



One World
Won Tok

PNG Village Simulation



UnitingWorld
connecting communities for life

ABM Anglican Board of Mission - Australia
Working for Love, Hope & Justice

CONTENTS

Introduction	3
Instructions	4
How to run the OneWorld WonTok Village Simulation	4
Materials and Resources	5
Round 1: Village Construction	7
Round 1 Instructions	7
Village Construction Objects	8
Round 2: Adding Infrastructure	9
Round 2 Instructions	9
Round 2 Evaluation	10
Round 3: Disease Strikes	11
Round 3 Instructions	11
Cholera Fact Card	12
Round 3 Evaluation	13
Round 4: The Village Economy	14
Round 4 Instructions	14
Microfinance Fact Card	15
Round 4 Evaluation	16
Village Sim Evaluation	17
Chance Cards	18
Village Character Cards	20
Facilitator Role Cards	25
Village Simulation Facilitator	25
NGO Facilitator	28
About the WASH Project	29
WASH Discussion Cards	30
Government Office Facilitator	31
Infrastructure Objects	32
Infrastructure Recording Sheet	33
Small Bank Facilitator	34
Training	35
Microfinance Quiz	36
Kina	38
Small Baking Business Enterprise Worksheet	39
Signs	40
Village Map	43

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INTRODUCTION

The OneWorld WonTok Village Simulation is a fast paced, hands-on activity for school students or youth groups to discover what it would be like to live in a remote village in Papua New Guinea.

Faced with everything from cholera outbreaks to corrupt local officials, participants will need to work together to make decisions about how they will manage challenges and opportunities for growth.

With each participant playing a different character or representing a different institution, the OneWorld WonTok Village Simulation gives students the opportunity to see the world from another perspective and increase their understanding of the role various people and perspectives play in the development process.



If you require more information or printed A1 Village Maps please contact:

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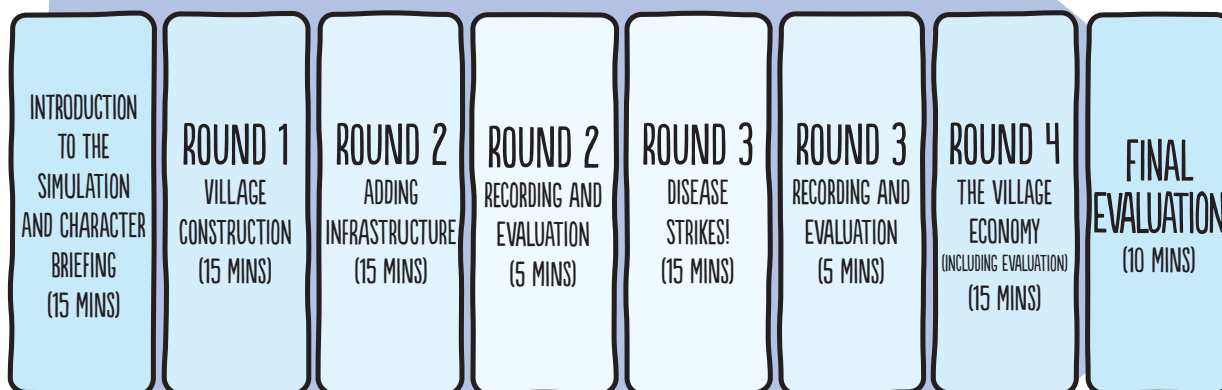
INSTRUCTIONS

How to run the OneWorld WonTok Village Simulation

The OneWorld WonTok Village Simulation is designed to be played by groups of twelve or more people over the course of **100 minutes**. The larger the group, the larger the space required to run the Village Simulation. The group should be divided into the following roles:

- One person to be the Village Simulation Facilitator
- Groups of 8 people to play different characters within each village
- One-two people to play the Government Office
- One-two people to play the Non-Government Organisation (NGO)/Small Bank

The OneWorld WonTok Village Simulation takes place over four rounds, with time appointed for the village groups to debrief and evaluate after each round. The Village Simulation Facilitator should time each round and ring a bell to indicate the end of each round and evaluation period. We also suggest that you leave time at the end of the simulation to debrief as a group.



MATERIALS & RESOURCES

You will require the following materials to run the OneWorld WonTok Village Simulation:

- Pencils or pens for each group
- Scissors for each group
- Glue or sticky tape for each group
- A laptop/projection screen to show the film found at www.kiva.org/about/microfinance
- A blindfold (for the man who is blind to wear)
- Red stickers (for use during round three)
- A face mask/stethoscope (or even a pair of scrubs or paramedic uniform) to be worn by the Government Office during round three
- A bell (for the Facilitator to indicate the end of each round)
- A whistle (for the Facilitator to indicate groups should pick up a 'chance card')

The following resources can be found in this resource kit:

Village Map

The Village Map is the central point of the Village Simulation. It should ideally be printed as A1 to allow for group participants to gather around it.

Objects to be stuck on the Village Map

Throughout the Village Simulation participants will be asked to stick objects on their Village Map using glue or sticky tape. These objects should be cut out by groups before you start playing the Village Simulation. Those found on page 31 should be given to the Government Office, as they will be used during round two of the Village Simulation. Those found on page 8 should be given to each village in their envelope of materials for Round 1.

Character Cards

There are 8 characters in this Village Simulation: the Village Chief, a middle aged male farmer, the local government councillor, a young female school teacher, a teenage girl, a young boy, a man who is blind and an elderly woman.

Each character has a role card which outlines their history, relationships and ideas about change. Note that some characters are constrained from participating in some rounds, or on certain topics. 15 minutes is allotted at the beginning of the Village Simulation for participants playing the same character to meet together to read through the role cards and discuss their character.

Role Cards for other Participants (Facilitator, Government Office and NGO/Small Bank)

The Village Simulation Facilitator, Government Office and Non-Government Organisations (NGO) play important roles in the Village Simulation. The role cards outline the specific instructions for each of these players and include resources to use throughout each round.

MATERIALS & RESOURCES (CONTINUED)

Round 1 Instructions - Village Construction

In Round 1 participants form groups, introduce their character and work on the construction of their village using a 'participatory mapping process'.

Round 2 Instructions - Adding Infrastructure

In Round 2 the village groups must decide on one piece of new infrastructure for their village, which is being provided by the Government.

Round 3 Instructions - Disease Outbreak!

In Round 3 the village groups must respond to a cholera outbreak. They have the option to work with the NGO to stop such a disaster occurring in the future. The Government Office runs a mobile health clinic, which healthy members of each village are able to approach for help.

Round 4 Instructions - The Village Economy

In Round 4 the village groups learn about microfinance, and choose three members to attend training to receive a microfinance loan. 3 participants from each group then participate in the training while the others stay at the Village Map to discuss what business opportunities would be viable in their setting.

Evaluations

At the end of rounds 2-4 each village group must fill out an evaluation form.

