



PEOPLE OFFERING DELIVERABLE SERVICES

Training Guide

Contents

Part 1- Introduction	11
The first drop	11
Why water	11
Belief in the people.....	11
The PODS	12
Purpose of the PODS Training Guide	12
Target users of the PODS Training Guide	12
Using and adapting this guide	12
Organization of this Training Guide.....	13
Part 2: Site Preparation.....	16
Testing the Waters before the Plunge.....	16
The ASDSW Engagement Process.....	16
1. Initial Site Visit (Marketing)	16
2. Concept Paper Preparation.....	18
3. Submission of Concept Paper the Funder/Funding Organization	18
4. Conduct of the WASH Inventory in the Target Community	18
5. WaSH Planning, and Project Identification and Designing	20
6. Proposal Submission to the Funder	21
7. PODS Implementation	21
8. Consolidation	21
9. Exit	21
Things to Consider During Site Visits Prior to PODS Implementation	22
1. Courtesy Calls with the Local Government Units	22
2. Memorandum of Agreement (MOA)	22
3. Other Organizations as Additional Partners	22
4. Participants	22
5. Immersing in the Community	23
6. Code of Conduct for ASDSW Facilitators	23
7. Checklist Prior to PODS Training	23
Annex 2.1 – Initial Visit to the Community.....	25
Annex 2.2 - People’s Organization – Prospective PODS Partner	26
Annex 2.3 – Project Partners’ Roles and Functions.....	27

Annex 2.4 – Resources Needed for the Conduct of the PODS Training	30
Annex 2.5 – Screening the Potential PODS Training Participants	31
Annex 2.6 - Registration of PODS to Concerned Government Agencies.....	31
Part 3: Direction – Setting (Week 1)	34
Timetable.....	34
Objectives of the Week	34
Session 1: Introduction, Expectations Setting, Host Team Formation and Norms Setting.....	35
A. Session Title: Introduction of the Participants and Facilitators.....	35
B. Host Team Formation	36
C. Expectations Setting – Project Level (Over-all) and Weekly Level.....	36
D. Project Orientation.....	37
E. Norms Setting	37
Session 2: Perception Setting	38
Session 3: Individual Dreams.....	39
Session 4: Community Dream Mapping	41
A. Opening Exercise.....	42
B. Preliminaries	42
C. Activity Proper	42
Session 5: Vision Statement	42
Session 6: Proactive Thinking	44
A. Opening Exercise.....	45
B. Preliminaries	45
C. Activity Proper	45
Session 7: Resource Mapping.....	46
Session 8: Resource Analysis and Prioritization	47
Session 9: Goals and Objectives Setting	48
Session 10: Wonders of Water and Introduction of ASDSW	50
A. Opening Exercise.....	51
B. Preliminaries	51
C. Activity Proper	51
Session 11: Water, Sanitation and Hygiene (WaSH).....	52
Session 12: Water Quality Monitoring (Introduction, Sampling and Testing)	53
Session 13: Analysis of the Water Quality Monitoring Results	55
A. Water Quality Monitoring.....	56
B. Planning for Water Quality Monitoring.....	56

