training sessions. Each session lists the materials you will need.



### HOW TO TEACH EACH SESSION

The activity title and number are at the start of each activity. There is also a suggested length of time for the activity. **1 hour**

The **materials** you will need are listed next

The **objectives** of the activity are listed next. The objectives will help the trainer to keep focussed on what is important.

Lastly the **key learning points** are listed – these are the main things you want the participants to *learn* from the activity



Next are the steps that you (the trainer) will need to follow. Each step contains the information you need to get across to the participants. Each step has a number on the left side so you can keep track of where you are up to!

- 1 It is a good idea if you can teach this course with a partner. If you teach it with a partner then when your partner is teaching their steps you have the opportunity to go over the next steps you will teach so that you are ready.

The *mak* for one trainer to end their steps and for another to begin is shown by the footprint symbol (below!)



Make sure you cover each step and all of the information in each step. Each step is necessary for people to be able to understand what you want them to learn.

- 2 When you explain the information in each step make sure it is clear to them. This will probably mean translating the information into *tok pisin* or *tok ples*. Be very careful when you translate the information that the meaning doesn't change.

Sometimes there will be a Trainers Information Box with some extra ideas to help the trainer

When you become very familiar with the steps in each topic you will be able to style things a little more. In time you will come up with your own training style!

### TRAINING JOURNAL

Keep an exercise book to write notes and comments in. This is called a training journal (or training diary). Use the training journal to write down any observations about what works and what doesn't work during the training, or any comments people have made about the training, or any great answers to questions that you

want to remember. This will help you to learn from experience so that you are able to improve the course and your training skills for next time

Write down any questions people have asked that you could not answer. This will remind you to get back to them with the answer. It is very important to get back to people with answers to their questions (even if you have to say you couldn't find an answer!) because it shows you respect them.

Write down the time and date you did each training, and how many people came to each training and their names. This is a valuable record that can be used to evaluate the course and to work out who should get a certificate at the end.

### **MATERIALS THE TRAINER WILL NEED TO RUN THIS COURSE**

You will always need the following materials whenever you teach this course:

- 1) A copy of this Handbook for your own use
- 2) An exercise book to use as a Trainers Journal
- 3) Butcher paper and markers or a white board and markers
- 4) Picture cards for the activities
- 5) An exercise book and pen to give to each participant
- 6) The training outline poster (you need to prepare this beforehand)







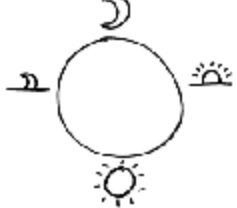

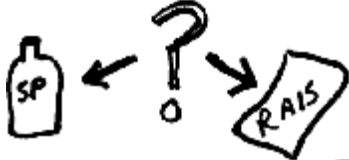

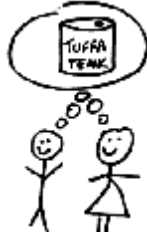
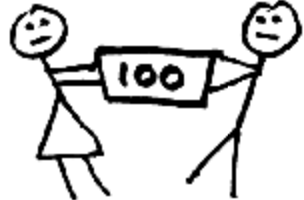

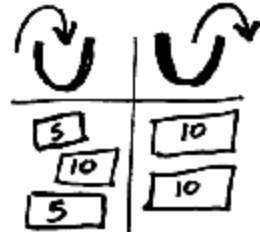
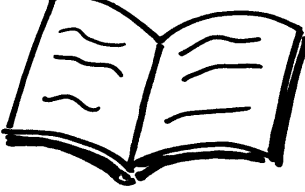
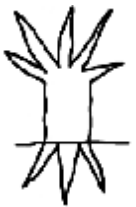
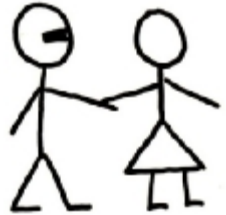
### **ENERGISERS**

During the course it is a good idea to use energisers – especially after a meal! Energisers are short activities that help to increase everyone's energy level. *Nogut ol i ai slip!* At the end of this handbook there are examples of energisers.

### **THE TRAINING OUTLINE POSTER**

You will need to develop your own training outline on butcher paper. Use the training outline on the next page to do this. You will need to put the training outline *long ples klia* at the start of the training so everyone can see what they will be doing – and you will also need it for the course evaluation. When you develop your own training outline try and use simple pictures or illustrations to describe each activity.



<b>Session 1 Exploring our household</b> 	<b>Session 2 Exploring how we work together</b> 	<b>Session 3 Managing money and coffee production</b> 	<b>Session 4 Decision making and household budgeting</b> 	<b>Session 5 Summary and planning for change</b> 
Welcome and introduction	Welcome and introduction	Welcome and introduction	Welcome and introduction	Welcome and introduction
1.1 Setting the agenda 	2.1 Exploring daily activities 	3.1 Exploring coffee production 	4.1 Decision making 	5.1 Developing your household plan 
1.2 Visioning 	2.2 Exploring generation and control of income 	3.2 Managing our expenditures – choices 	4.2 Household budgeting 	5.2 Story 
1.3 Analysis of household economy 	2.3 Building trust 	Summary, homework and closing	Summary, homework and closing	Evaluation
Summary, homework and closing	Summary, homework and closing			Closing

## Session 1 | Exploring our household



## Session 1 | Exploring our household

<b>Welcome and introduction</b>	<b>½ hour</b>
<b>Activity 1.1 Setting the agenda</b>	<b>1 hour</b>
<b>Activity 1.2 Visioning</b>	<b>1 hour</b>
<b>Activity 1.3 Analysis of household economy</b>	<b>1½ hours</b>
<b>Summary, homework and closing</b>	<b>½ hour</b>

# Session 1 | Exploring our household

## Welcome and introduction

1/2 hour

**Materials** Butcher paper and markers. Outline of training sessions.

**Objective** • Participants are informed about the course and Session 1



### Welcome (20 minutes)

Welcome participants and **introduce yourself** (also explain which company you are from)

- 1 Explain that you are here to work with coffee farming households (*tupela marit*) on **improving their family business**. This training will help them to improve their family business.

It is also important that participants understand that this training is not linked to any coffee buying.

- 1 Make sure participants understand that this training is for *tupela marit* and that both **husband and wife are required to attend**.

### ***Nogut tupela marit i no kam wantaim***

Also explain that in this training it is very important that **participants contribute and learn from each other**.

- 1 Everyone at the training brings with them a lot of knowledge and experience. It is important that everyone feels free to share their knowledge and experience so everyone can learn from each other.

Emphasise that if anyone isn't clear about something they need to ask.

### **Noken pret long autim tingting**



### Introduce the topic of the day (10 minutes)

- 2 Lastly put the training outline you developed (on butcher paper) *long ples klia*. Briefly go over what will be in the five sessions so everyone has a picture of what will happen.

Next go over what will be in Session 1.



# Session 1 | Exploring our household

## Activity 1.1 Setting the agenda

1 hour

**Materials** Item to balance on (small tree stump or small stone), flip chart paper and markers

**Objective**

- Participants get to know each other
- Participants perceive change positively,
- Participants understand why couples are invited

**Key learning points**

- Husband and wife need to support each other if they want to be successful



### Introduction of participants (30 minutes)

Get participants to sit in a circle. Join them.

Ask the participants to take 1 minute to think about **two things in their lives they want to change long stretim sindaun**. They can change anything they want; situations, persons, behaviour, things, *kain kain*. There are no limits!

You (the trainer) can start by saying your name and the two things you would want to change.

1 Then ask each participant one at a time to share with the group their name and the two things they want to change.

While listening to the contributions of the participants have a go at **paraphrasing** what they say!

Next **ask** participants

- If they have ever made a big change to their lives
- Why they think that it is important to make changes

Pay close attention to the answers, paraphrase them, and then provide a summary.

Try and come to a conclusion that **change is important to improve our lives**.

Explain that change requires courage. Are we, men and women, ready for this challenge? See if everyone **accepts the challenge** to be open to change

1 *Pasin tumbuna* has changed and continues to change. *Kastom em bilong strongim sindaun em tasol*. If the world changes then our *kastom* also has to change so that it continues to *halavim long strongim sindaun*.

Conclude by telling participants that this workshop will suggest changes that will *halavim long strongim sindaun*.

# Session 1 | Exploring our household

But it is up to the participants to decide if they want to change – *yupela yet mas glasim na skelim.*



## Setting the rules (10 minutes)

Take some time to explain that it is very important for everyone to respect each other. If everyone feels comfortable to *autim tingting* then it will make it easier for everyone to learn from each other.

Explain to participants that in order to make everyone feel comfortable to *autim tingting* we want to develop some **rules for the workshop**.

Ask participants to suggest some rules for the training session. List them on a butcher paper using words and symbols and make sure all participants agree with the rules – *yupela wanbel o nogat?*

Keep a record of the symbols you use. *Bihain ba yumi putim insait long hanbuk long halavim yupela ol trena*

2 Make sure rules regarding respect, listening, confidentiality and participation are included. Rules are needed to make people feel comfortable in the training but you don't need rules for everything – *yupela ol bikpela manmeri pinis na yupela yet inap long bosim yupela yet!*

Some good rules include:

- ✓ What people say in the training stays in the training
- ✓ Respect what everyone says
- ✓ Listen to who talks
- ✓ *Noken kros pait*
- ✓ Both men and women's voices should be heard
- ✓ Attend all training sessions
- ✓ Start on time
- ✓ Turn off mobile phones



It is a good idea to get participants to agree on a sign or word that will remind them about the rules. This can be a word such as "rules" or a clap of hands if they are late or raising both hands or pointing to the rules poster.



## Understanding households (15 minutes)

3 Find a small tree stump or tin or something else that is difficult to balance on with one leg. Then ask if anyone wants to try to stand on the stump **on one leg**.

## Session 1 | Exploring our household

It should be almost impossible to balance on the stump without support!

Tell the person who couldn't balance on the stump that they are allowed to ask their wife (or husband) to assist them to remain balanced.

Then repeat the exercise. It should be possible for the person to balance **with the help of their wife (or husband)**.

Next ask participants why they think that couples are invited to this training.

Make sure you repeat the responses you get and observe who provides answers. Are only men responding? If only men respond you can ask women to also contribute. If you don't get the responses you want don't force it!

Make the point that couples are invited because they both make up the household. The only way to improve the wellbeing of a household is for *tupela marit long wok bung wantaim*.

**Long strongim sindaun bilong famili  
tupela marit mas wan spirit na mekim**

Explain that in PNG women are generally socially excluded. It is critically important that the barriers to women's participation are brought down.

The lesson from around the world is clear – if women have the power to make decisions and have a say in how household income is used then the family does better – and the community gets stronger!

**The kumul needs both wings to fly**

3

Explain that for this training it is important that both husband and wife are present. Emphasize that it is not only the presence of both that we need but also the participation.

How does the *kumul* fly if it uses only one wing? It flies in circles!

Ask if everyone has understood why it very important for couples to go through this course. Try and get responses from women as well.

And see if there are any questions!

# Session 1 | Exploring our household

## Activity 1.2 Visioning

1 hour

**Materials** Butcher paper, marker pens for each participant

**Objective** • Couples develop a goal for their household

**Key learning points**

- It is important to have a vision, a GOAL, if you want to progress and achieve a better life
- Husband and wife (and children) need to work together on such a vision if they want to be successful



### Introduction (10 minutes)

Remind participants that this training is about improving the wellbeing of the household and about working together.

Their participation is a sign that they want to make changes to their household!

**Explain that you now want each couple to sit together and think about what they want their household to be like in 5 years time.**



*Kirapim tinging pastaim.* Ask them the following questions (you don't need to get answers to these questions – the purpose is to get them thinking!):

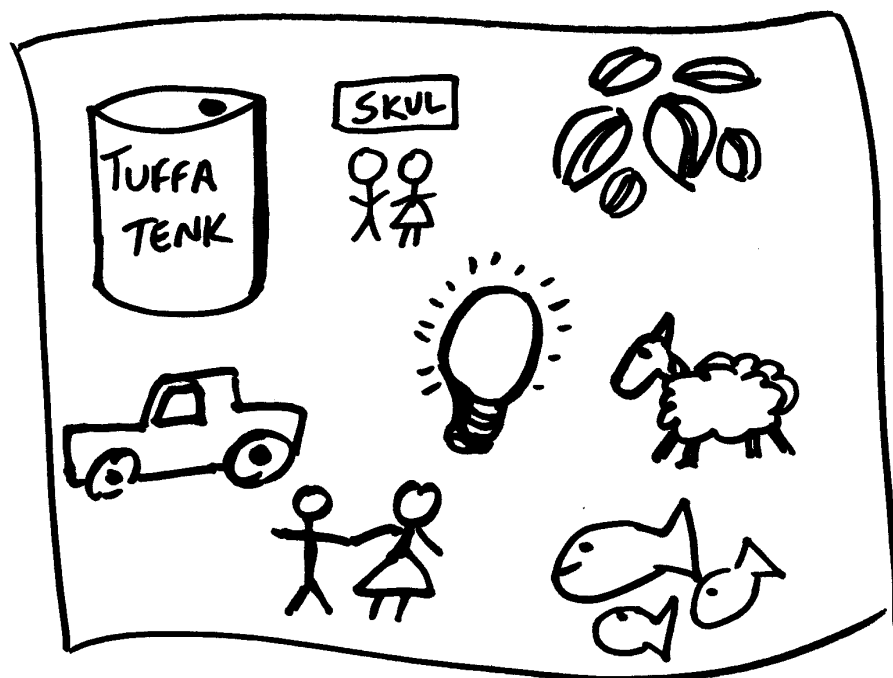
➤ What do you dream of?

# Session 1 | Exploring our household

- What will your children do? Will they be at school? Which school? Will they have a job or farm their own plot?
- How will you live and work together as a couple? Will you share responsibilities?
- Who will make the decisions?
- What will your income be like?
- What do you want your house to look like?

Show everyone an example of your own household vision (like the one below).

Explain the pictures that you have drawn and what they mean.



1



## Visioning exercise (30 minutes)

Give each couple butcher paper and marker pens. Ask each couple to draw pictures together of what they want their household to be like – what they dream about and what they want to achieve.

2

Make sure that they don't think about a better house only but also about how they will live and work together! What do they want their family to be like?

Remind everyone that it is important for couples to work **together!**

**Allow 20-30 minutes for everyone to draw their vision** then get everyone back together again. If they are not finished with their pictures tell them that it doesn't matter since they can take more time to develop the pictures at home.

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See if one couple would like to share their ideal household picture. Make sure that they explain as a couple what they want their household to be like.

If the couple did not talk much about sharing responsibilities and working together then ask them if they plan to do so.

Make sure to praise and thank the couple that shared their vision.



## Reflection (10 minutes)

Reflect with participants on the process of creating this picture. Ask them the questions below:

- What was easy what was difficult?
- Who was drawing? Who provided the ideas? Did both of you provide ideas?
- Did your husband/wife think of something that you would have overlooked?
- Why is it better if *tupela marit wantaim* contribute ideas? (four eyes see more than two, two heads are better than one, four hands achieve more than two)
- What did you learn from drawing your vision? Have you thought about developing a vision before?
- How could this be useful to you?

3



## Summary (10 minutes)

Go through what everyone did in the activity.

Tell everyone they can keep the marker pens and the butcher paper. Suggest that they continue to work on the visions for their household at home.

Give couples more butcher paper if they need it

4

Encourage *tupela marit* to put up the vision for their household on the wall of their house - it will remind them every day what they want to achieve.

Also tell participants that they will need to bring back their household vision posters later in the course.



# Session 1 | Exploring our household

## Activity 1.3 Analysis of household economy

2 hours

**Materials** Space on the ground where you can draw a tree and objects that can symbolize income and expenditure resources - or butcher paper and marker pens – or chalk to draw on cement.

**Objective** • Discover sources of income and expenditures for the household

- Key learning points**
- Understanding the household economy – the income sources and expenditures each household has and that they have to be balanced
  - Acknowledge the fact that women and men have valuable contributions and if we don't listen to both we might not get the full picture of the household
  - Learning to listen and respect the opinions of others – particularly men listening to women



### Introduction (5 minutes)

Remind everyone of the drawing that couples just made - their household vision or *driman*.

1 Explain that in order to achieve our *driman* we have to start by looking at where we are now and then deciding what we would like to change.

1 Explain that now we need to look at the basis of life in the village – the household.

***Tupela marit* need to look at their household income (*moni i kam insait*) and household expenses (*moni igo autsait*) with fresh eyes.**



### Explaining the 'in-out tree' (30 minutes)

1 Show everyone what an **in-out tree** looks like (see below).

Be sure to prepare an example of an 'in-out tree' *na putim long ples klia*

1 Explain that the roots show the different sources of income that a household has in a year. The branches show the household expenses in the same year.