Chance Cards

Chance cards give groups an extra challenge to respond to or a topic to discuss. They will help extend groups who finish tasks quickly or need additional stimulus. The Village Simulation facilitator blows a whistle to indicate groups should pick up a chance card.

WHAT IS PARTICIPATORY MAPPING?*

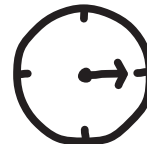
Participatory mapping of a village is a powerful tool for community members themselves to identify and understand their surroundings, including how they access and use resources. Discussions that take place during the mapping process provide opportunities for identifying challenges and problems, as well as potential solutions.

The participatory mapping process itself is a valuable and empowering exercise. A large and diverse number of community members can take part including men, women, young people, old people, wealthy members of the community and those struggling to make ends meet. The layout of a village will influence almost everything that happens in that community.

ROUND 1

VILLAGE CONSTRUCTION

You have FIFTEEN MINUTES to complete this round.



Welcome to your village!

1. Introduce each village member.
2. Decide on a name for your village and write in on your Village Map.
3. Determine the layout of your community. To do this, you will be using a 'participatory mapping' process*.

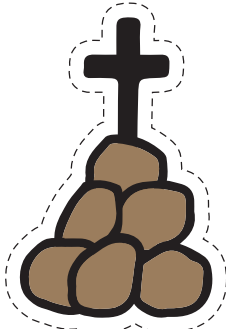
As you will see, there are already some set objects on your map, including a river, road, trails, forest areas, mountains and village boundaries. **As a village, decide where you think the following objects should be located in your village, cut them out and together stick them on your village map:**

- Village housing
- Chief's house
- Primary school
- Farming area (where your village grows food to eat)
- Livestock area (where your village keeps its animals)
- Uncovered water well
- Cemetery
- Mobile phone area
- Rubbish

Once they have been stuck on the Village Map, you cannot move these objects. Remember, the Village Chief alone has the final authority to decide where anything is stuck on the map.

Getting stuck? Discussing the following questions may help you figure out where to stick the objects:

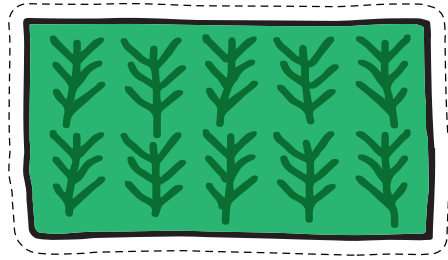
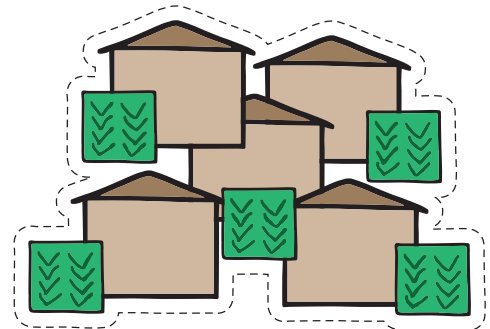
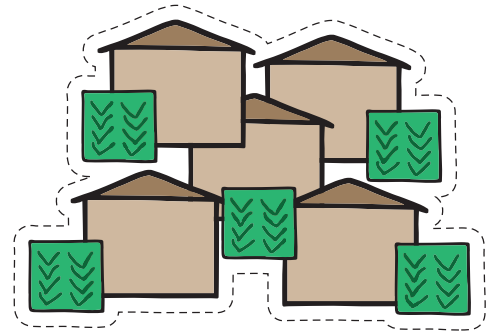
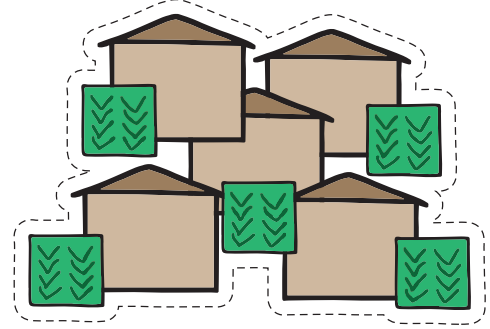
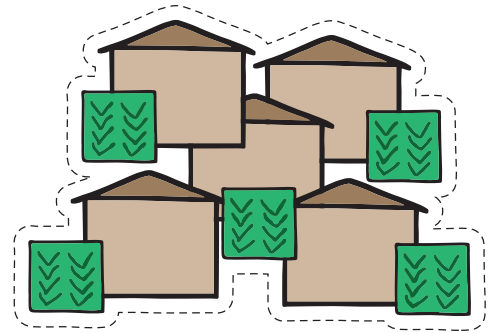
How close do people need to live to the meeting place, school and church? How will you irrigate your crops? What resources do your livestock use? What happens if there is a disaster? What areas are most at risk?



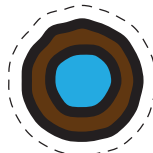
CEMETERY

**VILLAGE
CONSTRUCTION
OBJECTS**

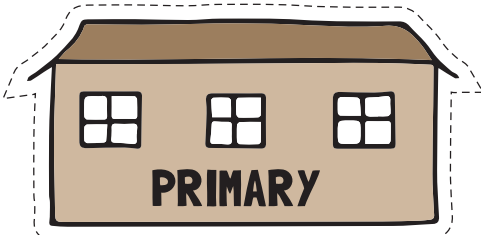
TIP: CUT AS CLOSE TO
DOTTED LINE AS POSSIBLE.



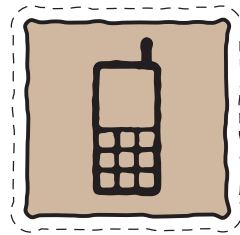
FARMING AREA



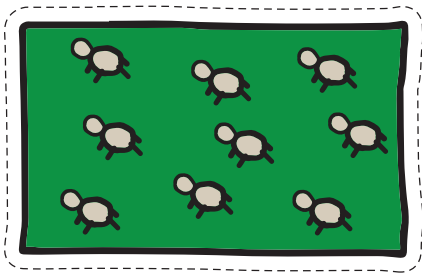
**UNCOVERED
WATER WELL**



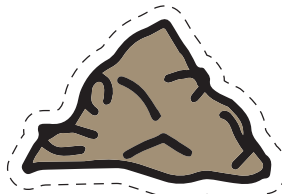
PRIMARY SCHOOL



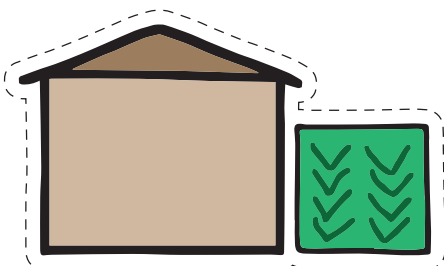
**MOBILE
PHONE AREA**



LIVESTOCK AREA



RUBBISH



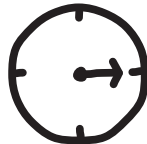
CHIEF'S HOUSE

VILLAGE HOUSING

ROUND 2

ADDING INFRASTRUCTURE

You have FIFTEEN MINUTES to complete this round.