Session 14: Evaluation of the Week	56
Annex 3.1 – Role of Facilitator.....	58
Annex 3.2 - Different Ways to Have Participants Introduce Themselves and Suggested Closing Rituals	59
Annex 3.3 – Factors That Influence Perception.....	60
Annex 3.4 – Principles of Adult Learning.....	60
Annex 3.7 – Common Terms Used in Planning.....	62
Annex 3.8 – Flowchart for Setting Goals and Objectives	63
Annex 3.9 – Contamination Level Indicator Result Sheet	64
Annex 3.10 – Risk Assessment Matrix for Water Sources.....	64
Part 4 – Business Planning (Week 2)	66
Timetable.....	66
Objectives of the Week	66
Session 1: Personal Entrepreneurial Competencies (PECS).....	67
A. Preliminaries	68
B. Expectation Setting.....	68
C. Activity Proper: PECS	68
Session 2: Service Delivery.....	69
Session 3: BEST Game.....	70
Session 4: Project Development.....	71
A. Preliminaries.....	72
B. Activity Proper	72
Session 5: Introduction to Business Planning	73
Session 6: Marketing Planning.....	75
Session 7: Production Planning	76
A. Preliminaries.....	76
B. Activity Proper	77
Session 8: Organizational and Management Planning	77
Session 9: Financial Planning	78
A. Preliminaries.....	79
B. Activity Proper	79
C. Week 2 Evaluation	79
Annex 4.1- Understanding Entrepreneurial Behavior	81
Annex 4.2 – Personal Entrepreneurial Competencies (in Filipino).....	81
Annex 4.3 - Differences Between a Bio-Sand Filter (Product) and Water System (Service)	83

Annex 4.4 - Marketing (BSF versus Water System)	84
Annex 4.5 - Production (BSF vs. Water System)	85
Annex 4.6 - Organization and Management (BSF vs. Water System).....	86
Annex 4.7 - Financial Planning (BSF vs. Water System).....	86
Part 5: Financial Management and Policy Making (Week 3)	88
Timetable.....	88
Objectives of the Week	88
Session 1: Introduction to Financial Management.....	89
A. Preliminaries and Expectations Setting	89
B. Introduction to Financial Management.....	89
Session 2: Basic Accounting Forms.....	90
Session 3: Financial Transaction Flow.....	91
Session 4: BEST Game Replay	92
Session 5: Policy Making.....	93
A. Policy Formulation and Presentation	94
B. Policies Revision.....	94
C. Policies Presentation to General Assembly	94
Annex 5.1 – Definition of Terms: Financial Management	95
Annex 5.2 – Flow of Financial Transactions.....	96
Annex 5.3 – Income Statement	98
Part 6 – Installing Continuity - Internal (Week 4).....	100
Timetable.....	100
Objectives of the Week	100
Session 1: Development Praxis.....	101
A. Preliminaries and Expectations Setting	101
B. Activity Proper: Development Praxis	101
Session 2. Organizational Capacity Index	103
Session 3: Two-Year Development Planning	104
A. Preliminaries	105
B. Activity Proper	105
Session 4: WaSH Advocacy	106
Session 5: Monitoring and Evaluation	107
A. Preliminaries	107
B. Monitoring and Evaluation	108
C. Week 4 Evaluation	109

Annex 6.1 – Household Water Treatment.....	111
Annex 6.2 – M&E of the Water System and BSF	112
Part 7 – Installing Continuity – External	115
Walking the Talk	115
Monitoring the PODS Progress	115
1. Partnership Building.....	116
2. Generating Resources & Developing Projects	116
Widening Community Participation through Advocacy and IEC	117
Opening Avenues for Replication and Expansion.....	118
Working with the Government.....	118
What Have We Learned So Far as Facilitators.....	119
Annex 7.1 – Definition of Terms.....	121

Acronyms

ARMM	Autonomous Region of Muslim Mindanao
ASDSW	A Single Drop for Safe Water
BEST	Business Expenses Savings Training
BLGU	Barangay Local Government Unit
BSF	Bio-Sand Filter
FGD	Focus Group Discussion
GA	General Assembly
LGU	Local Government Unit
MLGU	Municipal Local Government Unit
ORID	Objective, Reflective, Interpretative and Decisional
PECS	Personal Entrepreneurial Competencies
PO	Peoples' Organization
PODS	People Offering Deliverable Services
TE	Team Energy
VMGO	Vision, Mission, Goals and Objectives
WaSH	Water, Sanitation and Hygiene
WIn	WaSH Inventory
WSA	Water and Sanitation Association

Preface and Acknowledgements

This **PEOPLE OFFERING DELIVERABLE SERVICES (PODS) TRAINING GUIDE** is the distillation of the training experience of the **A SINGLE DROP FOR SAFE WATER (ASDSW)**. It contains the process where ASDSW increases the local people's appreciation of water, sanitation and hygiene (WaSH), builds their capacity to identify their needs and resources, unites them to respond to their water issues, guides them to formulate a 2-year WaSH Action Plan, and coaches them how to install mechanism for good governance and financial sustainability. While this guide is developed to assist the ASDSW facilitators (trainers) as they implement the extensive training intervention, it also serves as the updated repository of ASDSW facilitators' and training participants' insights.