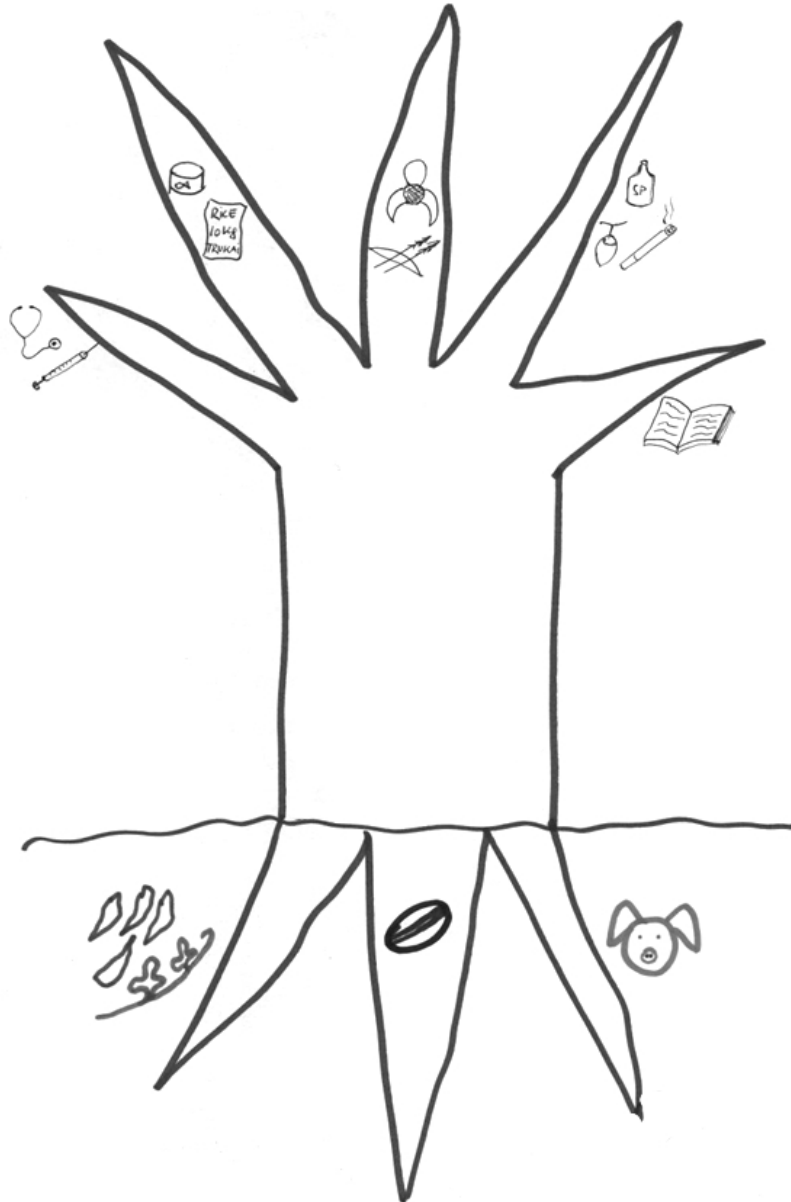
Make sure everyone is clear that you can make an **in-out tree** that shows income and expenses for each month, or for three months, or for six months, or for a year, or *laik bilong yu*. **But in this course *bai yumi wokim in-out tree sais bilong yia tasol!***

1 Show everyone how you have used symbols to represent the main sources of

# Session 1 | Exploring our household

household income and symbols to represent the main household expenses.

Also show everyone that the size of the root matters – if it is the main source of household income then it will be the biggest root. And the size of the branch matters – if it is the main household expense it will be bigger than the other branches!



Explain that an **in-out tree** is a *tok piksa*.

1

The roots nourish the tree and make the branches grow and have healthy fruit. *Em nau wankain household bilong tupela marit. Sapos yu gat planti moni kam insait long household bilong yutupela na yutupela usim moni gut bai yu inap long wokim planti samting.*

*Ol expense em i moni i go aut tasol moni i go aut em save mekim wok – wanem wok em i mekim em olsem prut bilong diwai bilong yutupela marit.*



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## Pasin long toktok (10 minutes)

Tell participants that we are going to make an **in-out tree** so that everyone gets practice doing it.

*Bihain tupela marit bai gat sans long wokim bilong ol yet.*

Explain that as we develop the **in-out tree** together *bai yumi bihainim wanpela pasin bilong toktok. Pasin bilong toktok em olsem* when you ask a question *wanpela meri mas bekim pastaim na bihain wanpela man bai bekim na bihain bai meri gen – igo igo.*

1

Make sure that everyone understands that listening is more than being quiet. It means that that you have to try and *understand* what the other person has said and you have to show respect for what they say.

- ✎ If someone speaks and you interrupt then the person might not have said the most important thing.
- ✎ If someone speaks and you *soim olsem yu no putim ia gut o yu les long tok bilong ol* this is a sign that you don't value the contribution of others. This will discourage them to continue or contribute again and valuable contributions might not be heard.



## Building the **in-out tree** (40 minutes)

Now it is time for everyone together to make an **in-out tree** for a typical household in the village.

It is better to develop the 'in-out tree' on the ground or using chalk on cement because then it is easier to rub things out and make changes.

2

Explain that we will look at the roots first – the income for the household!

Ask what the **main income sources** will be for a typical household in the village over the next year. This is just an example *olsem noken brukim het long makim olgeta wanwan* income source. If you identify the main income sources that is sufficient. *Kain olsem fiavpela em inap.*

Write each income source on butcher paper so you remember them and then for each different source of income agree on a simple picture or symbol to use to represent the income source.

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Don't forget *yumi wok long bihainim wanpela pasin long toktok*. When you ask everyone to identify income sources encourage a woman to respond first then a man then a woman again and so on.

Now ask **which household income source is the largest**. This source of income will have the largest root.

Start to make the roots of the **in-out tree**. Draw the root for the largest source of household income and then draw the symbol for the income.

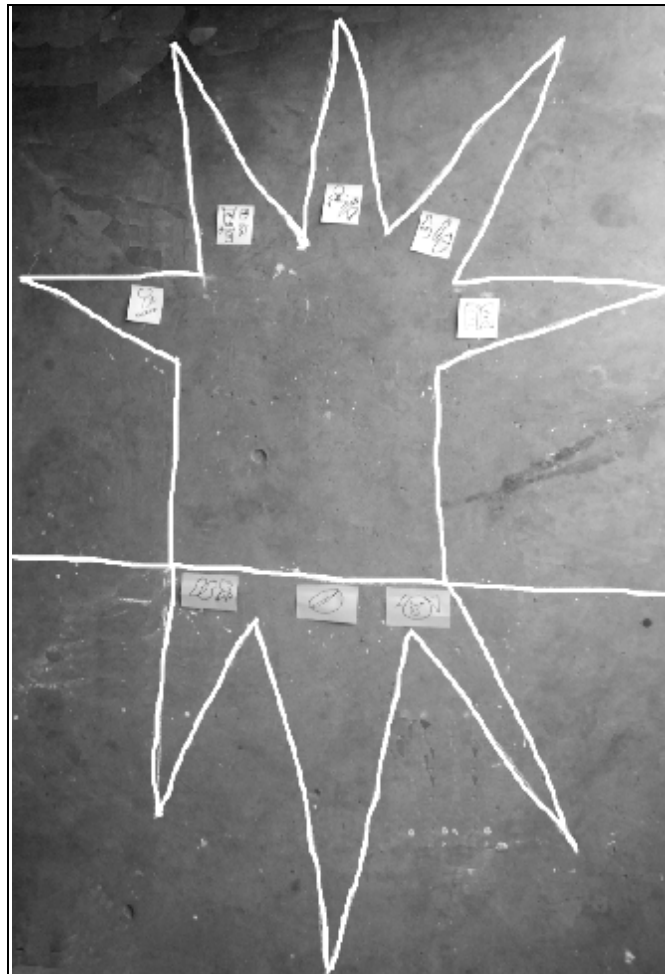
It is a good idea to get a participant to draw or make the tree for you!

*Kain olsem sapos ol tok kopi* then draw a coffee bean in the root (if you are drawing the tree on butcher paper or using cards) or place a coffee bean on the root (if you are making the tree on the ground)

Then do the same for the next most important source of household income, and the next – *igo igo na pinisim!*

The income source that is the least important (smallest) will be the smallest root!

2



# Session 1 | Exploring our household

Next it is time to look at the household expenses in the village – these will be the branches of the **in-out tree**.

Ask what the **main expenses** will be for a typical household in the village over the next year. If you identify the main household expenses that is sufficient. *Kain olsem fiavpela em inap. Yumi wokim eksampel tasol!*

*Bikpela samting yu mas grupim ol ekspens – noken brukim igo daun long ol liklik hap samting. Tok 'skul' o 'helt' o kain olsem.*

2

Write each expense on butcher paper so you remember them and then for each different type of expense agree on a simple picture or symbol to use to represent the expense.

Don't forget *yumi wok long bihainim wanpela pasin long toktok*. When you ask everyone to identify income sources encourage a woman to respond first then a man then a woman again and so on.

Now ask **which household expense is the largest** in the village. This expense will have the largest branch. *Wanwan household ino olsem ol narapela tasol yumi wok long wokim tok piksa tasol.*

Start to make branches of the **in-out tree**. Draw the branch for the largest expense and then draw the symbol for the expense.

2

*Kain olsem sapos ol tok mipela save troim wei bikpela hap kina long skulfi* then draw a pencil in the branch (if you are drawing the tree on butcher paper or using cards) or place a pencil on the branch (if you are making the tree on the ground).

Then do the same for the next largest expense and the next – *igo igo na pinisim!* The expense that is the least important (smallest) will be the smallest root!

The **in-out tree** for a typical household in the village is nearly finished now.

Go through what you have all made – the **in-out tree** for a typical household in the village - and make sure everyone is clear what it shows:

2

Point to the roots and say that this household will have the following income sources over the next year – *tok piksa tasol*. Make sure everyone is clear that the largest root is the largest source of household



# Session 1 | Exploring our household

income.

Point to the branches and say that this household will have the following expenses over the next year – *tok piksa tasol!* Make sure everyone is clear that the largest branch is the largest expense.

*Na tu ol mas klia sapos yu usim gut moni ino olsem moni lus na lus olgeta –  
nogat sapos yu usim gut moni long mekim wok wanem wok yu  
mekim em i olsem prut bilong diwai bilong yutupela marit.*



Make sure you (the trainer) keep the **in-out tree** that you made with everyone because you will need it for the next session

See if any of the participants have any observations.

2

As the trainer you can help them with some of your own observations. For example you might have observed that women didn't know how much income the household got from coffee, or you might have observed that men didn't know what income women were getting, or you might have observed that men did not mentioned expenses for household items like soap.



## Reflection on communication (5 minutes)

Ask everyone to think about the *pasin long toktok* that everyone had to follow when they made the **in-out tree**. A woman had to respond then a man then a woman. And everyone had to concentrate on being **a good listener**. Ask everyone the following questions about their experience:

3

- ↪ Was it difficult to listen only?
- ↪ How did it feel when you were listening (not speaking)?
- ↪ Why do you think it is important to listen?
- ↪ Did you learn something new?
- ↪ Any surprises?



# Session 1 | Exploring our household

## Summary, homework and closing

1/2 hour

**Materials** Butcher paper and marker pens for married couples. Ball for the 'review ball' activity.

**Objective** • *Tupela marit* identify income and expenses for their own household

**Key learning points** • Understanding the household economy – the household income sources and expenditures and the need for them to balance



### Summary (10 minutes)

Go back over what everyone did during Session 1. Congratulate everyone because today we covered a lot of ground.

1

We started to look at households – and we practiced developing an **in-out tree**.

We also practiced listening skills – men listened to women then women listened to men. Good listening is the secret to *pasin wanbel namel long tupela marit*.



### Homework (10 minutes)

Next give out butcher paper and markers to *each married couple*.

Explain that homework is an important part of this training. For homework *askim tupela marit* to make an **in-out tree** that shows their household income and expenses for the next year – *wankain we yumi wokim pinis!*

1

Encourage *tupela marit* to do a rough **in-out tree** first of all on the ground or using spare paper before doing their final copy on the butcher paper

Remind participants to practise the **listening skills** when they are drawing their tree at home. The husband should listen carefully to what the wife says – and the wife should listen carefully to what the husband says.

Ask couples to bring their **in-out tree** to the next session so they can share what they have done – and because they will need it for another activity!



### Closing (10 minutes)

Close the session by **thanking participants** for their contributions.

2

Ask if there are any remaining questions about the session. Ask if there are any doubts or confusion. And confirm the topic, time, and place of the next session.

## Session 1 | Exploring our household



### 'Review ball' (10 minutes)

Get everyone into a large circle. The trainer will throw someone a ball (or a *muli o buai* or ball made of paper) and ask them one question about any topic so far in the course.

If there are 20 or more participants then get everyone into two separate circles – as long as you have two trainers so that one trainer can help each circle!

When that person has answered the question (everyone else can help them) they have to think of a new question and throw the ball to someone else. The person they throw the ball to has to answer the question.

The activity ends when everyone in the group has had a turn answering and asking a question or when no one can think of a new question to ask!



## Session 2 | Exploring how we work together



## Session 2 | Exploring how we work together

<b>Welcome and introduction</b>	<b>1/2 hour</b>
<b>Activity 2.1 Exploring daily activities</b>	<b>1 1/2 hours</b>
<b>Activity 2.2 Exploring generation and control of income</b>	<b>1 1/2 hours</b>
<b>Activity 2.3 Building trust</b>	<b>1/2 hour</b>
<b>Summary, homework and closing</b>	<b>1/2 hour</b>

# Session 2 | Exploring how we work together

## Welcome and introduction

1/2 hour

**Materials** Butcher paper and markers. Outline of training sessions.

**Objective** • Participants are informed about Session 2



### Welcome (20 minutes)

Welcome participants. Ask people to share *sapos ol i bin stori wantaim ol haus lain long samting we ol i lainim insait long trenin.*

Then *askim tupela marit* if they managed to create their own **in-out tree**? If some couples have not managed to complete their homework gently remind them that homework is an important part of learning.

1

Explain that later in the course each couple will need their **in-out tree** so every couple will need to do it!

See if there are some couples who want to share their **in-out tree** with everyone? If couples present their tree make a big deal out of it – *olgeta paitim han!*

Then ask everyone about their **observations** – *olsem wanem long hatwok bilong wanwan tupela marit?*



Next ask the group what their experience was using the **listening skills** at home. Ask the following questions:

1

- ☛ Was it strange to keep quiet?
- ☛ Did you learn something new?
- ☛ Do you think this listening skill would be useful in other discussions?



### Introduce the topic of the day (10 minutes)

Refer to the **training outline** (on butcher paper) and explain that today we want to explore the **in-out tree** further.

2

We will look at how households generate income and spend income – and the **decisions** households make about how they spend income.

We will also look at our day to day life and explore how we organize our daily work. At the end of this session we will do an exercise on trust.



## Session 2 | Exploring how we work together

### Activity 2.1 Exploring daily activities

1½ hours

**Materials** Butcher paper and marker pens, chalk, *bilum rop*, sticks.

**Objective**

- Participants discover and appreciate women's contributions
- Participants think about their roles and learn how to work together

**Key learning points**

- Recognizing the differences in workload that men and women have. Often women would have much more to do and hardly any free time. This is not always recognized by men.
- Traditional separation of workload can be changed – men can support their wives in their daily work. *Em bai stretim sindaun na strongim family.*



#### Introduction (5 minutes)

**Review** the training so far. Remind everyone that men and women have different tasks to do.

1

Explain that couples need to look at the work that men do and the work that women do with fresh eyes.

If the work that men do and the work that women do is shared more equally the household will be able to do more and produce more.

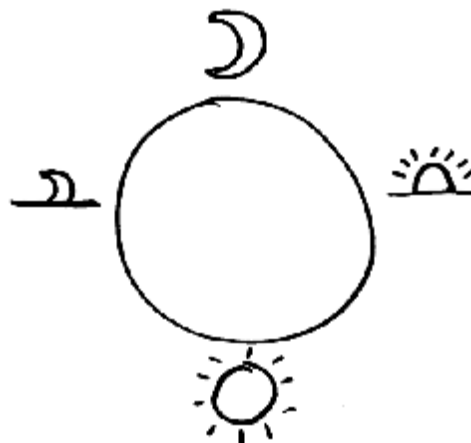


#### Building an activity clock together (40 minutes)

Draw a circle on butcher paper or on the ground (or on cement using chalk). Explain that the circle is like a 24 hour clock.

Draw (or place) symbols on the clock to show when the sun rises, full sun at midday, when the sun sets, and a symbol of the moon to indicate night time.

2



## Session 2 | Exploring how we work together

Next ask one couple to volunteer as the model couple for the activity clock.

If you can't get a couple to volunteer then you (the trainer) can use yourself as the model

2

Ask the volunteer couple to **imagine a normal day in their lives** - not a special or busy day but a typical day!

What tasks would they have to do from the time they wake up until they go to sleep again? Make sure you get them to also think about tasks such as sleep, childcare, socializing, relaxing, playing cards, etc.

Next begin to divide up the activity clock as if it was pieces of pie (or cake).

Start *long taim yu slip kirap*.

If *brukim paia* is the first task of the day the volunteer couple do then make it the first slice of pie. If *redim kaikai* is the second task of the day the volunteer couple then include it as the second slice of pie.

2

Don't draw the pieces of the pie because it will be hard to chop and change. Instead use *bilum rop* or sticks to divide up the activity clock – *wokim olsem em bai isi long plai plai!*

In each slice of pie you will need to place a symbol of the activity. *Kain olsem sapos ol tok wanpela task emi i brukim pai kisim wanpela hap diwai tasol na putim insait.*

If two tasks are being performed at the same time you can include a symbol for both tasks in the same piece of pie.

*Wokim igo igo na pinisim* the activity clock for the volunteer couple.

Next get everyone to look again at the activity clock for the volunteer couple

It is very important that the size of the slice of pie for each task is relative (or compared) to the size of the slice of pie for the other tasks.