Congratulations!

Now that your village has been set up the government has agreed to help you establish community infrastructure. They have offered to build **one** new facility for your village. You can choose from these options:

BRIDGE	FACTORY
HEATH CLINIC	MARKETPLACE
SECONDARY SCHOOL	AIR STRIP
GUEST HOUSE	WATER TANK
RADIO STATION	MOBILE PHONE TOWER

Discuss what facility you think would best benefit your village. You might like to visit the Non-Government Organisation (NGO) to ask for advice about which facilities may benefit your village. Anyone from your village is welcome to visit the NGO and ask for advice during this round.

Before the end of this round, your Local Government Councillor must visit your regional government office to notify them which facility you would like to build.

In return, they will give you the facility and you need to decide where to stick it on your village map. Once it has been stuck on the map, you cannot move this object.

Remember! Other villages will also be visiting the Government Office to collect their new infrastructure, so don't leave it too late, or you may miss out.

ROUND 2

1. As a village we chose to receive a _____ from the government.

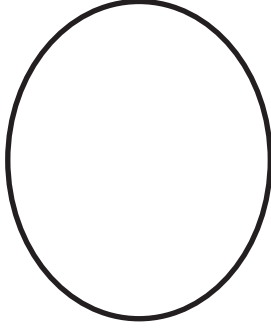
2. We chose this because _____

3. We think it will benefit the village in _____ these ways:



4. The main people involved in this decision were:

5. As a village, we feel



about this decision. (draw expression)

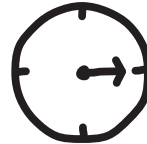
6. CHANCE! We decided:

Village Name: _____

ROUND 3

DISEASE STRIKES!

You have FIFTEEN MINUTES to complete this round.



A few people from your village have become very sick – it is soon discovered they have cholera. How is your village going to halt the spread of the disease and make sure it doesn't happen again?

If you have a red sticker on your character card, you have cholera and will not be able to participate in this round and you must go to the Village Simulation Facilitator for your instructions. If you decided to get a health clinic from the Government in Round 2 you can choose one person to be treated straight away and take off the red sticker.

- **The Government Office has a mobile health clinic to help treat the cholera outbreak. You will have to ask them to come to your village to diagnose and treat those infected with cholera.**
- **The Non-Government Organisation (NGO) can help your village figure out how you can respond to the cholera outbreak and help you make sure it doesn't happen again.**

Only a healthy person from your village is able to visit the Government or NGO office to ask for advice. The sick must stay in your village and cannot participate until they have been treated.

****The cholera fact sheet in your instruction pack will help you understand more about how to treat and prevent cholera from spreading**

CHOLERA FACT CARD

What is cholera?

Cholera is a severe diarrhoeal disease that can kill within hours if left untreated. It is caused by drinking water or eating food that is contaminated by the cholera bacterium.

Cholera transmission is closely linked to inadequate environmental management. Cholera remains a global threat to public health and a key indicator of lack of social development. Recently, the re-emergence of cholera has been noted in parallel with populations living in unsanitary conditions.

Cholera had never been reported in Papua New Guinea prior to 2009. However, in the course of a few years, **15,500 cases** were reported with over 500 deaths at the end of 2011.

There are an estimated **3-5 million** cholera cases and **100,000 - 120,000** deaths due to cholera in the world every year.

How is it treated?

Up to 80% of cases can be successfully treated with oral rehydration salts. Provision of safe water and sanitation is critical in reducing the impact of cholera and other waterborne diseases.

Source: World Health Organisation <http://www.who.int/mediacentre/factsheets/fs107/en/>

ROUND 3

1. We responded to the cholera outbreak by:

2. Who was affected by cholera and what happened to the community decision making?

3. Is your village going to implement a W.A.S.H.* program to prevent future outbreaks? (Water Sanitation and Hygiene)

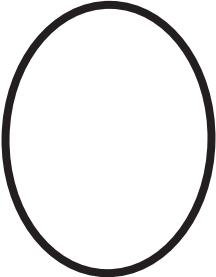
YES **NO**

4. How was the community affected by the outbreak?

5. Did your community already have a health clinic?

YES **NO**

6. As a village, we feel



about these decisions.
(draw expression)

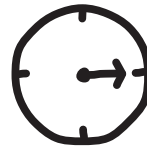
7. CHANCE! We decided:

Village Name: _____

ROUND 4

THE VILLAGE ECONOMY

You have FIFTEEN MINUTES to complete this round.



An organisation called Small Bank has just set up a branch in a neighbouring village. Small Bank is offering loans of 250 Kina to help people in the area establish their own small businesses or support other productive activities.

Before Small Bank will loan any money, participants must attend a special training course being run in a neighbouring village. Your village has been offered three places on the training course.

Decide which three village members will attend the training. They should then go straight to the NGO office.

For those who remain behind, come up with a list of as many small business ideas as you can and write them on your evaluation sheet.

****The microfinance fact sheet in your instruction pack will help you understand more about why loans from Small Bank could be a great opportunity to improve your village economy.**

MICROFINANCE FACT CARD

What is microfinance?

Microfinance is a simple model which aims to provide people living in poverty with access to traditional financial services, like small business loans and savings accounts.

How does the model work?

Often people living in poverty come up with smart and inventive ways to provide for their families. But it can be hard to start or grow a productive enterprise when you don't have the money or property to secure a business loan, when there isn't a bank in your village or when interest rates are too high to make borrowing money possible.

Microfinance aims to make it easier for people to access a small loan to start or grow their business. The idea is that this will help them increase their profit, some of which will be used to pay the loan back and some of which will be put back into their business to help it grow. Once a loan recipient has paid back their loan, they can apply for another one.

The microfinance model makes business and skills training available to loan recipients as well as bank accounts to help people save profits from the business. All this means people living in poverty can run productive businesses and keep investing the profit back into their business or family.

How could microfinance impact your village?

Getting a loan from Small Bank could really help individuals in your village increase their income, which in turn would make a big difference to their ability to pay for their family's education, food and health care when necessary. It would also help your whole village, as more people would be able to participate in the local economy.

CHANCE CARDS

CHANCE CARD

CHANCE CARD

CHANCE CARD

CHANCE CARD

CHANCE CARD

CHANCE CARD

CHANCE CARD

CHANCE CARD

Chance cards give groups an extra challenge to respond to during each round. The Village Simulation facilitator decides when groups should pick up a chance card.

Heavy rains cause the river to flood and all crops planted within 30 metres (5cm) of the river are destroyed. Mark this on your map and discuss what you will do.

RECORD YOUR DECISIONS ON THE EVALUATION SHEET.