PODS Training had its initial run in 2007 in several areas in the Autonomous Region in Muslim Mindanao (ARMM), where access to safe drinking water plagues 41% families (2008 National Statistics Office). Since then, the training has spread to other geographic locations, particularly in the provinces of Camarines Sur, Iloilo, Nueva Ecija, Pangasinan, Zambales, Rizal, Eastern Samar, Palawan, Mindoro, and Metro Manila. The latest count (as of August 2010) indicates that 17 PODS training were already completed and more than 200 local people participated. What is not counted is the increasing number of people who have involved themselves in the technical implementation. In effect, the PODS Training and its derivatives (empowered local people and income-generating water services and products) have improved water access (including sanitation and hygiene) in several barangays across the country.

This training guide is a product of the 3-day workshop last May 2010 participated by the ASDSW management, technical team and facilitators: Ms. Gemma Bulos (Founding Director), Mr. Kevin Lee (Executive Director, Maria Maggio (ASD Africa), Mary Jun Nicolasora (Project Implementation Manager), Noraida Chio (Team Leader/Office Manager), Mary Grace Obligar (Office Manager), Teofilo Viguella, Esther Magwa, Cyril Flores, Rommel Cruz, Estelita Dela Cruz, Alejandro Pongyan, Christopher Gacayan and Saidona Lawan. Jesusa Calaunan of Team Energy and Ma. Luisa Lee of UP-ISSI also shared their inputs as ASDSW's partners in the PODS implementation. Marilyn Samparan, Lilibeth Lapangan, Franklin Rosario and Dennis Villar contributed the beneficiaries' point of view.



PART: 1

INTRODUCTION

Part 1– Introduction

The first drop

Horace, a Roman poet (65-8 B.C.), says “Adversity has the effect of eliciting talents which, in prosperous circumstances, would have lain dormant.” By taking an unscheduled extension to her vacation out of the country the horrific morning of September 11, 2001 she was not on her 8.50 morning train to the World Trade Center in New York, Ms. Gemma Bulos, the founding director, knew her path changed. The tragedy that shook the world yet united the people across continents had the same life-altering impact on Gemma. Echoing the call for peace and unity, she was inspired to write the song “We Rise”, centered on the theme “it takes a single drop of water to start a wave”. And water it was that held her attention, as she started to link the properties, power and images of water to human relations, global interactions and peacemaking. She left her day job as a pre-school teacher and decided to devote her life to water causes.

The song, the guitar, the voice, the cause – these were all Gemma had as she traveled from one group to another, country to country – inviting people to sing the song and be part of the choir. The choir was the United Nation’s endorsed project “The Million Voice” – where every September 21, people from all over the world sing the song (it was sang in 60 countries on its UN debut). In 2003, Gemma received recognition from Queen Latifah and Cover Girl honoring women who were changing the world through music. That award money gave birth to “A Single Drop” in 2004, and adopted the mission of raising awareness of water scarcity and global water issues.

Why water

Simple – we need water to live and we need it clean, accessible, reliable and affordable. Yet, the world has been in water crisis for several years – as population increases, as industries expand, as climate changes. The supply of safe water is constricted by unsustainable consumption and mismanagement of the natural resources. The Millennium Development Goals, barely five years to its reckoning, has included access to safe drinking water and basic sanitation a priority target for all countries. With access to safe water, more people are spared from preventable water-borne diseases. Children and women are spared from spending inordinate time and effort in fetching water from distant sources, allowing them to pursue more productive and creative activities. Social, political and geographical tensions are avoided if water shortage and conflict over its use (irrigation against hydropower) are addressed.