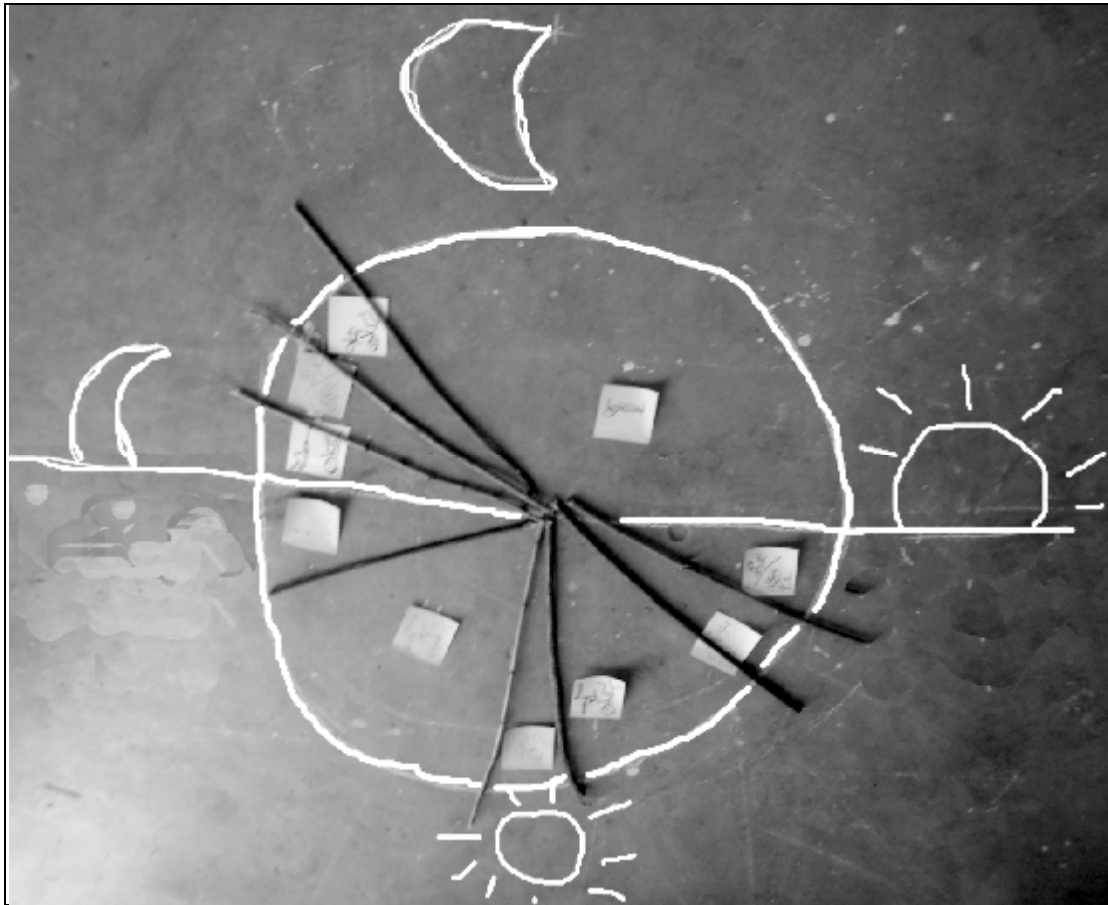
2

This means if more time is spent getting breakfast ready than on *brukim paia* then the slice of pie for cooking breakfast should be larger than for *brukim paia*.

Make sure the slices of the pie are relative – chop and change the activity clock with the volunteer couple until the clock shows the daily tasks and which tasks take the most time (compared to the other tasks).

What you are trying to come up with is a *tok piksa* of a normal day in the life of the volunteer couple!

## Session 2 | Exploring how we work together



### Building an activity clock for men and women (45 minutes)

Ask everyone if the tasks done by men each day are different from the tasks done by women? If the volunteer was a man then the tasks that he does each day will be different to the tasks done by his wife.

Explain that now we will explore the different tasks done by men and women. Split the group into two groups – men in one group and women in the other.

Ask each group to create an activity clock for a typical day in the life of a man (if it is the men's group) or a typical day in the life of a woman (if it is the women's group).

Each group can draw the outline of their clock on the ground or on butcher paper – but it is important that they use sticks or *bilum rop* to divide up the pieces of the pie – and objects to represent the different activities. This will make it easier for each group to *plai plai* with their activity clock until they get it right!

While the groups are working on their activity clock walk around and assist them - and answer any questions.

## Session 2 | Exploring how we work together

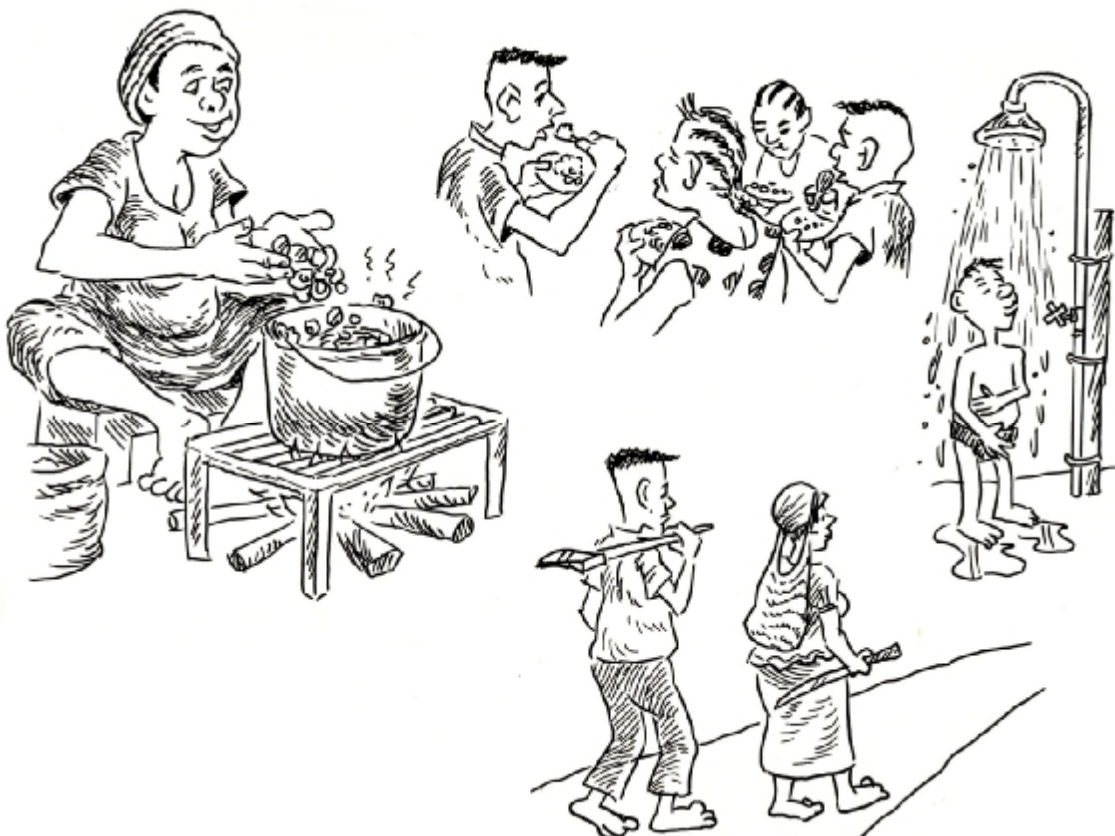
Give everyone about 30 minutes to develop their activity clock.

Then ask each group to present their activity clock. After the groups have presented ask questions to encourage discussion:

It is always a good idea to take a photo of what participants do during training (like the activity clock) – you can put the photo in your report!

3

- ♣ What differences do you notice in the way men and women spend their day?
- ♣ Who has more tasks to carry out?
- ♣ Who has more leisure time?
- ♣ Who has more sleep?
- ♣ Which of the activities are considered work?
- ♣ What activities or tasks do women never do? Why?
- ♣ What activities or tasks do men never do? Why?
- ♣ If women had more time in the day what do you think they would use it for?
- ♣ What did you learn from this activity?



## Session 2 | Exploring how we work together

### Activity 2.2 Exploring generation and control of income

1½ hours

**Materials** 'In-out' tree you did together from Session 1

**Objective**

- Realise how income generation and control in a household occurs
- Understand the disadvantages of not involving your husband or wife when deciding on how income is used

**Key learning points**

- Many people (husband, wife and children) contribute to income generation but not everyone gets to decide how income is used
- Making decisions alone has negative implications on the household and the motivation of family members to contribute



#### Income generation and control (60 minutes)

1 Get everyone to think back to the **in-out tree** from Session 1. Put the example that everyone did together *long ples klia* and go through it again so everyone understands it!

1 Explain that we have explored what sources of income (*moni i kam insait*) and what expenditures (*moni igo autsait*) the household has.

Next we need to look at how households **generate income** and how households **control income**.

Start by getting everyone to think about a typical household in their village – *wankain long bipo!*

Start with the largest root and ask who produces (or generates) the income.

1 *Luk olsem* in almost all households in the Highlands coffee will be the largest root – *olsem na askim ol husat i kamapim kopi moni? Man o meri o husat?*

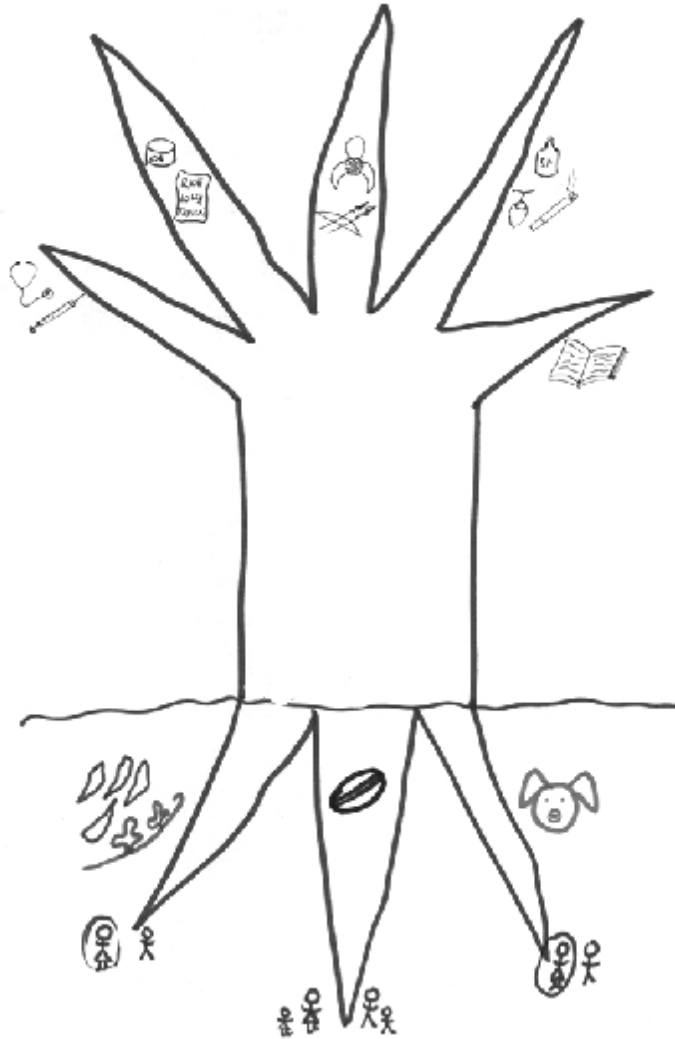
Make sure to get the opinions of as many participants as possible – and make sure that women are also encouraged to *autim tingting*.

Once the group agrees on who normally produces the income then – using the example on the butcher paper - place a **symbol** of the person who is involved underneath the root.

1 For example if it is a man then place a symbol of a man. If it is a woman then place a symbol of a woman. If it is a child then place a symbol of a child. If it is a combination – for example a man and a woman – then place a symbol of a man *and* a woman underneath the root.

Do the same for all the sources of income.

## Session 2 | Exploring how we work together



Explain that now we know who is involved in producing the income in a typical household

But we would also like to explore who gets the income and who decides how it is used -*husat trutru i bosim dispela moni!*

### **Husat trutru save bosim dispela moni?**

Start with the largest root again – *luk olsem kopi* – and ask:

1

- ❶ Who receives the money?
- ❷ Who decides how the income is used?

If people say that it is the man *husat save bosim* income from coffee then put the symbol for a man at the top of the root. If it is a woman then place a symbol of a woman. If it is a child then place a symbol of a child. If it is a combination – for example a man and a woman – then place a symbol of a man *and* a woman at the top of the root.

## Session 2 | Exploring how we work together

Do the same for all the sources of income.

1

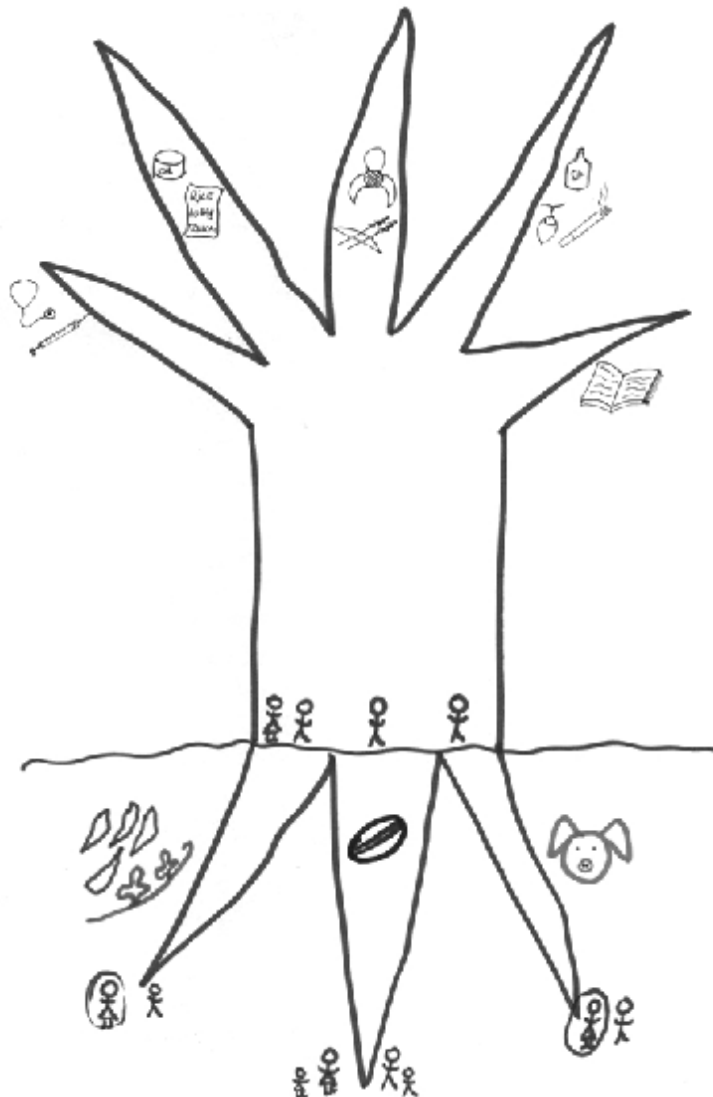
If participants are finding it hard to understand what is meant by who controls the income – *husat trutru save bosim dispela moni* – then ask them to think about whether a woman could use the income *without asking her husband*. Or whether a man could use the income *without asking his wife*.

If a man can use the income *without asking his wife* then it means the man controls the income.



When you have finished go back over the **in-out tree** and make sure everyone is clear what it shows: *Wanwan rop bilong diwai em olsem wei long kisim moni i kam insait. Husat wokim wok long kamapim dispela moni yumi soim pinis* – (point to the symbol of the *man o meri o pikinini* underneath each root). *Na tu husat bosim dispela moni yumi soim pinis* (point to the symbol at the top of each root)

1



## Session 2 | Exploring how we work together



### Reflection on income generation and control (30 minutes)

Ask everyone to think about the **in-out tree** that everyone made together. Ask the questions below and have a general discussion:

1. We have found out who generates each source of income and who controls it. *Em soim wanem samting?*
2. Why are men the ones who control the income?



2

When you ask why men are the ones who control the income try and help everyone dig deep - *Yu tok olsem em i kastom bilong mipela tasol bilong wanem? Yu tok olsem ol meri nogat tingting tasol bilong wanem yu tok olsem?*

Try and get participants to question why they think the way they do. And try to involve women in the discussion – the *kumul* needs two wings to fly!

*Stia* the discussion towards the conclusion that men and women generate income together *but only men* are deciding on the use of the income – *tru a!*

## REVERSE

Ask everyone to imagine if the situation was **reversed**.

What if women controlled the income from coffee instead of men? Ask everyone the following questions:

1. **How would you as a man feel if women were making all the decisions?**

*Stia* the responses to the conclusion that if only women made decisions about how income from coffee is used *ol man bai les long wok kopi*

2. **What are the disadvantages of men making decisions on their own about how income from coffee is used?**

2

3. **What are the advantages of *tupela marit wantaim* making decisions about how income from coffee is used?**

*Stia* the responses to the conclusion that if women and men both made decisions about how income from coffee is used then *tupela marit wantaim bai gat bel kirap long wok kopi*



Make sure you (the trainer) keep the **in-out tree** that everyone made together because you will need it later in the course.



## Session 2 | Exploring how we work together

### Activity 2.3 Building trust

1/2 hour

**Materials** space to move around and obstacles

**Objective** • Creating trust among couples, challenging leadership roles

**Key learning points** • Trust is when two people can rely on each other to do the right thing



#### Introduction (5 minutes)

Introduce the exercise by getting everyone to think about trust.  
*Askim ol trust em wanem samting?*

Use everyone's answers (paraphrase their answers) to explain that trust is when two people can rely on each other to do the right thing.

1

**Trust is when two people  
can rely on each other  
to do the right thing**



#### Trust me (25 minutes)

Find a good space to use that has obstacles but is not too dangerous. You can always place some obstacles in the space – such as a *bilum* or tin can or eggs or shoes.

2 Explain that to start you want **the husband to lead their wife** around the room/open space. It is very important that the wife's eyes are closed – *sapos laplap i stap usim laplap long pasim ai bilong meri*. Do this for about 5 minutes.

Next ask the **wife to lead their husband** around the room/open space. It is very important that the husband's eyes are closed – *sapos laplap i stap usim laplap long pasim ai bilong man*. Do this for about 5 minutes.

Now it is time to discuss the activity. *Askim tupela marit pastaim* to talk with each other - how did it make them feel to be led around? Did it require trust?

2 Then get everyone together for a whole group discussion. Ask the following questions:

? **How was it to be led? How was it to lead?** Explore with everyone the

## Session 2 | Exploring how we work together

responsibility the guide has to keep the person they lead safe. Explore the trust the person who is led needs to have in their guide.

- ? **Which position was the easiest? Which one was more difficult? Why?**
- ? **Did you feel power in the exercise and if yes, how did you use your power?** Explore with everyone that the guide has power over the person they lead. But power must be used wisely so that the person they lead is safe and healthy.
- ? **Can you draw any conclusion from this exercise?**



Help everyone to draw conclusions from the trust activity.