The local militia group have set up camp near your village. They need access to water and food and have offered to help with the coming harvest in exchange.

DISCUSS THE POSITIVE AND NEGATIVE OUTCOMES FOR YOUR VILLAGE AND DECIDE WHAT YOU WILL DO. RECORD ON THE EVALUATION SHEET

An international company has approached your village offering to purchase your traditional land in the forest for logging.

DISCUSS THE POSITIVE AND NEGATIVE OUTCOMES FOR YOUR VILLAGE AND DECIDE WHAT YOU WILL DO. RECORD ON THE EVALUATION SHEET

A landslide in a neighbouring village has decimated 50% of their crops. They have now asked your village for seeds so they can start replanting.

DISCUSS THE POSITIVE AND NEGATIVE OUTCOMES FOR YOUR VILLAGE AND DECIDE WHAT YOU WILL DO. RECORD ON THE EVALUATION SHEET

Half of the village's pigs are affected by a fast spreading disease. In the past, farmers were forced to kill all pigs to stop the spread of disease.

DISCUSS THE IMPLICATIONS THIS WILL HAVE FOR YOUR VILLAGE AND OTHER OPTIONS THAT MAY BE AVAILABLE. RECORD YOUR DECISION ON THE EVALUATION SHEET.

A regional Member of Parliament comes to your village demanding a payment from each family. Until you do you will not be able to benefit from the regional government's roads and bridges infrastructure project.

DISCUSS THE IMPLICATIONS IF YOU PAY OR DON'T PAY THIS BRIBE. DECIDE WHAT YOU WILL DO AND RECORD ON THE EVALUATION SHEET.

An Australian teacher has recently visited your village and would like to come back and build a new classroom at your school with her year nine students.

DISCUSS ANY POSITIVE OR NEGATIVE IMPLICATIONS THIS MAY HAVE.

An Australian charity would like to send a large container of second hand clothes, books and electrical equipment to your village.

DISCUSS THE IMPLICATIONS OF THIS AND DECIDE WHETHER YOU WILL ACCEPT OR DECLINE THEIR OFFER.

VILLAGE CHARACTER CARDS

Every participant in the Village Simulation plays a character with particular skills, knowledge and hopes for the future. Each character has a role card which outlines their history, relationships and ideas about change. Note that some characters are constrained from participating in some rounds, or on certain topics.

There are 8 characters in this Village Simulation:

- The Village Chief
- A middle aged male farmer
- The local government councillor
- A young female school teacher
- A teenage girl
- A young boy
- A man who is blind
- An elderly woman.

VERO - LOCAL GOVERNMENT COUNCILLOR

Papua New Guinea has three levels of government - national, provincial and local. The provincial governments are responsible for local education, industry and business development. The local-level governments collect local taxes and fees and are responsible for water supply and, jointly with provincial governments, for health and environmental protection, waste disposal, roads and economic promotion.

You are the elected local government councillor. You do not live in the village anymore, but come by regularly to attend village meetings, to meet with the Chief and to visit your parents. Because of Papua New Guinea's clan (Wontok) system, you know that the village will keep voting for you in local elections because you are one of their own. But you still feel the pressure to please the Chief and the rest of the village elders.

You are eager to be able to promote development in the village and surrounding area, and have promoted various health and education initiatives. You have put the village forward for a development grant from the local government and will encourage the village to use it wisely.

Specific instructions:

During the activity remember to **MAKE SURE THE VILLAGERS KNOW HOW VALUABLE YOU ARE** as their Local Government Councillor.

ALBERTINE - SCHOOL TEACHER

You are a young woman who has recently moved to the village to teach in the local primary school. You were born in Port Moresby, where you also attended teachers college. This is your first teacher placement and you have found it both difficult and rewarding.

One of the most significant challenges you have faced in your year teaching in the village is that many children do not regularly attend school. When children are often absent due to health or family concerns, it makes teaching the class altogether very difficult. Without consistent attendance, you are concerned these children will not be able to progress to the next grade.

You are staying with a cousin who lives in the village. The house is quite crowded, as your cousin is married and has five children. You help to look after the children in the evening and on the weekend, and also help out with cooking, feeding the animals and washing clothes down at the river.

Specific instructions:

During the activity you should **SPEAK UP ABOUT THE IMPORTANCE OF EDUCATION** to overcome the poverty cycle. You would like to see greater investment into education in the village and surrounding area. It would also be helpful if you didn't have to walk so far to collect water.

MEERA -- YOUNG BOY

You are an eleven year old boy. You live in the village with your father and your two sisters. Your mother died when you were born, and your relatives played a significant role in your upbringing. You have had a good childhood, spending a lot of time with other boys playing in the forest and swimming in the river. As you have grown older you have also spent more time collecting firewood and carrying water. Soon, you will join your father and uncles as they clear bush to plant more vegetables and go hunting in the forest.

Two days ago one of your elder sisters suffered a machete wound while she was cutting grass in your family's garden. You went with her and your aunt to the nearest health clinic where they bandaged her leg and gave her some pain killers. They didn't have any other medication, so if the wound gets infected she will have to travel to a hospital in town, two days' walk away.

As she is unable to do her normal chores, you will have to take the week off school to help your family. You often go with your father to the village meetings, but spend most of the time playing outside with the other boys.

Specific instructions:

Throughout the activity you will be able to provide some insight into education and what you would like to have built in your village. But because you are a child, your perspective may not be heard. Throughout the Village Simulation, **YOU HAVE TO SPEAK WITH YOUR HAND OVER YOUR MOUTH.**

MUNE - TEENAGE GIRL

You are a 16 year old girl. You attended primary school up until grade 6. Since then you have helped your mother to look after your siblings, wash and cook. Lately your parents have been suggesting it's time for you to get married. You would prefer to go back to school, go to teachers college and become a teacher. Coming from a very traditional village, you know this will probably not be an option for you, and you will end up marrying, raising children, planting vegetables and weeding, collecting water and cooking.

Having lived there since you were born and spending a lot of time with other women and girls, you have many insights into life in your village and ideas about how things could be improved, especially in relation to education and health.

Specific instructions:

Unfortunately, because you are young and a girl, you have been discouraged from speaking up in public meetings. Until you are specifically asked "what do you think", **THE ONLY WORD YOU ARE ALLOWED TO SAY THROUGHOUT THE ACTIVITY IS "YES"**.

JOSEPH - MAN WHO IS BLIND

Your name is Joseph and you are 38 years old. You have been living with cataracts which have severely impaired your vision since you were a child. You only stayed in school until the fourth grade as your lack of sight made it difficult to learn like the other children. Once you left school you helped your father in your family's field. You now live with your wife and two children in a house in the village and still tend the small field your parents owned.

The vegetables you grow are used to feed your own family, most years you have a bit left over which your wife sells at the market in a neighbouring town.