And knowing how water seeks its own level, Gemma, who is an American-Filipina, returned to her roots with the Center for Affordable Water and Sanitation (CAWST) bringing the Bio-Sand Filter to the Philippines through a series of technical trainings. In conjunction with Kevin Lee they determined that there was a need for an organization to find a more sustainable implementation model for WASH implementations and hence ASDSW was born in Puerto Princesa City, Palawan in September of 2006.

Belief in the people

ASDSW believes that communities can be empowered to influence the course of their fate. Rather than rely entirely on outside interventions, they can be guided to develop their innate capacities for planning, implementing and managing WaSH services. If they are involved in the process, their local wisdom is counted, their resources are harnessed – their commitment to finding solutions to their own problems is high and they are in it for the long haul.

We do not choose our participants based on gender, age, educational background, income level, religion, or ethnicity considerations. What we are looking for are people who are committed to improving their community's access to safe, reliable, and affordable water— offering their time, talents, skills and passion. In short, we want people who want to serve.

The PODS

The PODS Training is an open invitation to the local leaders and other people keenly interested in improving their access to safe water, basic sanitation and hygiene. After having undergone the extensive training spread over a period of one month or more, depending on the water, sanitation and hygiene challenges faced by the community – the people who attended the PODS are transformed into an organization with a business plan, ready to implement the proper water solution and technology, and is governed by an agreed set of policies and strategies, stressing the importance of good governance properties such as inclusion, transparency and accountability.

This training guide is primarily written for the ASDSW facilitators, and secondarily for other community and development workers involved in WaSH advocacy and projects. It presents the five necessary modules developed by ASDSW (each module requires a week to run), and two modules on the preparation and post-activities to ensure sustainability.

This guide also contains the good practices, learnings and other information culled from the four-year implementation of the PODS, including morsels of personal stories for inspiration

Purpose of the PODS Training Guide

This training guide aims to provide ASDSW facilitators and those new in the organization a guide on how to implement the PODS Training. It is also a way to increase awareness on ASDSW's approaches in building community-based and community-driven projects. The guide can be used as a reference document by other community workers and development practitioners involved in WASH activities.

Target users of the PODS Training Guide

The training guide is ASDSW's attempt to document the PODS Training. PODS Training is a "living approach" to community empowerment, as ASDSW is open to integrate reasonable factors and activities in the entire training design. Main users of this guide are the ASDSW facilitators – they provided the structure and the details of the training, making it easier to enhance. Beyond ASDSW, the training guide is a starting point for prospective partners to study whether ASDSW's approaches are parallel with their own thrusts. Other groups who might find this training guide useful are: staff from national government agencies and development institutions involved in improving access to safe water and basic and improved sanitation and hygiene, researchers and students of participatory development, training service providers who work with communities, and other people who are promoting WaSH services.

Using and adapting this guide

This training guide is arranged based on the sequential order of the modules to be implemented. Based on the PODS Training completed before this guide, the training can run between a month to six (6) weeks, barring interruptions in schedule and availability of the training participants. The activities contained in each module may be used individually, or certain aspects may be altered, depending on the

prevailing condition and preference of the participants and partners. Other modules may be given extended attention, according to the thrusts of the partners and the need of the participants.

This guide is presented in eight modules, from preparatory activities until consolidation of training gains. Each module contains several sessions. Each session describes the major points, the methodologies used, materials needed and the reference materials.

This guide is primarily based on the training experiences of ASDSW facilitators who implemented and improved the PODS Training. It contains processes and practices commonly accepted and observed in the Philippine setting. Yet, it does not preclude facilitators from other countries to use the approaches and activities, as long as they make necessary modification with respect to their country/area's culture

Organization of this Training Guide

This training guide is divided in seven (7) parts.