Get them to think back to the **in-out tree**.

*Planti taim mama wokim bikpela wok long kamapim moni insait long famili tasol em ino klia long hamas moni i kam insait na tu em i nogat rait long toktok long hau famili bai usim dispela moni. Man tasol save toktok. Tru a!*

This is like the trust exercise we have just been through. If the man is the one who controls the money then the woman has her eyes closed. She has to trust that the man is using his power and leading wisely. *Planti man save usim moni gut. Tasol planti man ol no save usim gut. Tru a!*

Ask men if they trust the Government to use their power wisely? *Yumi save tok*

## Session 2 | Exploring how we work together

*olsem olgeta samting gavman wokim mas stap long ples klia.*

*Tasol samting yumi wokim insait long famili tu mas stap long ples klia. Sapos tupela marit – man na meri – opim ai na mekim wok wantam long bosim moni bilong famili bai famili kamap strong moa na bel isi. Tru a!*

It would be better if the woman didn't have her eyes closed so she knew how much money was coming into the family and so she could help her husband make decisions about how the income is used.

In the same way it would be better if both the husband and wife had their eyes open when they were moving around the obstacles – *maski long pasim ai!*  
*Manmeri wantaim ai op bai nogat popai. Bai nogat tok beksait na komplain!*

The experience around the world is the same. If *tupela marit* work together and share the decisions about how their money is spent then the family does better:

## The kumul needs both wings to fly



## Session 2 | Exploring how we work together

### Summary, homework and closing

1/2 hour

**Materials** Ball for the 'review ball' activity

**Objective** • Revision and put it into practice

**Key learning points** • Experience what it is like to do a task that you do not normally do



#### Summary (10 minutes)

**Review** Session 2.

We have looked at our daily household tasks and responsibilities with fresh eyes – *tingim* activity clock!

We have looked at *husat i kamapim moni insait long famili na husat i bosim moni insait long famili*.

1

*Planti taim mama wokim bikpela wok long kamapim moni insait long famili tasol em ino klia long hamas moni i kam insait na tu em i nogat rait long toktok long hau famili bai usim dispela moni. Man tasol save toktok. Tru a!*

Finally we experienced trust. *Tupela marit* must trust each other! But trust doesn't mean one person has to walk around with their eyes closed.

**Trutru trust means that *tupela marit* both have their eyes open and work together to make decisions about their family and how income is used.**



#### Homework (10 minutes)

Remind participants about the importance of practising what they learned during the session.

*Askim tupela marit long makim* one task that is normally done by the opposite sex – **and do it until the next session!**

2

For example the man might choose to wash the dishes and the woman might choose to *brukim paia – em bai dipen long hau tupela marit save skelim wok!*

Get each married couple to discuss what tasks they will swap. Then ask each married couple to stand up and say what tasks they will swap – *brukim bus tasol!*

At the start of the next session *tupela marit* will be asked to report back on their experiences and feelings about taking on a task they don't normally do.

## Session 2 | Exploring how we work together



### Closing (10 minutes)

Close the session by **thanking participants** for their contributions.

Ask if there are any remaining questions about the session. Ask if there are any doubts or confusion. And confirm the topic, time, and place of the next session.

3



Remind couples to keep their **in-out tree** safe and sound because later in the course you will ask them to bring it to another session.



### 'Review ball' (10 minutes)

Get everyone into a large circle. The trainer will throw someone a ball (or a *muli o buai* or ball made of paper) and ask they will ask them one question about any topic so far in the course.

When that person has answered the question (everyone else can help them) they have to think of a new question and throw the ball to someone else. The person they throw the ball to has to answer the question.

The activity ends when everyone in the group has had a turn answering and asking a question or when no one can think of a new question to ask!

If there are 20 or more participants then get everyone into two separate circles – as long as you have two trainers so that one trainer can help each circle!

## Session 3 | Managing money and coffee production



## Session 3 | Managing money and coffee production

<b>Welcome and introduction</b>	<b>1/2 hour</b>
<b>Activity 3.1 Exploring coffee production</b>	<b>1 1/2 hours</b>
<b>Activity 3.2 Managing our expenditures - choices</b>	<b>1 1/2 hours</b>
<b>Summary, homework and closing</b>	<b>1/2 hour</b>

# Session 3 | Managing money and coffee production

## Welcome and introduction

1/2 hour

**Materials** Butcher paper and markers. Outline of training sessions.

**Objective** • Participants are informed about the course and Session 3



### Welcome (20 minutes)

Welcome participants. Ask people to share *sapos ol i bin stori wantaim ol haus lain long samting we ol i lainim insait long trenin*.

Then *askim tupela marit* to talk about what it was like doing a task that is normally done by the opposite sex (the homework!)

1 See if a couple is willing to share their observations and feelings about what it was like for the woman to do a task that her husband normally did. And what it was like for the man to do a task that his wife normally did.

Use some of the following questions to get discussion going (but make sure you ask the final question because it is very important):

- ? What task did you take on?
- ? How did it go? What difficulties did you experience?
- ? How did it feel to do an activity that you normally consider the responsibility of your partner?

## Session 3 | Managing money and coffee production

- ? What did you find surprising?
- ? What did you learn?
- ? Did you experience any *tok baksait o tok nogut* at home or in the village? What can you do about it
- ? Did you feel *les*? What can you do about it?
- ? What can you do to overcome resistance from others (and from yourself)?
- ? What would happen if you continue to swap some roles?

If you observe that it is mostly men who are talking then try and encourage women to talk. You can say that the *kumul* seems to be flying with only one wing again. If the *kumul* is flying with one wing then it goes around in circles!

At the end summarize the discussion and congratulate participants for their courage to do the homework exercise – *yupela brukim bus nau!*



### Introduce topic of the day (10 minutes)

Refer to the **training outline** (on butcher paper) and explain that today we want to look at ways of **managing our income**.

In particular we will look at **coffee production** in more detail since it is such an important source of income. We will look at how we can manage our labour to improve coffee production as a household.

- 2 Make it clear to everyone that we will not be looking at the technical details but at how we organize our household and how we make decisions. One of the best ways to improve the income you get from coffee is to improve how the household works together and makes decisions.

Technical details on coffee production will be dealt with in the technical training!

Explain to participants that in this training and especially today we want to focus on what we can change about the future – not what has gone wrong in the past. *Noken bisi long bipo taim - tingim wanem senis yu laik wokim long nau taim.*





# Session 3 | Managing money and coffee production

## Activity 3.1 Exploring coffee production

1½ hours

**Materials** Butcher paper and marker pens. Instructions for the facilitator of the gender bowl activity (at the end of this handbook)

- Objective**
- Participants discover and appreciate women's contributions
  - Share experiences and develop a better understanding of the other sex
  - Encourage good communication among couples
  - Understand what may limit coffee production in the family.

- Key learning points**
- Recognizing that a good way to increase the quantity and quality of coffee production is to give women more say in how income from coffee is used.



### Introduction (5 minutes)

Explain that now you would like the group to share ideas on how to increase income from coffee production.

Remind everyone that we will not be looking at the technical details but at how we organize our household and how we make decisions. The best way to improve the income you get from coffee is to improve how the household works together and makes decisions.

Technical details on coffee production will be dealt with in the technical training!



1



## Session 3 | Managing money and coffee production



### Gender fish bowl (65 minutes)

Arrange the men in the group in a large circle. Women need to sit inside the circle and face each other.

Read the instructions for how to facilitate the gender fish bowl activity included at the end of this handbook

2

Explain that in this activity you would like women to be the first ones to answer any questions. You want the men to just listen to what the women are saying – and learn from it!

At the end the men and women will switch places and the men will be able to *autim tingting na ol meri bai putim ia tasol*.

Remind everyone of one of the training rules – what people say in the training stays in the training! *Noken slukim tok igo long ol autsait lain sapos em i kain tok we ino bilong ol autsait lain long harim!*

Tell participants that you would like to **share a story** before starting with the discussion:

2

*Uganda em i wanpela ples long Africa we ol i save wok kopi wankain olsem hia long PNG. Moni bilong kopi em i bikpela samting stret long olgeta man meri long ples Uganda olsem na tupela marit wantaim save hat wok long wok kopi. Tasol ol man tasol save go salim na bossim kopi moni. Kastom tok olsem!*

*Nau planti marit ol i senisim dispela kastom pasin pinis na ol i save wok bung long wok kopi na tu ol i save wok bung long plen long hau long usim kopi moni wantaim. Ol i luksave olsem sapos ol i wok bung wantaim meri bilong ol bai strongim sindaun bilong famili. na famili tu bai kamap gut na hamamas.*

Now read the **story from Rose**. Rose and her husband are coffee farmers in Uganda. Make sure everyone understands that this is a real story!

2

**Stori bilong Rose:** *Pastaim man bilong mi Kanunu no save skelim tingting na toktok wantaim mi long hamas em i save kisim taim em i salim kopi. Em yet i save bosim dispela ol kopi moni na dispela i mekim mi bel nogut tru na tu i mekim mi les long wok kopi moa long wanem mi no save lukim kopi moni we mi hat wok long en.*

*Taim bilong go katim gras long kopi gaden o pikim kopi, mi save giaman na tok olsem mi sik long wanem mi no save lukim kaikai bilong wok bilong mi.*

*Tasol wanpela taim mi na man bilong mi Kanunu i bin go kisim wanpela trenin. Dispela trenin i halivim mitupela long luksave olsem em i bikpela samting long wokim decision wantaim olsem tupela marit. Kanunu i senis bihain long dispela trenin na nau em i save toksave long mi long hamas kopi moni em i save kisim.*

## Session 3 | Managing money and coffee production

*Na bikpela samting stret nau mitupela wantaim i save sindaun na plen long hau long usim gut dispela ol kopi moni long gutpela bilong famili.*

*Nau mi hamamas moa long wok kopi, na tu mi save kirapim bel bilong ol narapela famili na ol lain bilong mi long halivim mi. Dispela senis i halivim mipela long kamapim moa na gutpela (kwaliti) kopi tu.*

*Bipo mipela i save kamapim 10 pela kopi bags tasol long wan wan kopi sisen tasol nau mipela kamapim 30 bags olgeta. Nau ol pikinini bilong mitupela tu i go long skul long wanem mitupela i bungim gut kopi moni.*



Next ask **women** to think about Rose's story. Ask them the following questions:

It is a good idea to get the men to encourage women to *autim bel*.  
*Nogut ol meri pret long tok stret!*

### 1. What benefits do you get from coffee?

Women might say things like coffee is important because it provides income for the family – good but try and get women to dig deeper. Ask women “how does coffee help you as a woman?” – *noken tingim famili tingim yu yet.*

### 2. What makes it difficult for you to work in the coffee garden?

*“Mi no save long hau long usim ol tul na ol teknikal samting. Sapos mi save long dispela samting bai mi inap long wokim na tu bai mi hamamas moa. Em bai soim olsem man bilong mi gat trust na respek long mi. Mi no pikinini”*

2

*“Wanem moni mipela kisim long kopi mi no save. Man bilong mi tasol save bosim kopi moni. Sapos man bilong mi tok klia olsem mipela save kisim dispel kain kina na tu sapos em i askim mi long bungim tingting long hau long usim kopi moni bilong gutpela bilong famili bai mi wanbel stret”*

*“Mi gat planti wok long mekim. Mi solderim bikpela hap wok. Man bilong mi tu save hat wok tasol ino olsem mi. Mi pulap pinis”*

### 3. What would motivate you to do more wok kopi?

*“Sapos man bilong mi tok orait long mi ken bosim sampela bilong dispela kopi moni we mipela kisim bai mi hamamas long hat wok moa long kopi gaden – na tu bai mi hamamas moa long man bilong mi”*

*“Mi save hat wok pinis olsem na sapos man bilong mi halavim mi long sampela wok we mi save mekim bai mi hamamas long hat wok moa long wokim wok kopi – na tu hamamas bilong mi long man bilong mi bai narapela kain”*

## Session 3 | Managing money and coffee production

*"Sapos man bilong mi fosim mi long wok kopi wok mi mekim ino olsem sapos mi gat laik long wokim wok kopi – ino mi tasol tasol pikinini wankain"*

*"Sapos man bilong mi lainim mi long usim ol tul bilong wok kopi bai mi hamamas moa long wok kopi. Dispela kain bai soim olsem man bilong mi gat trust na respek long mi"*

A conclusion to reach is that if someone forces you to do something you do enough to get them off your back. But if you are motivated to do it – if you are happy to do it and want to do it then you do **more than enough**. A good way to increase the amount and quality of your coffee is if everyone in the family wants to do more than enough.



**REVERSE** Now **reverse** the roles.

The women form the large circle on the outside and the men sit inside the circle and face each-other.

Now it is time for the men to answer any question *na autim tingting - na ol meri bai putim ia tasol*.

2

Read the **story from Kanunu**. Kanunu is Rose's husband. Make sure everyone understands that this is a real story.

**Stori bilong Kanunu:** *Dispela trenin mi na meri bilong mi kisim i halivim mi olsem wanpela man long luksave olsem ol meri tu i gat save long halivim mi man long gutpela bilong famili. Bipo mi wan save bosim famili bilong mi na mi no save kisim tingting bilong meri bilong mi long wokim decision, tasol nau mitupela wantaim i save halivim wanpela narapela na wok bung gut wantaim*

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*Kain olsem nau taim meri bilong mi i go long pulumapim wara mi save stap long haus na redim ol kaikai bilong kukim. Na taim wok gaden i pinis mi save halivim meri bilong mi long karim paia na ol narapela samting na em save karim bebi tasol. Bipo ino olsem!*

*Bikos long wok bung bilong mitupela marit kopi gaden bilong mipela i karim gut na kwaliti tu i go antap. Mitupela save bungim gut kopi moni na luksave olsem mitupela i gat moa ekstra moni tu becos mitupela i save spendim gut moni na ino waistim nating nating.*

Now ask **men** to think about Kanunu's story. Ask them the following questions:



### 1. What benefits do you get from coffee?

*"Em i bun bilong famili". "Kopi em i laip em tasol". "Em i susu bilong mipela".*

*"Mi save kisim bik nem long kopi em nau na mi laik lukautim tripela as kopi"*

*"Kopi em moni tasol tasol moni em bilong lukautim famili"*

*"Mi save lukautim kopi bilong pikinini long bihain taim – olsem kopi em samting we em bai lukautim mipela famili igo igo"*

### 2. How can you increase coffee produce and coffee quality?

*"Mipela mas hat wok moa na kamapim traipela as kopi diwai na tu mipela mas prunim gut na lukautim gut long kamapim kwaliti"*

*"Sapos ol famili bilong mi halavim mi long wok kopi em bai mekim isi long mi – nau long dispela trenin mipela lainim olsem sapos mi givim sans long meri bilong mi long bungim ting ting long hau long usim kopi moni em bai hamamas moa long halavim mi long wok kopi"*

*"Sapos mi tok orait long meri bilong mi inap long usim ol tul bilong wok kopi na mi lainim em long ol teknikal samting em bai hamamas moa long wok kopi – na em bai inap long mekim bikipela wok moa"*

*"Sapos mi solderim sampela hat wok we meri bilong mi save wokim – kain olsem sampela wok long lukautim haus na gaden – em bai gat moa taim na moa hamamas long halavim mi long wok kopi"*

### 3. How can men support women to get more involved in coffee production?

2

## Session 3 | Managing money and coffee production

*"Meri bilong mi save askim mi long lainim em long hau long prunim kopi na hau long usim tul – olsem na luk olsem sapos mi tok orait long dispela em bai bel kirap long wok kopi"*

*"Meri save tokim mi olsem mi no save hat wok olsem em. Mi ting ting olsem sapos mi solderim sampela wok bilong en em bai hamamas moa long wok kopi"*

*"Nau long dispela trenin yumi wok long tok olsem sapos manmeri wantaim bungim tingting long hau long usim kopi moni meri bai gat bel kirap long wok kopi – em tru ya"*

Next get everyone together again. It is very important to get everyone to think back over what they have done and to learn lessons. Ask everyone the following questions:

- ? How did it feel to talk when you were inside the circle - and others around you were listening?
- ? Do you think the fact that many women don't have a say in how coffee income is used affects coffee production in their household?
- ? How can you increase coffee production in your household?
- ? What have you learned from this activity? *Hau bai dispela lainim halavim sindaun bilong yu?*

## API WAIF API LAIF



**Thank participants** and explain that in the next activity we will look at how to better manage the money we get from coffee.

# Session 3 | Managing money and coffee production

## Activity 3.2 Managing our expenditures - choices

1½ hours

**Materials** 'In-out tree', butcher papers and marker pen. 16 expenses (needs and wants) cards. Sheets of A4 paper to write NEED or WANT. Play money (optional)

**Objective**

- Learn to prioritize expenditures
- Understanding business expenses and household expenses

**Key learning points**

- Households need to consider their expenses carefully
- You need to spend money on needs first – when you have met your household's needs then you can spend money on wants.



### Introduction (15 minutes)

Remind everyone of the visioning exercise they did at the start of the course. Remind them that they have pictures of the dream household that they want to achieve.

One way to work towards achieving your household vision is to manage your money better so that you achieve more with your money – *moni bilong yu save karim kaikai gut o nogat?*

Tell participants that we now want to **focus on household expenses**.

1



1

Show everyone the **in-out tree** that everyone developed earlier in the course. Ask everyone to look at the tree and answer the following questions:

1. What expenses are shown on the tree?
2. How important to the survival of the household is each expense? (go

## Session 3 | Managing money and coffee production

through them one by one)

Explain that in the next activity we will try and **rank household expenses** according to how important they really are.

Some expenses are more important than other expenses – to manage your money well you must spend your income on the most important expenses first!