Although you get by ok, you would love to be able to see - especially now your children are getting older. You have heard that there is a simple operation which could restore your sight, but without specialised trained health workers in your village or spare funds to cover the cost of the operation, it is out of your reach.

Specific instructions:

Throughout the Village Simulation **YOU WILL WEAR A BLINDFOLD**. If you wish to visit the NGO or Government Office you must take another village member to guide you.

VAVINE - ELDERLY WOMAN

As one of the eldest people in the village, you have a lot of insight into your community. You have seen a lot of change, but a lot of things have also stayed the same. You remember being a young girl when there were no schools in the area, and the only children who got any form of education were the Village Chief and Elders' children. You remember being a young girl and helping pick and peel cassava for Sunday feast - a job you still do today.

You also remember the ongoing conflict between your village and a neighbouring clan - fuelled when you were a young woman when a group from a neighbouring village stole three pigs from your father. Although you are nearly at the end of your life, you want to see the village respond well to the pressures from outside and within, so your children and their children can have a hopeful future.

Specific instructions:

Throughout the activity you may have a different perspective to offer, given your knowledge of the history of your village and your hopes for its future. As an old woman, your perspective may not be as valued and **YOU WILL ONLY BE ABLE TO OFFER ADVICE DURING TWO OUT OF THE FOUR ROUNDS**, so choose your words wisely.

NAMO - VILLAGE CHIEF

In Papua New Guinea, family, clan and tribal identity play a large role in determining village structure. Traditional authority is vested in chiefs and village elders. You have been the Chief of your village since your father passed away 20 years ago. Along with the village elders, you oversee what happens in the village, resolve conflicts and are the ultimate decision maker in relation to new projects and infrastructure.

As the Village Chief, you live in the largest house in the village and are well respected by most of the villagers. You live with your wife and your youngest daughter, who at 12 years old has just finished primary school. Your eldest daughter is married to the son of a Chief from a neighbouring village and now lives with his family. Your son lives in the house next door to you, along with his wife and three children.

Specific instructions:

Remember as the Village Simulation unfolds you have a responsibility to make good decisions for the sake of your village. You want to uphold your customs and traditional structure, but recognise change is not always a bad thing. Ultimately, **YOU HAVE THE FINAL SAY** about all decisions made throughout the Village Simulation.

ALEVA - FARMER

Many people in Papua New Guinea are subsistence farmers. This means they grow enough food on small plots of land around their houses and in the forest to feed their immediate or extended family. The situation in your own village is no different.

You, however, are in a slightly different position. You have several plots of land near your home and in the forest where you grow a range of cash crops for local sale and export to other regions in Papua New Guinea. You mainly grow fruit and vegetables and employ five people to plant, harvest and transport your crops.

You are now reaching middle age. You have two teenage sons and are concerned about their future. You would like them to take over your land, but lately they have become caught up with a group of young men who only seem interested in drinking and fighting.

Specific instructions:

You would like to see greater educational opportunities for young people in your area. You are also eager to see more land made available for purchase in your local area, and also keen to see more market linkages and transport routes opened up, as currently you find it difficult to sell and transport your crops to other regions.

MAKE SURE YOU RAISE THESE ISSUES DURING THE VILLAGE SIMULATION.

Facilitator Role Cards

VILLAGE SIMULATION FACILITATOR

As the Village Simulation Facilitator, it is your responsibility to make sure each participant knows the role they are playing and has the resources to participate. Ensure you have all the materials and resources ready for the Village Simulation. This includes putting the instructions for each round, the evaluation form for each round and any additional material in an envelope marked with the name of the round.

When you are ready to begin the Village Simulation, assign each participant with a village group and character (or other role) and explain the instructions and any 'house rules' to the participants.

Once the participants have read through their character cards, ask them the following questions:

- 1. What stands out about this character to you?**
- 1. How are you going to introduce yourself to your village?**
- 2. How are you going to play your character?**

During the Village Simulation, signal the beginning and end of each round using a bell.

Each round, use the whistle to indicate that groups should pick up a 'chance card,' ideally in the second half of each round. These chance cards should help extend groups which have finished the round, or are waiting for other group members to return from visiting the NGO or Government office. You may also decide individual groups are in need of additional stimulus, and can tell them to pick up a chance card.

During the round 2 evaluation, put a red sticker on three characters in each village.

At the beginning of round 3 tell each group that anyone with a red sticker must come and see you. You must explain to everyone with a red sticker that they have Cholera, and will have to act sick until they are treated. Cholera can be deadly and symptoms include diarrhoea, vomiting, dehydration and cramps.

Once the village groups have finished the evaluation for round 4, ask them to stand up and take off their character cards, blindfolds and any other props. Tell them they are no longer their character, and they are now to fill out the Final Village Simulation Evaluation as themselves.

Follow up discussion questions

Once the groups have finished their final evaluations, ask everyone to turn to the front or gather in a central space. Taking the time to discuss the following questions will help debrief the simulation:

VILLAGE SIMULATION FACILITATOR

(CONTINUED)

Follow up discussion questions

Once the groups have finished their final evaluations, ask everyone to turn to the front or gather in a central space. Taking the time to discuss the following questions will help debrief the simulation:

1. Who was frustrated by the character they had to play? Why?

It is natural that some people will find this simulation frustrating - especially those who have limitations placed on their participation. This includes the young boy, teenage girl, man who is blind and elderly woman. These characters may have felt left out, that their opinion was not valued, or simply annoyed that there were restrictions on what they could say and do.

The experiences of these characters in the simulation are very important as they indicate that there are often barriers for people participating in community life, and that often power imbalances restrict everyone's voices being heard.

The experience of the man who is blind reminds us of the 1 billion people around the world who have a disability, 80% of whom live in the world's poorest countries. Disability is both a cause and a consequence of poverty. People with disabilities have strengths and capabilities, but often face physical or societal barriers which make it difficult for them to go to school, get a job or even participate in community meetings or social events.

The experience of some of the females in the simulation reminds us that around the world gender inequality is still a huge issue. Girls are less likely to attend all levels of schooling than boys - having to collect water or food, a lack of sanitation facilities and early marriage or pregnancy all play a role. Women generally work in less secure jobs, if they have a job at all, are under-represented in many parliaments, and face the significant challenge of violence and abuse.

You may be interested in showing a short clip about gender inequality in the Pacific, which you can find at <http://vimeo.com/82341010>

2. Did anyone, recognising the limitations some characters faced, go out of their way to help them?

If yes, that's great! Some groups in society are more vulnerable than others, and their important perspectives are less likely to be heard. This simulation shows us just how important it is to specifically focus on including people with disabilities and other vulnerable people (including women and children) in planning and implementing community development projects. Not just because they will most likely benefit the most, but because they have important views, experiences and abilities to contribute.

VILLAGE SIMULATION FACILITATOR

(CONTINUED)

3. What was the hardest decision you had to make? What did you decide to do and why?

Throughout the simulation the villages had to face some pretty big challenges – from disease outbreaks to flooding to odd offers from big companies or even well-intentioned foreigners. Groups may have found different situations more challenging than others depending on the group dynamic, what decisions they had already made, or the resources available to them.