Part I	INTRODUCTION
Part II	SITE PREPARATION <ol style="list-style-type: none"> 1. Testing the Waters Before the Plunge 2. The ASDSW Engagement Process 3. Things to Consider During Site Visits Prior to PODS Implementation
Part III	DIRECTION – SETTING (Week 1) <ol style="list-style-type: none"> 1. Preliminaries (Self Introduction, Host Team Formation and Tasking, Expectation Setting and Norms Setting) 2. Perception Setting 3. Individual Dreams 4. Community Dream Mapping 5. Vision Statement 6. Proactive Thinking 7. Resource Mapping and Presentation 8. Resource Analysis and Prioritization 9. Goals and Objectives Setting 10. Wonders of Water and Introduction of ASDSW 11. Water, Sanitation and Hygiene 12. Water Quality Monitoring 13. Analysis of the Water Quality Monitoring Results
Part IV	BUSINESS PLANNING (Week 2) <ol style="list-style-type: none"> 1. Personal Entrepreneurial Competencies 2. Service Delivery 3. BEST Game 4. Project Development 5. Introduction to Business Planning 6. Marketing Planning 7. Production Planning 8. Organizational and Management Planning

	9. Financial Planning
Part V	FINANCIAL MANAGEMENT AND POLICY MAKING (Week 3) <ol style="list-style-type: none"> 1. Introduction to Financial Management 2. Basic Accounting Forms 3. Financial Transaction Flow 4. BEST Game Replay 5. Policy Making, Presentation and Critiquing, Revision, Presentation to the General Assembly and Finalization
Part VI	INSTALLING CONTINUITY - INTERNAL (Week 4) <ol style="list-style-type: none"> 1. Development Praxis 2. Organizational Development Capacity Index 3. 2-year Development Planning 4. WaSH Advocacy 5. Monitoring and Evaluation
Part VII	INSTALLING CONTINUITY - EXTERNAL (Consolidation of Training Gains)

PART: 2

SITE

PREPARATION

Part 2: Site Preparation

Testing the Waters before the Plunge

ASDSW checks the community first before the actual PODS Training begins. It is important for the ASDSW to know the following:

- Water situation and issues
- Interest of the community to commit to the PODS activities
- Presence of potential partner organization
- Assessment of governance issues that can support or hinder PODS activities

The ASDSW Engagement Process

1. Initial Site Visit (Marketing)

The choice of the community where ASDSW Team is set to work with is largely dependent on the funder of the project. In most cases, the community falls within the geographical influence of the funder – it has an established presence in the area and provides support to improve the health or economic condition of the residents. Another reason is that the community has expressed its need for better access to safe water and improved sanitation and hygiene; and has approached ASDSW or a funder for support.

Initial information about the community is usually shared by the funder. However, before ASDSW fully commits to, and formally accepts the project, a visit to the community is conducted, based on these objectives:

- **Validate the WASH-related issues** (e.g. quality, reliability, affordability and accessibility) of the community through ocular inspection
- **Conduct an inquiry** with the concerned community officials and other leaders on the current WASH issues. Whenever possible formal discussions with residents and leaders will be conducted to validate the concerns of the leaders and funders. Involving the community at this stage starts the ownership process as early as possible.
- **Identify partners** – organizations and individuals – who can assist in the implementation of the project. Also determine the priority of WaSH within the local government unit's (LGU) agenda and extent of possible working relationships. Spring development, artesian wells, rainwater collectors and water supply systems are part of the municipal LGUs' responsibilities. Getting them involved this early will ensure that the local government fulfills its mandate to the people.
- **Understand the relationship** between the community and funder as well as gauge the political and social dynamics within the community
- **Determine the approach** by which ASDSW introduces its services

Municipal governments have the **explicit responsibility** of providing basic water services and facilities – as specified in the Local Government code of 1991, Chapter 2, Section 17, 2, viii.