### NEEDS and WANTS (30 minutes)

2

Explain that those expenses that are necessary for survival or are very important for our future are called NEEDS. *Ol samting we yu nidim long stap laip na long sapotim sindaun bilong famili bilong yu.*

Those expenses which are used for things that are nice to have but not absolutely necessary are called WANTS. *Ol samting we em bai nais long kisim tasol ino olsem yu nidim trutru long sapotim sindaun bilong famili bilong yu.*

Don't forget to prepare the expenses (needs and wants) cards to use for the activity – use the 16 examples at the end of this handbook but use stick figures when you prepare the cards. If you have lots of participants then you could prepare two sets of expenses cards and then divide the participants into two separate groups for this activity. At the end you can get both groups to compare what they have done!

Find an open space. Get a sheet of paper and write 'NEED' (*nid*) on the paper. Place it at one end of the open space.

2

Next get another sheet of paper and write 'WANT' (*laik*) on the paper. Place this at the other end of the open space (about 5 metres away from the sheet of paper that says NEED).

Next show everyone the symbols of expenses (needs and wants). Make sure all the participants understand what the symbols mean.

Next ask everyone to work together to rank the expenses cards according to how important they are **for supporting a typical household in the village**.

If participants agree that it is a need then they should place it closer to the sheet of paper that says NEED. If they agree that it is more a WANT then it should go closer to the sheet of paper that says WANT.

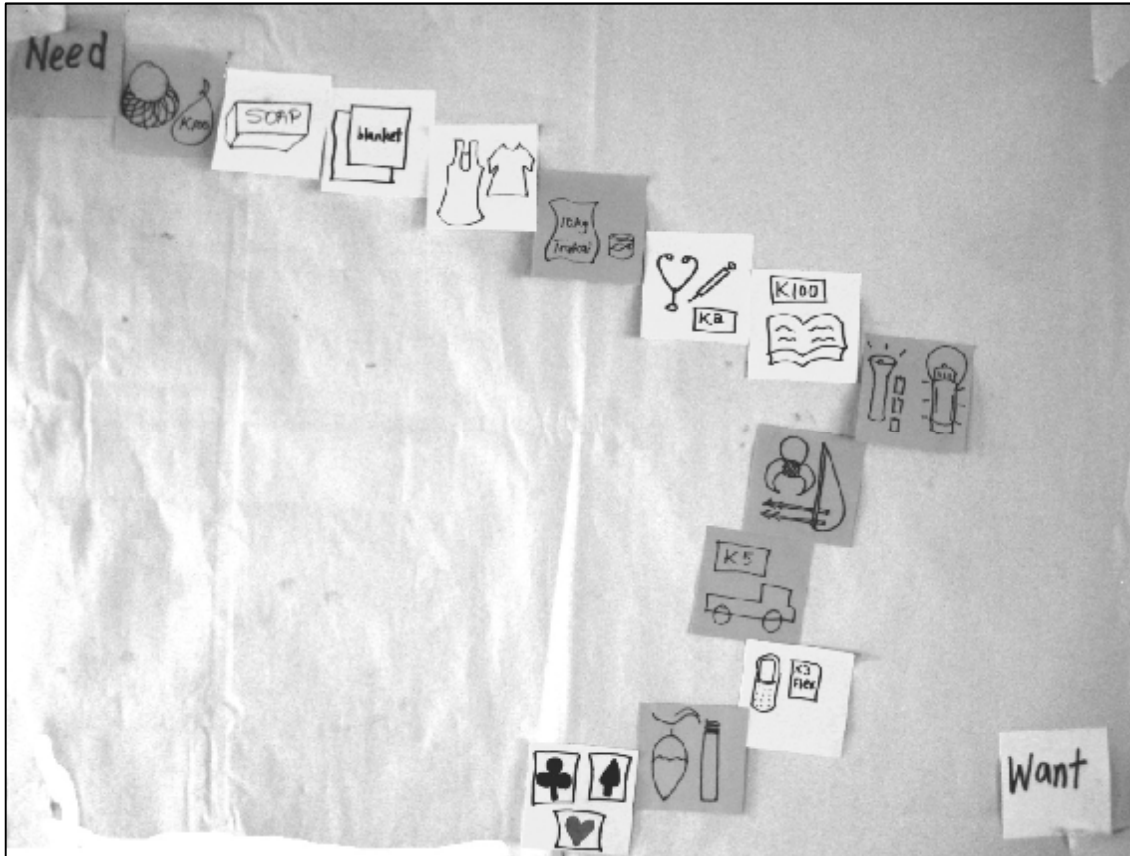
The expenses cards need to be placed in order. This means the expense that is



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the greatest need should be the closest to the paper that says NEED and the expenses that is the greatest want should be the closest to the paper that says WANT. All the rest of the cards need to line up in between!

Tell everyone to take their time *plai plai na wokim wantaim wanbel pasin*.



Explain that there is no right answer – everyone has a different point of view about whether an expense is a NEED or a WANT.

A brand new mobile phone might be nice to have but if your old clunky mobile phone still works then a new mobile phone is really a WANT. However if your mobile phone is broken then a new mobile phone could be a *tru tru* NEED.

2

The point of the activity to rank expenses is to get people to understand that you have to make decisions about what expenses are most important!

**At the end make sure you leave the expenses (needs and wants) cards where they are** – in the order that the participants ranked them. You will come back to the expenses (needs and wants) cards later in this session and give the participants a chance to rearrange them (if they want to!)

## Session 3 | Managing money and coffee production



### Household and business expenses (30 minutes)

Explain that there is a way to help make decisions about which needs are most important.



Ask everyone to look at the **in-out tree** again. *Putim long ples klia inap long ol manmeri ken lukim.*

Point to the roots and say that this household will have the following income sources over the next year.

Point to the branches and say that this household will have the following expenses over the next year.

Ask everyone to think of the household tree as a **business**.

**The roots are how the household business gets money**  
**The branches are what the household business spends money on**

A principle of business is that **YOU MUST** spend your profit money first on the needs of your business.

*Pes lukluk bilong profit moni em mas long lukautim bisnis inap long bisnis bai karim kaikai gen.*

If you have a PMV business you have to make sure that you use your profits to maintain your PMV so that it can keep running and keep providing profits. *Sapos yu abrus na usim profit moni long ol niupela samting ino long taim PMV bilong yu bai bruk na bisnis bai pundaun.*

Tru a!

*Em nau household bisnis bilong yu em i wankain. Pes lukluk long wanem moni i kam insait em mas bilong lukautim bisnis inap long bisnis bai karim gen.*

This means the expenses you should spend your money on first are those that will make sure your household business *inap long karim kaikai gen!*

If your expenses are business expenses then you are putting *gris igo bek gen long graun – moni ino go lus nogat em bai karim moa moni gen bihain!*

## Session 3 | Managing money and coffee production

Your **in-out tree** shows your household business. Expenses to maintain and grow your household business are called **business expenses**.

For example if your household money comes from coffee then business expenses are tools and gramoxilin and coffee bags *na kain olsem*

Some expenses are for your household. They do not help you earn money from your household business. They are called **household expenses**.

For example household expenses might be school fees or medicine or new pots or beer.

Next tell everyone that we will play a game so that everyone is clear about which expenses are **business expenses**.

Explain that in the game you will call out names of different types of expenses. *Long mekim isi* ask everyone to imagine a household where all the income comes from *kopi tasol!*

If people think the expense is a household expense – something to help people in the family stay happy and healthy – then they have to run to *wanpela hap we yu trena bai makim*.

If people think the expense is a business expense - something to maintain and grow the household's income from coffee – then they have to run to *wanpela narapela hap we yu trena bai makim*.

Explain that if it is an expense that is both a household expense and a business expense try and think about whether it is mostly for business or mostly for the household. *Kain olsem baim skul fi bilong pikinini inap long halavim bisnis bilong yu long bihain taim tasol luk olsem bikpela as tingting bilong baim skul fi em bilong halavim famili stap helti na hapi – olsem na em i wanpela household expense.*

Below are the expenses you can use for the game. The usual answer (where the income is from *kopi tasol!*) is in brackets:

- Herbicide (business)
- Pulping machine (business)
- Cooking pots (household)
- Mobile phone (can be both)
- Raised drying beds (business) – shade cloth for raised drying beds
- Social obligations (household)

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- Gambling (household)
- School fees (household)

3

When people make their choice *na raun i go long wanem hap yu makim* ask someone from each side why they decided it was a business expense or why they decided it was a household expense.

It is very important that everyone understands that there is not always a right answer. For example in some households a mobile phone is mostly a business expense but in other households it is mostly a household expense!



### NEEDS and WANTS again (15 minutes)

Explain that there is a way to help make decisions about which needs are most important.

4

A good way to make decisions about which needs are most important is to think about which needs will keep your business running – *bai yu nid long putim gris igo bek insait long graun inap long household bisnis bilong yu i stap strong na helti. Sapos yu lukluk long ol narapela expense pastaim ino long taim household bisnis bilong yu bai stat long drai.*

Get everyone to have a look again at the activity they did earlier when they ranking the expenses (needs and wants) cards.

Get everyone to have a look at how they ranked the expenses. Ask them if they need to change their ranking so that business expenses are higher up the list of what is most important.

If everyone agrees then get them to change how they have ranked the expenses.

4

Explain that when your household spends their income they should try and spend it first on the most important needs. *Sapos yu pinisim ol bikpela nid pastaim orait yu inap lukluk long ol samting we yu laik long kisim – ol samting we ino olsem yu nidim trutru long sapotim sindaun bilong famili bilong yu.*

This means *tupela marit* should sit down together and rank their expenses – *wankain we nau yumi wokim* – before they start to spend their income.



**IT IS VERY IMPORTANT** that *tupela marit* work together to work out which expenses are NEEDS and which expenses are WANTS – *nogut wanpela marit tasol wokim wanman disisen!*

# Session 3 | Managing money and coffee production

## Summary, homework and closing

1/2 hour

**Materials** Ball for the 'review ball' activity

**Objective** • Revision and put it into practice

**Key learning points** • Experience at developing a household plan



### Summary (10 minutes)

Review Session 3.

Today we explored ways for a household to increase coffee production and quality. One good way to do this is to share the workload and decision making – *em bai strongim bel bilong mama long hat wok moa long wok kopi.*

The way to *strongim bel bilong mama em olsem:*

- 1- ***Yumi man mas givim mama bilong kopi sans long toktok long hau long usim kopi moni***
- 2- ***Yumi man mas lainim mama long hau long usim ol tul na ol teknikal samting long sait bilong kopi.***
- 3- ***Yumi man mas solderim sampela wok we meri save mekim inap long meri bai gat moa taim long wok kopi.***

We have also looked at how we manage our income and expenses. It is important to make sure you use household income for *tru tru* NEEDS first before spending money on WANTS.

And it is important that you use your household income to pay for business expenses – *sapos yu no putim gris igo bek insait long graun ino long taim diwai bilong yu bai stat long drai.*



### Homework (10 minutes)

Homework time! For homework ask couples to think a bit more about how they can support each other in their household!

Remind everyone that the lesson from around the world is that if the husband and wife share the decision about how to use money from coffee then both the husband and wife *bai gat bel long hat wok moa long wok kopi.*

## Session 3 | Managing money and coffee production

*Yu laik forsim meri bilong yu long wok kopi ino olsem sapos em i gat laik long wokim. Tru a!*

Give out butcher paper and markers to each couple.

Explain that for homework you would like *tupela marit* to think about how they can support each other to produce more and better coffee. Remind everyone that one of the best ways for a household to produce more and better coffee is to share the workload and decision making.

2 Ask them to **draw pictures** of things they want to change in their household so they can produce more and better coffee.

Remind *tupela marit* to use good listening skills when they work together!

*Askim tupela marit* to bring their pictures to the next session so that everyone can have a look! And remind *tupela marit* to keep working on the vision for their household. *Nogut tupela marit laik adim sampela niupela piksa igo long vision pikta bilong ol?*



### Closing (10 minutes)

Close the session by **thanking participants** for their contributions.

3 Ask if there are any remaining questions about the session. Ask if there are any doubts or confusion. And confirm the topic, time, and place of the next session.



Remind couples that for the next session they also need to bring their **in-out tree**. They will need it for an activity!



### 'Review ball' (10 minutes)

Get everyone into a large circle. The trainer will throw someone a ball (or a *muli o buai* or ball made of paper) and ask they will ask them one question about any topic so far in the course.

When that person has answered the question (everyone else can help them) they have to think of a new question and throw the ball to someone else. The person they throw the ball to has to answer the question.

The activity ends when everyone in the group has had a turn answering and asking a question or when no one can think of a new question to ask!

If there are 20 or more participants then get everyone into two separate circles – as long as you have two trainers so that one trainer can help each circle!

## Session 4 | Decision making and household budgeting



## Session 4 | Decision making and household budgeting

<b>Welcome and introduction</b>	<b>1/2 hour</b>
<b>Activity 4.1 Decision making</b>	<b>1 1/2 hours</b>
<b>Activity 4.2 Household budgeting</b>	<b>2 hours</b>
<b>Summary, homework, and closing</b>	<b>1/2 hour</b>

# Session 4 | Decision making and household budgeting

## Welcome and introduction

1/2 hour

**Materials** Butcher paper and markers. Outline of training sessions.

**Objective** • Participants are informed about Session 4



### Welcome (20 minutes)

Welcome participants. Ask people to share *sapos ol i bin stori wantaim ol haus lain long samting we ol i lainim insait long trenin.*

Then *askim tupela marit* to talk about the homework! Couples were asked to draw pictures of things they want to change in their household so they can produce more and better coffee.

See if any couples are happy to **share their pictures**. Be sure to congratulate *tupela marit* after each presentation!

1 Make sure couples keep their posters because they will need them during the final session!



### Introduce the topic of the day (10 minutes)

Refer to the **training outline** and explain that today we will look at how to do a **household budget**.

2 Explain that a household budget will help you to make good decisions and to gradually increase your income.

Before we look at how to do a household budget we need to **practise decision making**. A good household budget depends on good decision making!



# Session 4 | Decision making and household budgeting

## Activity 4.1 Decision making

1.5 hours

**Materials** Butcher paper and marker pens

**Objective** • Learn to evaluate options, learn and practise communication skills

**Key learning points** • Making good decisions requires informing yourself, consulting others, evaluating the consequences of the decision (what will happen if we take this decision), keeping your goal in mind, involving other family members in decision making, and using good communication skills



### Welcome (10 minutes)

**Remind** everyone of the last session. Everyone ranked their expenses from most important (NEEDS) to least important (WANTS). *Na tu ol i bin givim bikpela lukluk igo long ol bisnis expenses – sapos yu no putim gris igo bek insait long graun ino long taim **in-out tree** bilong yu bai stat long drai.*

And we learned that when your household spends their income they should try and spend it first on the most important needs first.

This means *tupela marit* will need to make decisions about what their most important NEEDS are. If you don't have enough income *long inapim ol bikpela nid bilong famili bilong yutupela bai yu nid long wokim disisin.*

Let's talk about **decision making!**

1



## Session 4 | Decision making and household budgeting

Ask participants to share their experience of having to make difficult decisions. Perhaps they know of situations where couples have had an argument over what they should spend their money on?

Couples always seem to argue over what to spend money on – *ino PNG tasol em olsem long olgeta hap!*

1

Explore the **reasons for conflict** further by using some of the questions below:

- *Wanem samting mekim o wanem as na ol marit save krosipait long moni?*
- Why do couples argue over the use of money?
- What can they do to avoid conflict and come to a good decision?



### Manu and Grace (30 minutes)

Tell everyone that you want to tell a story about **Manu and Grace**. Manu and Grace are a couple who have to make decisions about how they use their income.

Ask everyone to listen very carefully and think about Manu and Grace's situation.

**Stori bilong Manu na Grace:** *Manu na Grace em i tupela marit husat save hat wok tru long wok kopi. Driaman bilong tupela em long kisim inap kopi moni long inapim skul fi bilong tupela pikanini bilong ol na tu long inapim ol narapela bikpela nid olsem.*

2

*Long dispela yia tupela bin kisim K2500 kopi moni. Nau tupela wok long stori long hau long usim dispela moni. Ol laik tainim K1400 igo long baim skul fi na K300 long halavim brata bilong Manu long baim braid prais na K200 long baim sop na omo na K400 long baim kaikai.*

*Em minim olsem ol laik spendim K2300 long dispela K2500 long lukautim ol bikpela nid bilong famili. Tasol K200 em leftova moni ol i no spendim yet.*

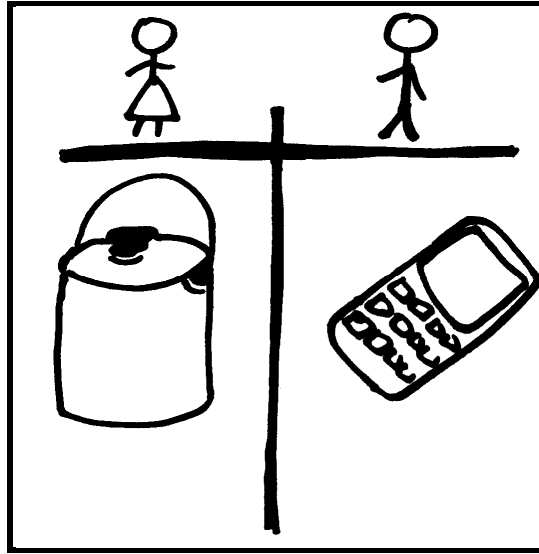
*Manu laik usim K150 long dispela K200 leftova moni long baim mobail fon na K50 long baim bia na smuk na buai. Grace em laik usim K50 long dispela K200 leftova moni long baim pot kuk na K100 long baim sid bilong gaden na las K50 em laik holim olsem standbai moni nogut ol painim birua bihain.*

2

Next show everyone the T table poster (like the one below). On the left side are the things that Grace wants to spend the leftover money on. On the right side are the things that Manu wants to spend the leftover money on.

Make sure you prepare the T table poster beforehand

## Session 4 | Decision making and household budgeting



Ask participants to **split into two lines** - with women standing on one side and men standing on the opposite side. Get *tupela marit* to stand opposite each other.