4. How do you think this simulation reflects what happens in real life situations of poverty?

This simulation gives some insight into the challenges that poverty presents, especially in a rural setting. People living in poverty often lack of access to essential services like health care, education, transport and communication. This makes it difficult to live a healthy life in which one can make the most of opportunities, look after their family and plan for the future.

This simulation will help participants understand how vulnerable people living in poverty can be to natural disasters, disease, changes in the local economy or even exploitation by big companies, governments and other groups.

Hopefully the participants realised that, although they were vulnerable to these things, they also had resources at their fingertips to respond to very challenging situations – whether it was the people within the village, their natural environment, the support of a local Non-government organisation or the services provided by their local government.

5. What has this simulation taught you about how villages can overcome poverty?

Here are three important take home lessons:

- 1.** Overcoming poverty relies on the meaningful participation of all people within society – especially those who have traditionally been excluded from contributing and making decisions.
- 2.** Poverty is multi-faceted. In order to fully break the poverty cycle, people have to have access to education, proper health care (or preventative measures), easily accessible clean water, financial services as well as opportunities for training and earning an income. This is more than just providing infrastructure or even services: the barriers which mean people can't access these things readily need to be overcome.
- 3.** In order to overcome poverty, development has to be sustainable. This makes awareness raising about health and education, training around managing money and managing small businesses and local ownership very important.

You may be interested in showing this 7 minute video about how 'good development' helps communities break the poverty cycle in a sustainable way:

<http://vimeo.com/31875536>

NGO FACILITATOR

You are a local faith-based Non Government Organisation (NGO) and your role is to work in partnership with villagers in support of poverty alleviation projects. Villagers may come to you to seek advice before building community infrastructure and they may also turn to you for advice in times of crisis.

Round 2 - Infrastructure Activity

Having functional infrastructure is important and will help overcome many immediate challenges that villagers experience. You should encourage villagers to include the whole community in discussion and make sure they think about the sustainability of what they choose.

Ask these questions:

- Have you consulted all the members of the community? What did they have to say?
- What will be the benefits of this infrastructure?
- What are the drawbacks in choosing this piece of infrastructure? Is it possible that this could create conflict?
- Who will run and maintain this piece of infrastructure? What resources does it use? (e.g. human, natural, monetary)
- Where will it be built? Will the location affect anyone?

Round 3 - 'Disease Strikes' Activity

If a village comes to you asking for advice on how to respond to a cholera outbreak, you will encourage them to partner with you to implement a Water Sanitation & Hygiene (WASH) Project. Taking part in a WASH project will ensure improvement in sanitation and water facilities through the construction of toilets and a covered water well or tank. It is very unlikely that cholera will spread or return if these things are in place.

If the village would like implement a WASH project, give them a copy of the 'About the WASH project' sheet and tell them they must consider and discuss the following questions with their whole village:

- Where will the drinking water source be located? What will determine the location?
- Where will the latrines be located? What will determine the location?
- What measures will be taken to ensure the continued sanitation of the water source and latrines?
- Who is responsible for the WASH project's monitoring and maintenance?
- How will they be built and by whom?

Once a village has discussed these questions, they should return this card to the NGO, who will give the village one toilet and one water tank to indicate they have participated in the WASH program.

About the WASH Project

The WASH project aims to design and build safe, clean toilets as well as having clean water readily available within the village.

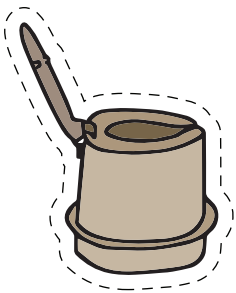
Poor health hinders people's livelihood and stops people from being able to fully participate in their communities. Water collecting remains largely the responsibility of women and children who walk long distances to collect water from wells, springs and rivers. Furthermore, the lack of education within communities regarding sanitation and hygiene contributes to illness and mortality.

The project works to improve community health and productivity by providing access to sustainable, accessible and safe water supplies and sanitation facilities. By reducing the time taken to access clean water, women are able to contribute to the sustainable development of their community.

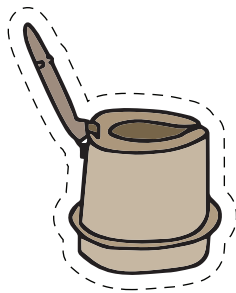
Access to clean water is provided to villages through a variety of ways, including rain water tanks, gravity fed systems, piping and deep wells. Workshops and training are held in the community to raise awareness of hygiene, sanitation and health.

New VIP (Ventilation Improved Pit) toilets are able to be installed in some of the communities. These systems came out of a government initiative to improve and create public awareness about safe sanitation practices. Children can be educated about using the toilets as well as hygiene practices such as washing their hands.

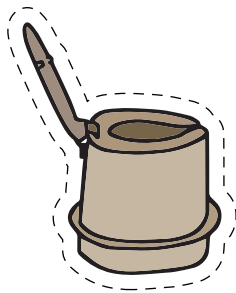
It is common for villages to establish Water management Committees that oversee the management and upkeep of the water infrastructure.



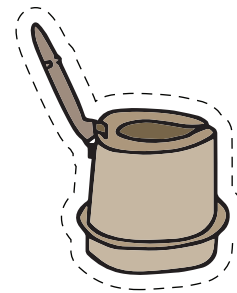
TOILET



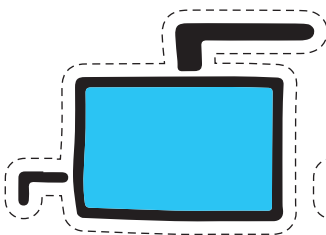
TOILET



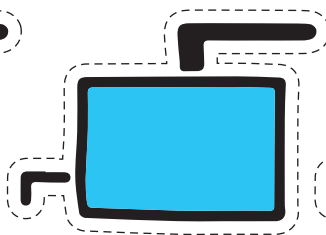
TOILET



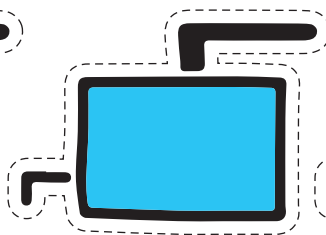
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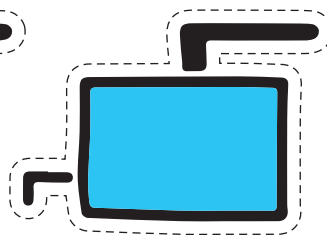
WATER TANK



WATER TANK



WATER TANK



WATER TANK

WASH DISCUSSION CARDS

- Where will the drinking water source be located? What will determine the location?
- Where will the latrines be located? What will determine the location?
- What measures will be taken to ensure the continued sanitation of the water source and latrines?
- Who is responsible for the WASH project's monitoring and maintenance?
- How will they be built and by whom?