The ASDSW Team makes an assessment using the template shown as **Annex 2.1: Initial Visit to the Community** as guide. Results highlighted in Annex 2.1 serve as reference materials in preparing the proposal to the funding organization on the possible activities and projects that can be introduced in the area.

The suggested activities during the initial site visit may include the following:

- a) The **first step is to pay a courtesy call with the Barangay Local Government Unit (BLGU)** and also the Municipal Local Government Unit (MLGU), if possible. This is to establish initial contact with the officials whom ASDSW will be working closely with in the succeeding activities.

ASDSW introduces the process of WaSH Inventory and the PODS (particularly the resources needed and the time it will take to run the training), getting the first sign of commitment from their side. Schedules for the succeeding activities will also be raised here.

Also during this stage (and again during WaSH Inventory), ask the local people if there are existing peoples' organization/s (POs) in the area that have been implementing community projects. Such POs can also be partners of the ASDSW. To determine if the POs possess the proper fit for the ensuing activities, use the **Annex 2.2: Prospective PODS Partner** as criteria. Involving the POs is also a way of encouraging community ownership.

- b) After the courtesy call, ASDSW holds **informal meetings** with the community representatives (officials and others). An ocular survey of the area is also necessary, accompanied by members of the community. This gives ASDSW better appreciation of the location of the settlements, water sources and its distribution points, and other physical factors that influence the community's water issues. Results of the informal meetings and ocular survey will be used to prepare the concept paper.
- c) After gaining the interest of the BLGU, **ASDSW requests BLGU's help in organizing an orientation with the community.** At this point, it is necessary to secure BLGU's commitment on inviting people to the meeting and reserving a venue.

Establish Ownership at the beginning and stress at every stage

The community's ownership of the project is emphasized at every step of the process. When people understand that they "steer" the project, they get more interested; with more interest, they attach deeper value to the learnings they gained. Now that they know better, they can manage their project with more confidence. If successful, they can replicate the project in other areas or on other endeavors

At the meeting, ASDSW orients the people on the WaSH/WIn, ASDSW, PODS modules and the possibilities of a water-related product/service after the training. ASDSW also emphasizes the following:

- a) **Community participation** – Water is a concern of the entire community, not only of its elected officials or those who are employed by the government. The people who are most affected must be involved in the WaSH/WIn and the PODS training activities to enhance their knowledge and skills related to water issues.
- b) **Ownership of the process** – As they participate in the activities, the people are able to express their opinions, prioritize their goals, allocate their resources and motivate themselves to work together. As they notice that ASDSW (and the funder and the LGUs as well) only take on the

“facilitator” role, and it is the community that largely drives the activities and makes the decisions, the people will develop the sense of ownership that will boost their confidence and build sustainability for future activities.

- c) **Counterparting** – People invest their time, skills and network/linkage to make a community project successful. This also measures determination of the people to respond to their water issues collectively.

The relevant concerns that may emerge during the community orientation are also incorporated in the concept paper.

2. Concept Paper Preparation

ASDSW prepares the concept paper containing the PODS process and the conduct of the WaSH Inventory (WIn) as a process to validate the data gathered during the initial site visit. This is also to confirm the proposed project as submitted.

Funding organization such as the Team Energy (TE), the WIn follows after the initial site visit before the concept is prepared.

3. Submission of Concept Paper the Funder/Funding Organization

After the internal review, the concept paper is submitted to the funder/funding organization for their consideration. Allow sufficient time for the latter to review the concept paper. Once approved, proceed with the WIN.

4. Conduct of the WASH Inventory in the Target Community

Within the WaSH/WIn component, the following activities are undertaken:

- a) **Meeting with the Barangay Council and Other Organizations** – At the end of this activity, the members of the barangay council and the other concerned organizations understand the WaSH. ASDSW should be able to finalize the schedule of the succeeding activities. Document the proceedings with minutes of the meeting, pictures and attendance sheet.
- b) **General Assembly and Site Familiarization** – ASDSW secures the community commitment to support the project. ASDSW reiterates the importance of the community understanding of the project, taking ownership, and giving their counterpart. ASDSW also explains how transparency and accountability contribute to the success, and how sustainability of the project is achieved.