Ask women to pretend to be Grace. Grace wants to spend the left over money on vegetable seeds, pots and *stanbai moni*.

Ask men to pretend to be Manu. Manu wants to spend the left over money on *buai, smuk, bia* and a new mobile phone.

2 Now say 'Go!' – Grace (women) and Manu (men) need to try and convince each other that they are right – *tok strong....bel hat....big maus na mekim....winim tok bilong ol!*

Give everyone one minute to argue and then ask everyone to swap roles - the men become Grace (who wants to spend the left over money on vegetable seeds, pots and *stanbai moni*) and the women become Manu (who wants to spend the left over money on *buai, smuk, bia* and a new mobile phone).

Say 'Go' and let men and women go at it again!

Next get everyone to **reflect** on the exercise.

Ask if one side was ever able to convince the other side? *Luk olsem nogat!*

2 Ask everyone why it was not possible to convince the other side? *Stia* the discussion so everyone understands that it was because no one was listening.

Everyone was trying to talk over the top of the other side instead of listening to what they were saying.

## Session 4 | Decision making and household budgeting

When you have a discussion it is important to listen and consider what the other person is saying and why they are saying it!

If people feel they have been listened to and you have considered their feelings then they are more willing to compromise.



### Demonstration (15 minutes)

Next work with your training partner to demonstrate a **good way** for *tupela marit* to make a decision about how to spend left over income.

If you don't have training partners then try and find a participant to help you with the demonstration

One of you should pretend to be Manu and the other should pretend to be Grace. Work out what to do *long wanbel wei*.

3 *Kain olsem:*

*"Grace yu meri bilong mi na mi laik harim tingting bilong yu long hau bai mi usim dispela leftova moni"*

*"Tenkyu Manu mi wanbel long yu. Yu hat wok man na gutpela yumi usim sampela bilong ol dispela leftova moni long baim bia na smuk tasol plis yumi sot long pot olsem na yu ting wanem bai yumi usim sampela long baim pot tu?"*

*"Em nau mi wanbel. Na leftova i stap yet aiting bai yumi mas baim vegetable seeds. Vegetable seeds em i wanpela bisnis expense tu na nogut yumi no kisim"*

Next ask the participants to think about the demonstration you just did.

Point out that when you did the demonstration to show a good way for *tupela marit* to make a decision about something you used **"yu"** or **"yumi"** words all the time - and point out that you also asked questions to find out what the other person thought:

3

***Yu ting wanem?  
Yu laik wokim wanem?  
Bai yumi wokim wanem?***

Next point out that when *tupela marit* try and make decisions long kros pait way they always say **"mi"** all the time - and they speak in statements:

## Session 4 | Decision making and household budgeting

***Mi laikim!  
Mi no wanbel!  
Mi tok olsem!***



### Role play (30 minutes)

Next say that each couple needs to try out good and bad household decision making.

Ask *tupela marit* to sit down opposite each other. Ask them to think of something that they might disagree about – what to spend income on, or who is better Blues or Maroons, or whether or not to drink beer – *ol yet!*

4

Next ask *tupela marit* to try and make a decision but to do it the bad way – say “*mi*” all the time and speak in statements.

***Mi laikim!  
Mi no wanbel!  
Mi tok olsem!***

*Tok strong....pulim taitim.....bel hat....big maus na mekim....winim tok bilong ol!*

Give them a few minutes to have a go! Have fun!

At the end see if any couples want to demonstrate their role play.

4

Ask everyone what they thought – even if they made a decision it would be a *wanman* decision. Do you think *tupela marit bai mekim wantaim wan spirit?*

Ask everyone what is wrong with making decisions this way?



Next ask *tupela marit* to sit down opposite each other again.

4

Ask *tupela marit* to try and make a decision again about whatever it was they disagreed about – but this time ask them to try and do it the right way.

Ask them to use “*yu*” or “*yumi*” words all the time and to ask questions to find out what the other person thinks.

## Session 4 | Decision making and household budgeting

### *Yu ting wanem? Yu laik wokim wanem? Bai yumi wokim wanem?*

At the end see if any couples want to demonstrate their role play.

4 Ask everyone what they thought – if you make a decision *wantaim wanbel pasin* is the decision likely to be a better decision? And is it likely that *tupela marit bai mekim wantaim wan spirit?*

Ask everyone what is good about making decisions this way?



#### Summary (5 minutes)

Explain that this activity has been about making good decisions about how to use household income *na hau long kamapim wanbel wantaim marit bilong yu.*

To make good decisions *na kamapim wanbel* it is very important to:

- 5
- *Skelim toktok* by thinking about what the *trutru* needs of the family are
  - *Skelim toktok* by thinking about what will bring you closer to your household goal
  - Listen to what your husband or wife says - and the rest of the people in your family!
  - Use “*yu*” and “*yumi*” when you try and reach an agreement – and ask questions instead of making statements
  - Use good communication skills – listen carefully and speak *isi isi*.



# Session 4 | Decision making and household budgeting

## Activity 4.2 Budgeting

2 hours

**Materials** 'In-out tree' *bilong wanwan tupela marit*, butcher paper and marker pens, a poster showing the example of a budet

**Objective** • Learn how to use the simple budgeting tool

**Key learning points** • When we budget we need to list our expenses in order of most important (NEEDS) to least important (WANTS). And we have to make sure we a meeting the needs of our household business *inap long bisins bai karim kaikai gen.*
















### Budgeting tool (40 minutes)

Explain that there is a simple tool that anyone can use to control and plan your income and expenses.

Make sure you prepare a poster showing the example of a budget (below)

This simple tool is called a **budget**. Show the group the example below of a **budget**. You will need to draw this on butcher paper *na putim long ples kliia*.

This budget is a plan for how a household will get money and spend money over the next year.

 	K	 	K
	1600	  	1200 150
		 	200
		  	150
	1600		1700

1

## Session 4 | Decision making and household budgeting

The table below describes in words what the butcher paper above shows – and it gives more details. *Bilong save tasol!*

<u>Income</u> (Total: K1600): Coffee – K1600 (8 bags of 50kg sold for K4 per kg)	<u>Expenditure</u> (Total: K1700): School fees – K1200 (one high school K1200) Relaxation for the head of household – K150 Social obligations – K200 Food – K150
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Askim ol who in the famili should work together to prepare the household budget? Why?

**IT IS VERY IMPORTANT** that *tupela marit* should sit down together to prepare the household budget.

1

*Sapos yutupela marit wokim disisen wantaim* to prepare your household budget *meri bai hamamas moa long hat wok long kamapim* income *bilong famili bilong wanem em kisim sans long toktok long kaikai bilong hatwok bilong en.*

*Sapos yutupela marit wokim disisen wantaim* to prepare you household budget *meri bai hamamas moa long yu man.*

*Na tu ol meri save tingtim gut nid bilong famili – planti ol nid we man no save tingim – olsem na bai gutpela sapos yutupela marit wokim disisen wantaim long gutpela bilong famili.*

Explain that the first thing you need to do when you make a household budget is consider all the income that you plan to get over the next year. You need to list this on the income side.

1

Then you need to add up all of the income and write it at the bottom.

In the example on the butcher paper *luk olsem* the household gets all of its income from coffee *tasol.*

The next thing you need to do is list your expenses on the right side.

1

But before you do this you need to rank your expenses from the most important (NEEDs) to the least important (WANTs). And when you do this you need to make sure you *givim bikipela lukluk long ol bisnis* expenses.



# Session 4 | Decision making and household budgeting

Remind everyone of the last session where they made decisions about which expenses were NEEDS and which expenses were WANTS. Everyone ranked expenses according to how important they were.

Now it is time to list your expenses on the right side – in order from most important (NEEDS) to least important (WANTS).

Next you need to add up the total of your expenses and write it at the bottom.

Do your expenses cost more than your income?

If your income is not enough to cover your expenses you will need to make some hard decisions. You will need to look at ways of finding more income or cutting down your expenses.

**When you make these decisions it is very important that *tupela marit bungim tingting na wokim.***

Ask everyone to look at the example of a budget on the butcher paper.

Ask them if there is enough income to cover the expenses? How much is the household short? What could the household do? If there is not enough income to cover expenses you can do two things:

1	<p><b>1</b> Reduce your expenses. Ask everyone to have a look at the expenses on the butcher paper. What would you suggest the household could cut out so that there was enough income to cover expenses?</p>
	<p><b>2</b> Increase your income. How much would the household need to increase its income by in order to cover their expenses?</p>



*Askim ol* what could *tupela marit* do if there is money left over after they have paid for their NEEDS?

If there is money left over after paying for their NEEDS then *tupela marit* can do two things:

1	<p><b>1</b> Spend the rest of the money on WANTS</p>
	<p><b>2</b> <u>But the best thing to do</u> is spend some money on WANTS but <i>putim sampela leftova moni igo long benk o long sef ples</i>. This is called 'savings'. Explain that the advantage of savings is that <i>sapos income bilong yu long neks budget i sot long lukautim ol NEED orait yu inap usim savings bilong yu long inapim ol NEEDs we yu sot long en.</i></p>

# Session 4 | Decision making and household budgeting



## Budget practise (40 minutes)

Get everyone into small groups (around 4 people in each group).

Make sure that at least one person in each group can read and write

Call half the small groups 'Kina' and the other half call 'Toea'.

Make sure you prepare two sheets of butcher paper using the information below – one for the Toea group and the other for the Kina group.

<b>Toea group</b>	
<b>Income for the year (Total: K1400)</b> Coffee – K1200 (6 bags of 50kg sold for K4 per kg) Sale of vegetables – K200	<b>Expenditure for the year (Total: K1850)</b> School fees – K1450 (one child at top up primary K250 and one child at high school K1200) Relaxation for the head of household – K100 Social obligations – K100 Food – K200

<b>Kina group</b>	
<b>Income for the year (Total: K3000)</b> Coffee – K3000 (12 bags of 50 kg sold for K5 per kg)	<b>Expenditure for the year (Total: K2800)</b> School fees – K2400 (two children in high school K2400) Social obligations – K200 Household items (like soap) – K200

Give each group butcher paper and marker pens.

Next ask the *Toea* and *Kina* groups to use the budget tool to make a budget using the information that is on the butcher paper. Make sure they understand that the expenses are not written in order of most important (NEEDs) to least important (WANTS) – each group will need decide how they rank the expenses.

*Yu trena bai yu nid long raun na halavim ol long taim ol i wokim.*

At the end ask the *Toea* and *Kina* groups to present their budget. After each presentation ask each group the following questions:

## Session 4 | Decision making and household budgeting

1. Was the budgeting tool easy to use? What difficulties did you have?
2. What discussions did you have as a group? Did all members of the group contribute?
3. What could your household (*Toea* or *Kina*) do to make sure there is enough income to cover the expenses?

The *Kina* household has more income than they need. They could spend some money on WANTS but *putim sampela leftova moni igo long benk o long sef ples*. This is called 'savings'.

The *Toea* household needs to cut down on unnecessary expenses or find more income to cover their expenses (or do both).



### ***Tupela marit* practice doing a household budget (30 minutes)**

Explain that now you would like each couple to have a go at doing a household budget. This is a practice *tasol* and couples will get a chance to do it again at home for homework.

Remind couples that they were supposed to bring their **in-out tree** to this session. Each couple will need to use their household **in-out tree** to help them do their own household budget.

If a couple forgot to bring their 'in-out tree' then see if they can join with another couple for this activity



3

3

Give out butcher paper and markers. *Askim tupela marit* to use their **in-out tree** to have a go at doing their own household budget – just like the one that everyone practised doing together.

## Session 4 | Decision making and household budgeting

First they should list all the income earned in a year on the income side and indicate from which source it comes. Next they need to total their income.

Next they need to decide together which expenses are most important (NEEDs) and which expenses are least important (WANTs). *Na tu ol noken lus tingting long givim bikpela lukluk long bisnis expenses.* Household business *em i susu bilong yu!*

Next they need to list their expenses in a year on the expenses side in order from most important (NEEDs) to least important (WANTs). Then they need to total their expenses at the bottom.

Ask couples to start thinking about what they will do if their income is not enough to pay for the NEEDs? How will they try and get more income or how will they try and cut down on their expenses?

Remind couples that when they try and make decisions they should use “*yu*” or “*yumi*” words and to ask questions to find out what the other person thinks.

Producing a household budget is a difficult thing to do. It is very important that you (the trainer) move from couple to couple giving help where it is needed. If they ask questions try not to take sides but give advice on how they can best reach a decision.

3 Next see if some couples are happy to share their household budget. Remember this is a practice only - they will get to do it again at home for homework.

Encourage positive comments and feedback!



### Summary (10 minutes)

Explain that in this activity we looked at how to do a budget to help plan our income and expenses. *Tupela marit* then had a chance to practice developing a household budget.

4 Use the following questions to get people thinking:

1. When you did the budget *yutupela marit* should have made the decisions together. Would it be the same if you did the budget at home in a real situation? Do you think it is a good idea to make the decisions together?
2. Would doing a budget help you *strongim sindaun bilong famili bilong yu?*

# Session 4 | Decision making and household budgeting

## Summary, homework and closing

1/2 hour

**Materials** Ball for the 'review ball' activity

**Objective** • Revision and put it into practice

**Key learning points** • Experience at developing a household plan



### Summary (10 minutes)

**Review** Session 3.

Explain that today we looked at how to make decisions in a way that solves conflict *na kamapim wanbel*:

1

- *Skelim toktok* by thinking about what the *tru tru* needs of the family are
- *Skelim toktok* by thinking about what will help you achieve your vision
- Listen to what your husband or wife says - and the rest of your family!
- Use “*yu*” and “*yumi*” words when you try and reach an agreement – and ask questions instead of making statements
- Using good communication skills – listen carefully and speak *isi isi*

We also practiced how to do a household budget.



### Homework (10 minutes)

Homework time! Ask each couple to sit together at home and do another **household budget**. They have already done a practice one – now it is time to do it *tru tru*.

2

First they should list all the income earned in a year on the income side and indicate from which source it comes. Next they need to total their income.

Then they need to list their expenses in a year on the expenses side and indicate what the expenses are for. Next they need to total their expenses.

If the expenses are more than the income then they will need to *plai plai* with their budget and make decisions about what their *tru tru* NEEDS are.

They will also need to make sure their household business *inap long karim kaikai gen*. This means they need to try and use income to pay for business expenses

## Session 4 | Decision making and household budgeting

first. Household business *em i susu bilong yu!*

Remind couples to use listening skills when they work together at home –*wokim wantaim wanbel pasin!*

Ask everyone if there are **any questions** regarding the homework or about anything from Session 4.



### Closing (10 minutes)

Close the session by **thanking participants** for their contributions.

Ask if there are any remaining questions about the session. Ask if there are any doubts or confusion. And confirm the topic, time, and place of the next session.

3 **Ask couples to bring** their vision picture to the next session.

**Ask couples to bring** the poster with the pictures of what they want to change so that they and produce more and better coffee. Say that they will need to use it for the final session of the course.

**Ask couples to bring** the household budget that they are going to do for homework – so everyone can see what they have come up with!



### 'Review ball' (10 minutes)

Get everyone into a large circle. The trainer will throw someone a ball (or a *muli o buai* or ball made of paper) and ask they will ask them one question about any topic so far in the course.

If there are 20 or more participants then get everyone into two separate circles – as long as you have two trainers so that one trainer can help each circle!

When that person has answered the question (everyone else can help them) they have to think of a new question and throw the ball to someone else. The person they throw the ball to has to answer the question.

The activity ends when everyone in the group has had a turn answering and asking a question or when no one can think of a new question to ask!



## Session 5 | Summary and planning for change



## Session 5 | Summary and planning for change

<b>Welcome and introduction</b>	<b>½ hour</b>
<b>Activity 5.1 Developing your household plan</b>	<b>2 hours</b>
<b>Activity 5.2 Story</b>	<b>½ hour</b>
<b>Evaluation</b>	<b>1 hour</b>
<b>Closing</b>	<b>½ hour</b>

# Session 5 | Summary and planning for change

## Welcome and introduction

1/2 hour

**Materials** Outline of training sessions, household budgets (homework)

**Objective** • Participants are informed about Session 5

1



### Welcome (25 minutes)

Welcome participants. Ask people to share *sapos ol i bin stori wantaim ol haus lain long samting we ol i lainim insait long trenin.*

Next *askim tupela marit* to talk about the homework!

Couples were asked to do a **household budget** for their household. Check by a raise of hands if they have managed to do so.

Invite couples to present their household budget. Encourage positive comments.

1

At the end ask everyone the following questions about the homework:

- ? What did you find difficult when you developed your household budget?
- ? Was it difficult to agree on what your expenses should be?
- ? Are you going to use a household budget in future?
- ? Do you have any questions about developing a household budget?



### Introduce the topic of the day (5 minutes)

Refer to the training outline (on butcher paper). Explain that today you would like couples to **develop a plan** to help them achieve their vision for their household.

2





# Session 5 | Summary and planning for change

## Activity 5.1 Developing your household plan

2 hours

**Materials** Butcher paper (lots of it) and marker pens, camera, vision picture  
*bilong wanwan tupela marit*

**Objective** • Create commitment to follow a plan

**Key learning points** • How to develop a simple plan



### Introduction and demonstration (30 minutes)

Welcome participants.

1 Ask participants if they have ever made a **plan**. Ask participants what a plan is? Ask them how a plan is useful?

Explain that a **plan** is like a journey. *Yu laik go long sampela hap pastaim bai yu makim wanem hap yu laik go long en – neks bai yu makim hau bai yu kamap long dispela hap. Wanem samting bai yu nidim na wanem samting bai yu wokim. Em olsem yu **plen** long hau long winim hap we yu laik kamap long en.*

With your training partner perform a role play. One of you should pretend to be the husband and the other should pretend to be the wife.