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- How will they be built and by whom?

GOVERNMENT OFFICE FACILITATOR

Round 2 - Infrastructure Activity

As the Government Office, you are responsible for infrastructure development in your country. You have offered to build one piece of infrastructure in each village. Some village members might decide on a piece of infrastructure for you to build straight away and others might choose to consult an NGO for advice before they come to you.

You are able to offer to build each village **one** of the following pieces of infrastructure:

BRIDGE	FACTORY
HEATH CLINIC	MARKETPLACE
SECONDARY SCHOOL	AIR STRIP
GUEST HOUSE	WATER TANK
RADIO STATION	MOBILE PHONE TOWER

When a village's local government councillor comes to you with a request for you to build a piece of infrastructure, you are to give them the infrastructure to take back to their village and stick on their village map.

Record what infrastructure has been built in each village on the 'Infrastructure' sheet.

Round 3 - 'Disease Strikes' Activity

The Government Office is able to assist in emergencies. In the event of a cholera outbreak, you are able to send out a mobile health clinic to treat and care for sick villagers. Infected villagers (identified by red stickers on their character cards) must stay in their village while a healthy person seeks the help of the mobile health team that is travelling between villages.

Your role as the mobile health team is to visit affected villages, diagnose each sick community member that has a red sticker on their character card and give them treatment. You can only visit one village at a time. Some villages will have to wait to see you if you are busy treating the sick.

You should ask the following questions of the sick villagers:

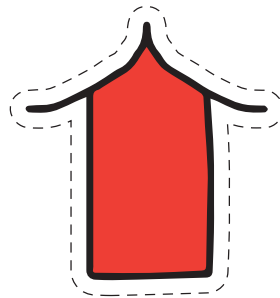
- What are your symptoms?
- Where is your community water source and toilets, if you have any?
- Who else has been drinking from the same water source?
- Who is going to look after you while you are sick?

After you have diagnosed each sick villager, remove their red sticker to show that they have been treated and are now healthy again.

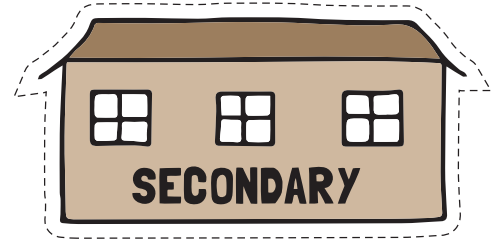
GOVERNMENT INFRASTRUCTURE OBJECTS



**RADIO
STATION**



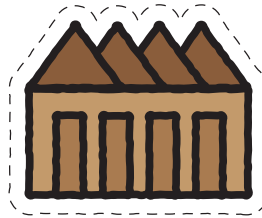
**GUEST
HOUSE**



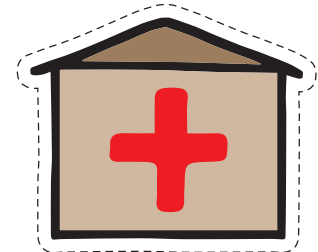
SECONDARY SCHOOL



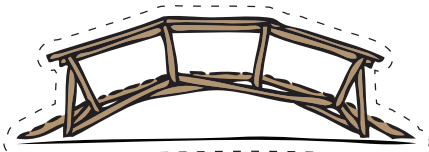
**MARKET
PLACE**



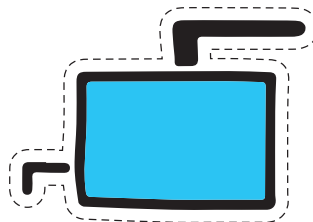
FACTORY



HEALTH CLINIC



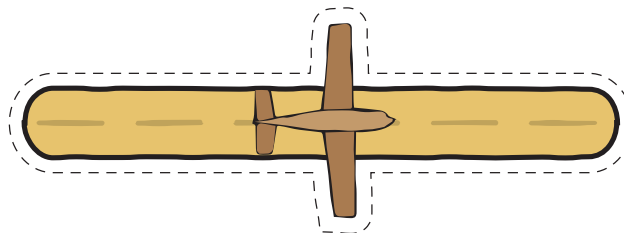
BRIDGE



WATER TANK



MOBILE PHONE TOWER



AIR STRIP

INFRASTRUCTURE RECORDING SHEET

TICK CHOSEN INFRASTRUCTURE FOR EACH VILLAGE

	VILLAGE NAME	BRIDGE	CLINIC	SECONDARY SCHOOL	GUEST HOUSE	RADIO STATION	FACTORY	MARKETPLACE	AIRSTrip	WATER TANK	MOBILE PHONE TOWER
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											

SMALL BANK FACILITATOR

(CAN BE PLAYED BY THE SAME PARTICIPANT AS THE NGO)

You run a microfinance company called 'Small Bank' which offers loans of 250 Kina to help people in the area establish their own small businesses and support other productive activities. The loans that you are able to provide stimulate economic activity and encourage sustainable business opportunities in villages all around the country.

Before you will loan any money, village participants must attend a special training course that you run in a neighbouring village. You are offering each village three places on the training course.

Three participants from each village visit the Small Bank branch for training.

Session 1 of their training will be on "A background to microfinance" where you show them a short 2 minute film about Microfinance from microfinance organisation KIVA: www.kiva.org/about/microfinance.

For session 2 of their training, split the participants into groups of three to discuss how they would manage a business if they were selling cakes and bread.

What is microfinance?

Microfinance is a simple model which aims to provide people living in poverty with access to traditional financial services, like small business loans and savings accounts.

How does the model work?

Often people living in poverty come up with smart and inventive ways to provide for their families. But it can be hard to start or grow a productive enterprise when you don't have the money or property to secure a business loan, when there isn't a bank in your village or when interest rates are just too high.

Microfinance aims to make it easier for people to access a small loan to start or grow their business. The idea is that this will help them increase their profit, some of which will be used to pay the loan back and some of which will be put back into their business to help it grow. Once a loan recipient has paid back their loan, they can apply for another one.

The microfinance model makes business and skills training available to loan recipients as well as bank accounts to help people save profits from the business. All this means people living in poverty can run productive businesses and keep investing the profit back into their business or family.

How could microfinance impact a village?

Getting a loan from Small Bank could really help individuals in a village to increase their income, which in turn would make a big difference to their ability to pay for their family's education, food and health care when necessary. It would also help a whole village, as more people would be able to participate in the local economy.

THE TRAINING

Session 1: A background to microfinance.

Before you play the film, welcome the group by saying:

“Welcome to small business training run by Small Bank!

The training will cover two topics: A Background to Microfinance and Small Business Training 101.

In order to receive your loan of 250 Kina, you need to listen carefully throughout the training and correctly answer a short quiz at the end.

Our first topic for today aims to give you a background to microfinance. Please listen to the video carefully.”