In the role play you are sitting down talking together about your vision to increase coffee production (the goal or target of the plan). Talk together about what you need to do to achieve your vision. For example:

Meri - *“Hau bai yumi kamapim moa kopi?”*

1 Man - *“Yumi lainim olsem sapos man solderim sampela wok we yu meri save mekim yu bai inap hatwok moa long kopi gaden olsem na bai mi wokim olsem”*

Meri - *“Na tu yumi lainim olsem sapos man lainim meri long hau long usim tul bilong kopi na ol teknikal samting meri bai gat strongpela bel long wok kopi. Em olsem man soim respek long meri bilong en. Olsem na bai yumi wokim olsem”.*

Man - *“Na tu yumi lainim pinis sapos tupela marit wantaim wokim disisen long hau long usim kopi moni meri tu bai gat strongpela bel long wok kopi. Olsem na taim long disisen long kopi moni bai yumi wokbung wantaim”*

Meri - *“Mi wanbel stret long yu. Aiting sapos yumi wokim plen olsem bai yumi*

## Session 5 | Summary and planning for change

*kamapim planti kopi moa. Na tu mi bai hamamas moa long yu man bilong mi!*

Man – *"Rait. Na tu bai yumi makim olgeta Satadei em i dei long wok long kopi gaden".*

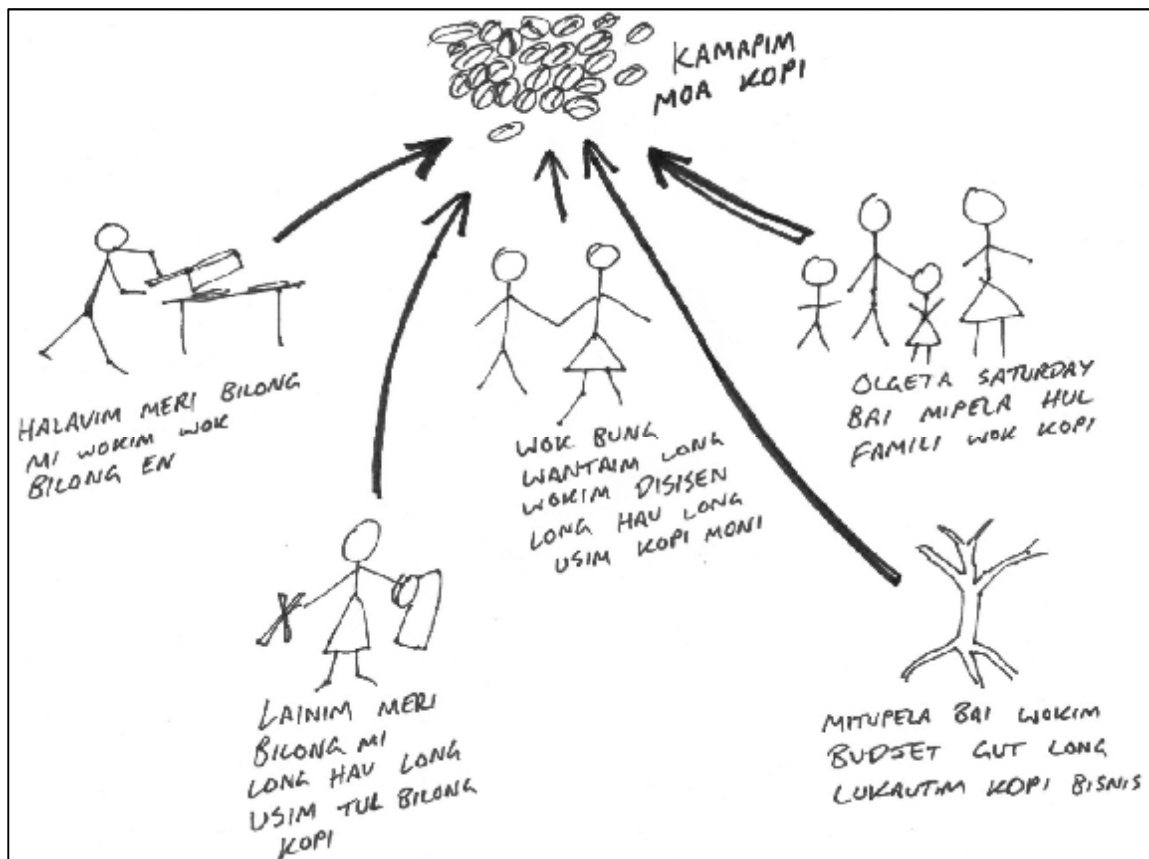
Meri – *"Na tu bai yumi mas wokim badjet gut long mek sua yumi inapim ol nid bilong yumi na nid bilong kopi business"*

At the end make the point to the participants that what you have just done is come up with a plan. Also make the point that you and your training partner (husband and wife) came up with a plan *wantaim wanbel pasin*.

Next show everyone how to turn the vision that the married couple had in the role play into a plan.

Using a sheet of butcher paper draw a picture of plan. Use the example below because it lines up with the role play that you just performed.

Make sure everyone is clear what it shows. *Kamapim moa kopi* was the vision that the couple had. All the pictures (and words) describe what they want to do to achieve their vision.



# Session 5 | Summary and planning for change



## Developing a household plan (60 minutes)

Explain that now you would like couples to try and come up with a household plan – a plan for how to turn their dreams into reality.

2

At the end of the last session you asked each couple to bring their household vision pictures to this session. *Em nau tokim ol long kisim.*

If a couple forgot to bring their vision picture they will have to try and remember their vision picture

Next ask each couple to **sit with another couple who they are friends with.**

Explain that for this activity each couple will need to develop their own household plans – but the couples who sit together can give each other advice.

Give out marker pens and plenty of butcher paper.

Point to the butcher paper showing the plan you just did for the role play couple who want to *kamapim moa kopi.*

2

Explain that what you want each couple to do is the same thing for each of their household visions (each of their vision pictures).

To start ask each couple to select one of their vision pictures and then draw the vision at the top of a sheet of butcher paper.

Their vision might be for the family to get on better or *haus kapa* for the home or children going to school every day or producing more and better quality coffee *o kain kain samting – em bai dipen long wanwan tupela marit!*

Next each couple will need to discuss what they need to do to achieve it.

When they discuss how they will achieve their vision encourage them to use good decision making.

2

And encourage couples to think of the social side – *wokbung bilong tupela marit em i bikpela samting long kamapim planti driaman olsem na tokim tupela marit long taim yu tingting long hau yu bai kamapim driaman bilong yutupela tingting long hau yu bai kamapim wanbel na wokbung pasin insait long famili.*

*Long kirapim tingting askim ol:*

☛ What do you need to change about who does what work in the household?

## Session 5 | Summary and planning for change

- What do you need to change about how *yutupela save wok bung wantaim*?
- What do you need to change about how your income is controlled?
- What do you need to change to make better decisions?

2

Next each couple needs to draw pictures of all the things they want to do to achieve the vision. Use arrows to show that they will help to achieve the vision – just like the plan for the role play couple who want to *kamapim moa kopi*.

If the couple can read and write then encourage them to use both words and pictures to explain what they are going to do to achieve their vision.

2

When it is finished each couple can then select another vision and repeat the process until all the pictures that were on their vision picture have been turned into a plan. Some couples might have five or six butcher paper plans!

Encourage people to include *kamapim moa kopi* as a vision (if they have not already included it!).

Explain that earlier in the course when couples were asked to draw pictures of ways to increase coffee production and quality what they were really doing was developing a plan.



### Witness (30 minutes)

At the end ask couples to put their plans on the wall or *long ples klia*. Invite couples to explain their plans one at a time.

Ask everyone else to make helpful comments or suggestions. After each presentation encourage everyone to clap!

3

After each couple has presented their plan make a big deal out of getting the couple to sign their plan (*o putim mak*).

By asking couples to sign the plan you are asking them to make a commitment to put the plan into practice.

Also get the advisors to sign the couples plan. After the advisors sign the plan ask them how they think they will be able to help the couple to put their plan into practice – *hau bai yu halavim tupela marit long bihainim plen?*

Try and take a photo of each couple and their advisors.



# Session 5 | Summary and planning for change

## Activity 5.2 Story

1/2 hour

**Materials** Story about Theresa and Landuwari

**Objective** • Give an example of how change can happen – and has happened!

**Key learning points** • *Brukim bus* can be scary but it needs champions!



### Story (30 minutes)

Introduce the story of Theresa and Landuwari. Theresa and Landuwari are a couple living in Rwanda. Rwanda is a small country in Eastern Africa where coffee is grown and people farm small pieces of land. Make sure everyone is clear that this is a real story!

Show the video of the Theresa and Landuwari story if you have it (and if you have power).  
*Sapos nogat ridim tasol na stori!*

### Stori bilong Theresa na Landuwari

*Dispela em wanpela tru tru stori bilong wanpela famili long ples Afrika.*

*Long taim Theresa em i yangpela meri em i save tingting olsem ol meri ol i rabis samting ino olsem ol man. Kastom bilong ples bilong em i tok olsem man i bos na het bilong famili na meri imas ananit long man, olsem wok bilong meri em long harim tok! Kastom i tok olsem ol meri nogat tingting!*

1

*Taim Theresa i bin stap long skul yet, em wantaim brata bilong en i bin sidaun long wanpela exam/tes na tupela wantaim bin winim mak long go long neks gred. Tasol mama papa bin tok orait long brata bai go long neks gred na oli tokim Theresa long stap bek na halavim long lukautim haus na gaden. Kastom bilong ol em olsem!*

*Kastom mekim nau na dispela givim strongpela tingting long Theresa long mek sua long bihain taim olgeta pikinini bilong en man o meri wantaim mas kisim sans long go skul.*

*Ino long taim Theresa i maritim wanpela man nem bilong em Landuwari. Pes bon pikinini bilong tupela em i wanpela meri. Go go na sekon bon tu em i meri. Landuwari em i bel nogut tru long dispela long wanem kastom bilong ol i tok olsem, strong bilong famili em kam long man tasol. Landuwari tu olsem olgeta lain long ples i nogat bilip long salim pikinini meri i go long skul na dispela i mekim Theresa i wari nogut tru.*

*Landuwari i skelim olsem famili bilong en bai i nogat strong nau na em i stat*

## Session 5 | Summary and planning for change

*long go drin bia na i save spendim olgeta famili moni long bia long rausim dispela bel nogut. Em kamap spak man.*



*Landuwari tok em i laik bihainim kastom na em i no givim sans long Theresa long autim tingting bilong en. Famili bilong tupela ino ron gut tasol Theresa i painim wanpela nupela way long halivim famili bilong em taim em i go kisim wanpela trenin.*

*Long dispela trenin, Theresa i lainim olsem ol meri tu i bikpela samting insait long ples na komiuntiti na ol i gat sans lo go long skul na ol narapela samting wankain olsem ol pikinini man. Theresa i lainim tu olsem ol meri i wankain tasol olsem ol man. Man meri tupela wantaim inap long givim strong long famili. Trena em i strongim bel bilong Theresa gut tru!*

*Theresa i go bek na stori wantaim Landuwari long wanem samting em i lainim long trenin na Landuwari i skelim na tok em tru. Landuwari i luksave olsem dispela kastom em i bin bagarapim sindaun bilong famili na bilong em yet. Olsem na em i stat long senis isi isi. Long bipo taim em i no man bilong wokim wok bilong meri tasol em stat long solderim sampela wok we ol meri sapos long wokim. Em kamap man bilong redim kaikai na tu em i halavim Theresa long klinim haus. Theresa em i wanbel stret wantaim man bilong en*

*Ol hauslain ol i bin tok beksait. Ol i tok Theresa mas wokim sampela kain magik long Landuwari. Tasol ino long taim ol hauslain i luksave olsem pasin wok bung bilong Theresa na Landuwari i karim bikpela kaikai. Landuwari i stop long drin bia na i save halivim Theresa long ol wok bilong haus.*

*Famili bilong tupela i kamap gut stret bilong wanem Landuwari i givim sans long Theresa long wokim disisen wantaim long gutpela bilong famili. Kopi gaden bilong tupela stat long karim gut na tu tupela i baim wanpela kau. Tupela i bungim gut moni na i salim tupela pikinini meri i go long skul.*

*Famili bilong Theresa na Landuwari em stat long pulap wantaim lav na hop.*

*Theresa skelim olsem Landuwari em i bringim bikpela senis i kam insait long hauslain. Ol narapela yangpela man ol i wok long bihainim Landuwari bilong*

## Session 5 | Summary and planning for change

wanem ol lukim olsem famili bilong Landuwari i kamap gut stret na namba wan long ples. Landuwari nau i save raun long stori wantaim ol man long tingting gen long kastom sait. Kastom bilong yumi long daunim meri em save karim kaikai gut o nogat?

Make sure everyone understands that the story of Theresa and Landuwari is a common story – there are many families that have started to change.

See if any participants have any comments to make about the story.

Remind participants about the beginning of the first session when we talked about **change**. Change starts with small steps – *ol liklik hain wara pastaim tasol kam joinim joinim nau em save kamapim traipela wara!*

Everywhere in the world where *tupela marit* have changed so that they do things together *bihain ol i skelim olsem em i gutpela senis* – *em save strongim sindaun!*

# The kumul needs both wings to fly



# Session 5 | Summary and planning for change

## Evaluation

1 hour

**Materials** Training outline poster. Butcher paper. 5 containers. Objects to give to men (like stones) and objects to give to women (like leaves).

**Objective** • Get feedback on the training, provide monitoring data for the project

**Key learning points** • What evaluation means and why it is necessary



### What is evaluation? (10 minutes)

Ask everyone what evaluation means?

Explain that at the end of training (or anything) it is important to conduct evaluation – *glasim na skelim wanem samting yupela bin wokim inap long yumi bai lainim lesen.*

**Glasim na skelim  
wanem samting yupela bin wokim  
inap long yumi bai lainim lesen**

Evaluation *ino samting nating!* Evaluation is important because:

- ✓ The trainers can learn lessons so they become better trainers.
- ✓ CARE and the coffee company can learn lessons to improve the training.
- ✓ The participants have a chance to *glasim na skelim wanem samting ol i bin wokim na tu long lukluk long tingting bilong ol narapela wanskul.*



### Evaluation QUESTION ONE (30 minutes)

Do the following:

1. Draw a poster with five faces like the one below.
2. Write the evaluation question on the top of the poster.
3. Next under each face place a tin can or cup o *samting olsem.*

Get everthing prepared beforehand!



## Session 5 | Summary and planning for change



4. Give all the male participants small stones (*o samtin olsem*). Give all the female participants leaves (*o samtin olsem*).
5. Next ask the participants the following evaluation question (evaluation question one) and make it clear that everyone *mas tok stret – sapos yupela no tok stret dispela evaluation bai no inap halavim yumi*.

### **"Yu laikim ol samtin yu lainim long dispela trenin?"**

When you ask the question point to the training outline poster. Encourage participants to *kam klostu na lukluk long kirapim bek tingting long wanem samting ol i bin lainim insait long dispela trenin*. Go through each session again and point to the pictures *long kirapim bek tingting*.

6. Next ask participants to look at the faces on the poster. Explain that each participant should put their stone or leaf in *wanem basket i lain up wantaim tingting bilong em* – from most smiley (full bar) to least smiley (no bar).
7. When every participant has made their selection then leave the containers where they are so that after the training you can count what selections people have made. After the training when you record the results just write the evaluation question in your journal and then each letter (A – E) and then the results for each letter (the number of stones and the number of leaves).
8. Thank participants for their honest feedback!

It is a very good idea to put the poster with the faces and the 5 containers in a place that is **hidden from view**. This is so that when participants make their selection the other participants won't be able to see which container they chose – *nogut wanpela bihainim tingting long narapela o nogut meri bihainim tingting bilong man bilong em! Na tu mek sua yu trena yu no inap lukim – nogut ol i pret o ol i laik hamamasim yu tasol!*

## Session 5 | Summary and planning for change

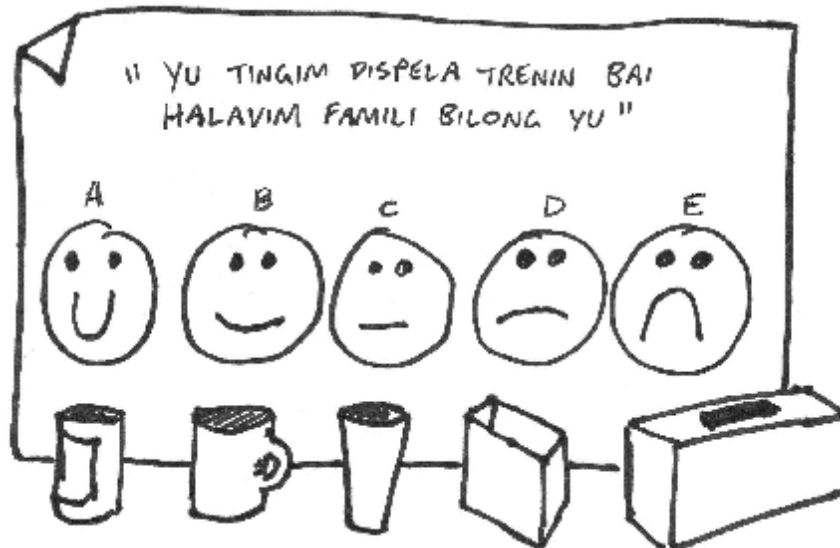


### Evaluation QUESTION TWO (20 minutes)

Do the following:

Get everything prepared beforehand!

- 1 Draw a poster with five faces like the one below.
- 2 Write the evaluation question on the top of the poster.
- 3 Next under each face place a tin can or cup *o samting olsem*. Use different containers from evaluation question one – *nogut samting i go miks up!* It is a very good idea to put the poster with the faces and the 5 containers in a place that is hidden from view.



- 4 Give all the male participants' small stones (*o samting olsem*) and all the female participants' leaves (*o samting olsem*) – *wankain long bipo*.
- 5 Next ask the participants the following evaluation question (evaluation question two) and make it clear that everyone *mas tok stret* – *sapos yupela no tok stret dispela evaluation bai no inap halavim yumi*.

### **"Yu tingim dispela trenin bai halavim famili bilong yu?"**

- 6 Next ask participants to look at the faces on the poster. Explain that each participant should put their stone or leaf in *wanem basket i lain up wantaim tingting bilong em* – from most smiley (full bar) to least smiley (no bar).
- 7 After the training you can count what selections people have made. After the training when you record the results just write the evaluation question in your journal and then each letter (A – E) and then the results for each letter (the number of stones and the number of leaves).
- 8 Thank participants for their honest feedback!

## Session 5 | Summary and planning for change

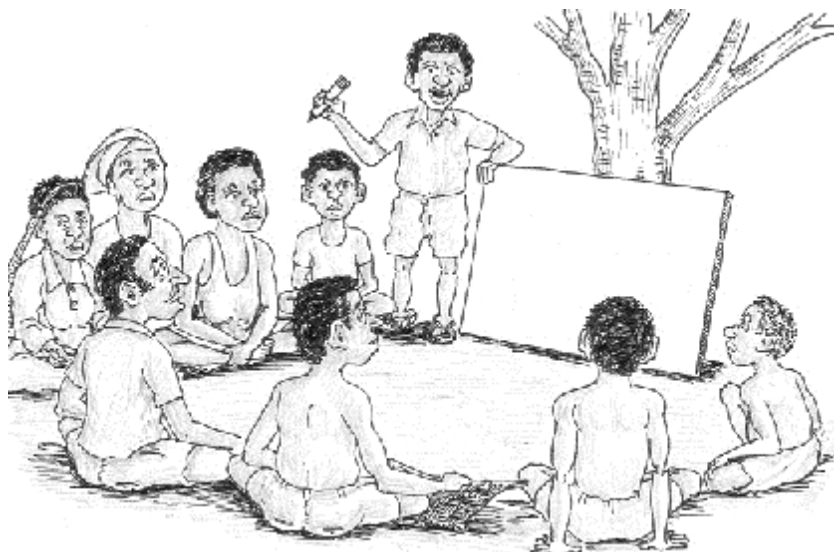
### The evaluation is not complete!

After the training has finished arrange to sit down with some of the local participants – two or three couples – and ask them the questions below. Their answers will give you more detailed evaluation information.



Ask them the following questions and record their answers in your journal:

1. What comments or criticisms do you have about the way the trainers did the training?
2. What was the topic or part you found most useful?
3. What topic or part are you are most confused about?
4. What changes should we make to improve the training?
5. Any other comments?



# Session 5 | Summary and planning for change

## Closing

1/2 hour

**Materials** Attendance certificates, camera

**Objective** • *Pasim trenin wantaim gutpela pasin*



### Closing (30 minutes)

Arrange for a small ceremony at the end of the training.

*Givim sans long ol summatin bilong yu long autim bel na tok tenkyu. Na tu yu mas tok tenkyu long komiuniti long givim sapot. Pasin tasol!*

1

If possible also provide participants with a certificate of attendance – and take a photo at the end of everyone holding their certificates.

Encourage everyone to work towards their goal by making changes in their lives.

Encourage everyone to be champions of change – just like Theresa and Landuwari!



### **Activity 3.1 (Gender fish bowl). Notes for the facilitator**

This exercise requires your best facilitation and training skills! It is best conducted by a pair of two trainers – one male and one female. The female trainer should start the session by introducing the activity and getting consent from all participants that they will keep to the rules. She will then sit with the female participants in the circle and ask the questions to women. When roles are switched the male trainer should sit with the men in the inner circle and ask the questions to men.

The questions listed in the manual should guide the trainer. They are generally aimed at giving women a chance to express their views and feelings regarding coffee production, encouraging understanding of the motivations and needs (for support) of the other sex, initiating good communication among couples.

These questions build on the hypothesis that women benefit little from coffee production although they are quite heavily involved in producing coffee. Because men are taking the decisions on income from coffee women are not motivated to work in the coffee gardens. This results in a low production and sometimes poor quality. The example in Uganda shows that joint decision making not only motivates women and increases production but also improves the family wellbeing.

The trainers are welcomed to use more questions to get people to think about decision making, sharing income and using the income properly. However, it is important to involve all the participants who are seated in the inner circle and not stick with the more vocal participants. As a trainer you can spread the questions, even follow up questions, to a wider audience.

This is a mixed-gender group of participants so it may be difficult for some, especially when both husbands and wives are attending the session, to speak openly in front of their spouses. Do not force people to speak. When you ask the questions make sure you emphasize that you are asking their opinion about men/women in general and not specifically about their husbands/wives.

Please ensure that there is no talking in the outer (listeners) circle. Observe participants closely. If you do feel that they are not engaged in the discussion or are getting bored move to other questions or rephrase them, involve more participants or change the tone of your voice. If you do not get an answer on your question and a rephrased question, you can move on without getting an answer. You can then invite participants to think about the question even if they have not answered it.

### PMV driver

Select the number of 'drivers' according to the number of the groups you want to create. And think about how many passengers you want each driver to pick up (according to the calculated group size: e.g. if you have 16 participants and want 4 groups you ask each driver to pick up 3 passengers).

Ask for volunteers who want to drive a PMV (*tasol nogut ol PMV draiva em i man tasol*). Ask the drivers to go around the room making vehicle noises and touting for business – *Lae...Lae...Lae!* The passengers choose one driver and form up behind their driver to make it look like they are in the vehicle. Make sure each PMV has the right number of passengers. Now get all the 'vehicles' to drive around sounding their horns and shouting at other PMVs. After a few minutes begin the group work.

### The animal game

This game helps to divide a large group into smaller groups. Make slips of paper for each member of the large group. Write the name of an animal on each slip, using as many different animals as you need smaller groups. Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.

### Robots

Divide the participants into groups of three. One person in each group is the robot controller and the other two are the robots. Each controller must manage the movements of their two robots. The controller touches a robot on the right shoulder to move them to the right, and touches them on the left shoulder to move them to the left. The facilitator begins the game by telling the robots to walk in a specific direction. The controller must try to stop the robots from crashing into obstacles such as chairs and tables. Ask participants to swap roles so that everyone has a chance to be the controller and a robot.

### Yes/No game

Participants split into two lines, so that each person faces a partner. Line one has to say "Yes" in as many different ways as possible, and line two has to try to change their partner's minds by saying "No" as convincingly as possible. Give both lines a chance to say both "Yes" and "No". Then discuss how people felt. How did it feel to say "Yes" or "No"? Was it easier to say one than another? *Addition: you can keep the two lines in place and divide the line by as many groups you need. In this way you will have groups with equal numbers of men and women.*

### The king is dead

The facilitator calls out a name of a participant and says, "The king is dead!" The person asks, "How did he die?", and the facilitator responds, "He died doing this", and starts a simple gesture or movement. All participants repeat this gesture continuously. The second player calls another name and repeats the statement and the third player asks, "How did he die?" The second player adds another gesture or movement. The whole group then copies these two movements. The process continues until there are too many movements to remember.

### **Energiser 1: A song**

**Materials:** None

1. A good energiser is singing. Ask different people to lead the group in a song – if possible songs which are energetic and have actions.

### **Energiser 2: Story bag**

**Materials:** Put five unrelated items into a bag. Suggestions for materials include a condom, bottle cap, hat, diaper, kitchen item, food item, school item, tool, coins, video disc, toy, leaf, flower, stick, beer bottle, sock, etc.

1. Firstly give the bag to the group and say there are five items in the bag.
2. Tell them that they have to *mastamain* the story behind the five items (they have to make up a story with the five items in it!)
3. Give them a theme for the story to get them going – for example “Sam has an accident” or “Sewage got kicked off a PMV” or “Jen lost her job at the supermarket”.
4. Then give the group time to come up with a story – 5 minutes should be enough. At the end they will need to tell their story so ask one person to be the story teller.
5. If you want to the group could act out their story.
6. You can repeat this energizer as many times as you like during the course – just have five new items in the bag, a new theme, and ask a different person to be the story teller.

### **Energiser 3: Everybody who...**

**Materials:** Chairs (one less than the number of participants) or you could have mats instead of chairs or you could draw circles in the dirt or place leaves on the ground instead of chairs

1. This game is the same as Fruit Salad, but rather than calling out fruit salad the person in the middle makes a statement such as “*everybody who is wearing black shoes*” or
2. “*everybody who likes buai*” or “*everybody who is wearing a watch*” or “*everybody who can play a guitar*”.
3. Anyone who matches or agrees with the statement has to stand up and try and find a new seat, while the person in the middle takes over someone else’s seat.
4. The person left standing moves into the middle and then makes up a new statement so that they can get a seat. They may also choose to call two statements at a time, or they could call “*everybody who is human*” (or *samting olsem*) so that everyone must move.

### **Energiser 4: The human knot**

**Materials:** None

1. Ask everyone to stand in a circle.
2. Ask everyone to reach into the circles and grab the hand of two other people *not standing next to them*. The result is a big tangle of people.
3. Then ask everyone to try and untangle the knot *without anyone letting go of hands*. They may have to step over arms and under other people. It should be a lot of fun. And encourage everyone to communicate to try and *mastamainim* a solution.

4. If they are successful then everyone should be back in the original large circle or in a few smaller circles that are connected.

### **Energiser 5: Balloon bust**

**Materials:** A few balloons (or condoms)

1. Blow up a balloon and tie it off (have a few spares!). If you don't have balloons you could try blowing up condoms.
2. Ask two people to come to the front.
3. Ask them to stand facing each other with their hands behind their backs.
4. Put a balloon on the ground between them.
5. Tell them that they have to break the balloon *between* each other (not on the ground) and that they are *not allowed to use their hands*. This means they will have to try and get the balloon off the ground using parts of the body so that it is in a position that the pair can bash into each other or press against each other and break the balloon.
6. If one pair is successful or cannot do it then invite another pair to have a go.

### **Energiser 6: Pass it along**

**Materials:** A *buai* or orange or keys or any object

1. Ask everyone to hold hands in a line. Tell everyone they have to keep holding hands no matter what happens.
2. Put a *buai* (or similar object) in the hand of the person at the end of the line.
3. Tell everyone they need to pass the *buai* along the line until it gets into the hand of the last person and then it needs to come back along the line until it gets back into the hand of the person who started.
4. If the *buai* is dropped then it can be picked up off the floor as long as everyone continues to hold hands.
5. You could time them to see how fast they can do it and then repeat the activity to see if they can beat their time. If there is a large group have two separate lines and have a race!

### **Energiser 7: Oink...2...3**

**Materials:** None

1. Get everyone in pairs.
2. Ask the pairs to stand opposite each other.
3. Ask the pair to say 1...2...3...1...2...3...1. This means the first person says '1', their partner then says '2', the first person says '3', their partner says '1' again and so on. Get everyone to practice doing this!
4. Next ask each pair to replace the number '1' with an animal sound. Each pair can come up with their own sound. Then ask everyone to begin again.
5. Next ask each pair to replace the number '2' with a movement. Each pair can come up with their own movement. Then ask everyone to begin again.
6. If any pair does it really well then get them to demonstrate to the class.

### **Energiser 8: Animal crackers**

**Materials:** None

1. Ask everyone to find a partner and choose an animal.



2. Get them to work out the sound the animal makes.
3. Then get all the partners on one side of the room and the other partners on the other side of the room.
4. Tell everyone to close their eyes.
5. When you say "go", they must make their animal sound and find their partner WITHOUT looking. Keep track of which pair finds each other first. This is noisy and a lot of fun!

### **Energiser 9: Balloon in the air**

**Materials:** Balloons (or condoms)

1. Blow up a balloon (or a condom).
2. Explain to everyone that they can only use their breath to keep the balloon in the air.
3. Do it a few times to see if everyone can beat their record.

### **Energiser 10: Gotcha**

**Materials:** None

1. Participants stand in a circle, arms out to the side. Their left hand should be palm up. The index finger (the pointing finger) on their right hand should be pointing down and touching their neighbours palm.
2. They tell everyone that when you say go they should try and grab the finger in their left hand, and at the same time prevent their own right finger from being grabbed.
3. 1 ... 2 ... 3 ... [add suspense] ... Go!"
4. Repeat several times.

### **Energiser 11: Team balloon**

**Materials:** Balloons (or condoms)

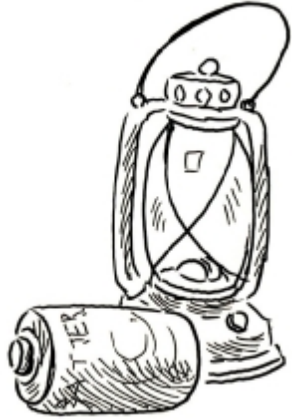


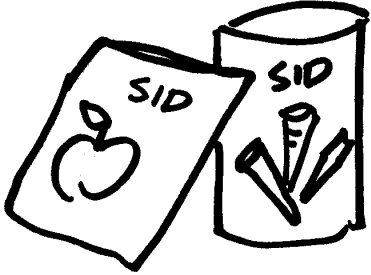
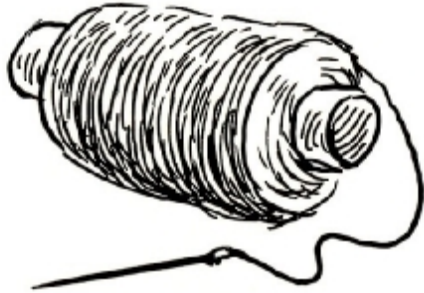


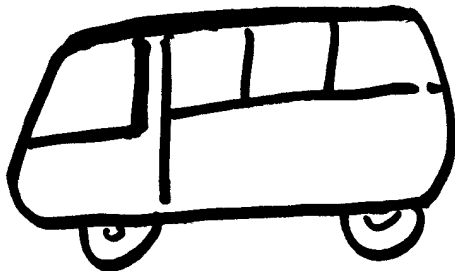
1. Blow up a balloon (or a condom).
2. Ask everyone to hold hands. Explain to everyone that they must try and keep the balloon in the air without letting go of anyone's hand.
3. Do it a few times to see if everyone can beat their record.

### **Energiser 12: Nose balloon**






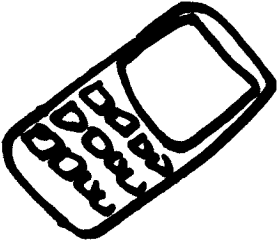


**Materials:** A few balloons (or condoms)

1. Blow up a balloon (or or a condom) and tie it off (have a few spares)
2. Invite a pair to come to the front and stand face to face.
3. Place the balloon at their feet between them.
4. Ask the pair to try and get the balloon up off the ground so that it ends up between their noses *without using their hands or lower arms*.
5. Tell them they can talk to each other. If they cooperate and think about how to do it first it can be done. (Hint: the best way is if one person stand still and the second person uses their body to roll the balloon up the other person until it gets between their noses)
6. If one pair is successful or cannot do it then invite another pair to have a go





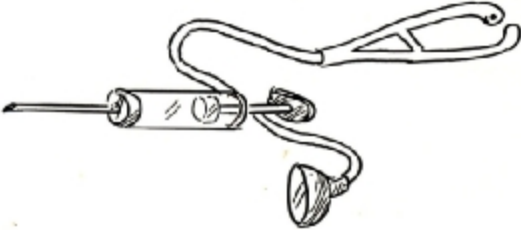

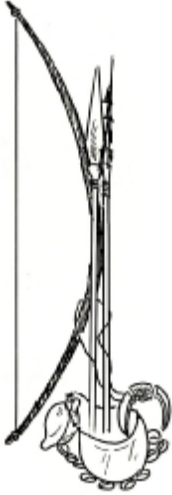

*Pictures for expenses (needs and wants) cards*

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2		
3		
4		



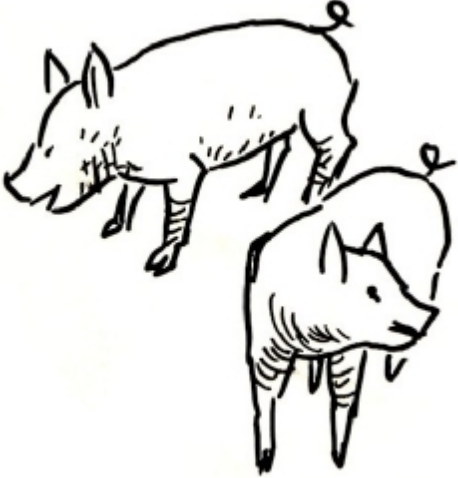
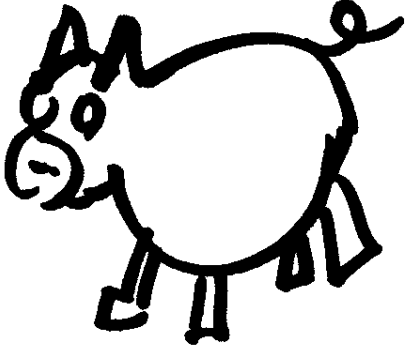
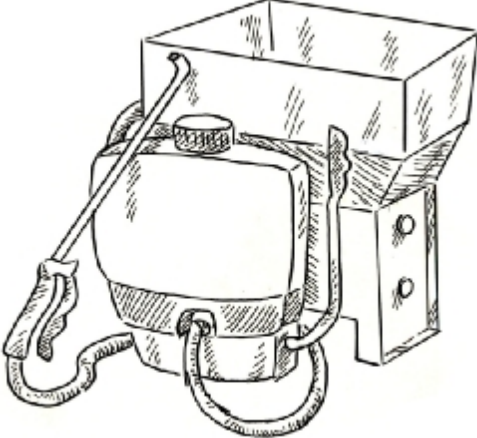
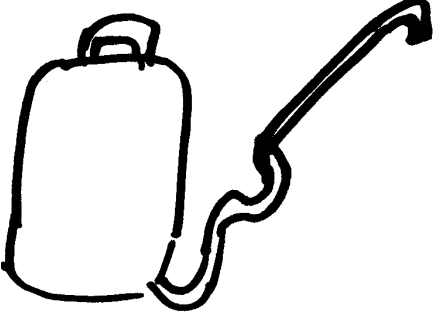
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