[Play film found at www.kiva.org/about/microfinance]

Session 2: Small Business Training 101

Step 1: Split the participants into groups of three people and give each group the ‘Starting a small baking business enterprise’ (see page 39) sheet to fill out.

Step 2: Say to the whole group:

“You have all just started a business making and selling cakes and bread. You have three minutes to think about some essential elements of running your business, including sourcing ingredients and marketing your products. You have a budget of 250 Kina to help you get started.”

MICROFINANCE QUIZ

Microfinance Quiz

1. Microfinance is a business model which seeks to provide poor people with access to financial services T/F
2. Microfinance is the only way to help people break the cycle of poverty T/F
3. Business training is an important part of the microfinance model T/F

Microfinance Quiz

1. Microfinance is a business model which seeks to provide poor people with access to financial services T/F
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Microfinance Quiz

1. Microfinance is a business model which seeks to provide poor people with access to financial services T/F
2. Microfinance is the only way to help people break the cycle of poverty T/F
3. Business training is an important part of the microfinance model T/F

MICROFINANCE QUIZ

After the groups have completed their *Small Business Training 101*, they must correctly complete the Microfinance Quiz (see page 36) during the evaluation time to receive their loan. If a participant passed the quiz, give them a loan for \$250 and tell them to return to their village. Those who don't pass do not get a loan and will have to go and tell their village why not.

Microfinance Quiz Answers:

1. TRUE
2. FALSE
3. TRUE

Starting a small baking business enterprise

Making your products:

What equipment will you need?

What ingredients will you need?

Where will you make your product?

How many people will you need to employ?

Where can you get your equipment and ingredients?

Marketing your products:

How much will you charge for your products?

What sort of people will you try to sell them to?

What should you call your business?

How will you advertise your product?

Village Name: _____

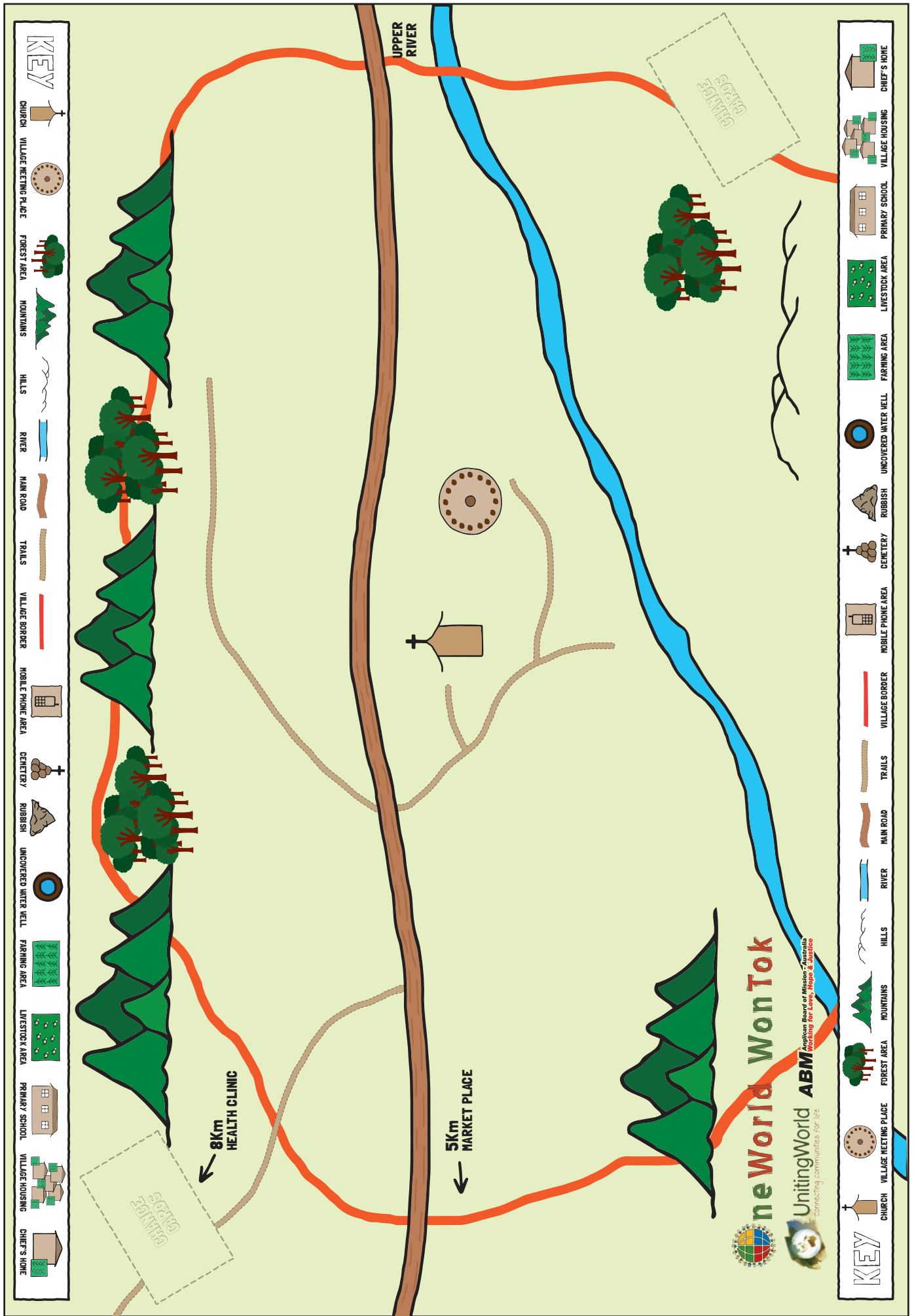
Non-Government Organisation

Government Office

**Sorry, we are currently
out responding to the
cholera outbreak in your
region. Please locate our
mobile medical unit if you
require assistance.**

Regards,

Your Government Office



- KEY**
- CHURCH
 - VILLAGE MEETING PLACE
 - FOREST AREA
 - MOUNTAINS
 - HILLS
 - RIVER
 - MAIN ROAD
 - TRAILS
 - VILLAGE BORDER
 - MOBILE PHONE AREA
 - CEMETERY
 - RUBBISH
 - UNCOVERED WATER WELL
 - FARMING AREA
 - LIVESTOCK AREA
 - PRIMARY SCHOOL
 - VILLAGE HOUSING
 - CHIEF'S HOME

- KEY**
- CHURCH
 - VILLAGE MEETING PLACE
 - FOREST AREA
 - MOUNTAINS
 - HILLS
 - RIVER
 - MAIN ROAD
 - TRAILS
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 - LIVESTOCK AREA
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 - VILLAGE HOUSING
 - CHIEF'S HOME

neWorld WonTok
 UnitedWorld **ABM**
 Anglican Board of Mission - Australia
 Working for Love, Hope & Justice
 Connecting communities for life