At the General Assembly, the tone is “**This is your project** and ASDSW is here to develop your capacity so that you can manage and repeat the activities in the future.”

ASDSW informs the people of the **need to collect fees** (membership and service fees). The people are made to understand how the fee is computed and collected, and how it will be used.

In terms of the administrative matters, ASDSW informs the people of the venue and food of the PODS training, the accommodation of the participants (in some cases, depending on the arrangement with the funder), and the number and names of the PODS participants.

Lastly, ASDSW gives an estimate on the labor that will be required for the project installation.

The indications of good community orientation are:

1. 75% of the households (heads or family members) are represented
2. Quality of questions raised by the community during open forum
3. Number of people (25 to 30 as the ideal mass) who expressed eagerness to join PODS Training
4. Community's nod to pay "service fee"
5. Compliance with other requirements such as road right of way
6. Deed of donations
7. Commitment or membership fee

- c) **WASH/WIN Orientation and Training** – With the help of the BLGU, ASDSW facilitates the inventory of existing community WASH resources and needs. This process involves several steps to generate information on a community's WaSH assets and requirements that will aid in identifying and prioritizing its WaSH needs. The output of the process is a snapshot of WaSH related resources, needs, belief systems, and the resulting behavior and practices. It presents the different types of data gathering instruments and methodologies, and explains how the raw data is processed into helpful input for the WaSH community planning and preparation of a demand-drive and appropriate WaSH project intervention.

The steps in conducting the Win are:

- **Secondary Data Gathering** – This covers official reports on population and household information, income and livelihood, health services and cases of water-borne diseases, and geographic data, among others. This information can be obtained from the barangay, Municipal Planning Office, Municipal Health Office and other national government agencies.
- **Primary Data Gathering** – There are three methods to use in gathering primary data. The first method is the conduct of the **household interview**. ASDSW identifies and coaches around three to five members (the number will vary though) to ask respondents on household population, source of livelihood, WaSH practices and facilities, incidence of water-borne diseases. Ideally, the number of the sampling size for the household interviews is around 10% to 20% of the total household population of the target area. The second method is the conduct of the **ocular inspection**. This involves documenting the existing water systems, the undeveloped water sources, and the sanitation and hygiene facilities. The ocular inspection may also include observing and examining the water quality (employing water testing kits, if available), and the flow rates and available quantities. The

Proposed Program for the General Assembly

- Preliminaries
 - Prayer/National Anthem (preferably handled by the local people, depending on their practices and other rituals to be observed)
 - Introduction of Guests and Participants
 - Opening Message
- Project Orientation/Presentation
 - Presentation of the WIN Result
 - Introduction of the ASDSW Project Interventions
 - Project Funding and Proposal
 - Technical Aspects
 - PODS Development Training
 - Project Coverage
 - Project Establishment and Implementation Scheme
 - Possible Projected Operation and Management
- Presentation and Discussion of the MOA
 - Highlights of the MOA
 - Leveling-Off of the Project Concepts and Expectations
 - Open Forum
 - Detailed Project Plan Establishment
- Commitment Setting and Building
 - Discussion on the Willingness-to-connect and commitment-to-pay and to actively participate
 - Discussion and signing of the Road Right-of-Way/Deed of Lot Donation
- Logistics and Administrative Matters
 - PODS Training participants (more on this on the later section)
 - Training Venue
 - Schedule of the PODS Training
 - Selection of the temporary collector/treasurer
 - Barangay allocation for food of the PODS Training
 - Accommodation and safety of ASDSW Staff
- Closing Remarks, emphasizing on the theme "This is your (community's) project."

third method is the conduct of **focus group discussion** (FGD) with a few of the community members (who are not included in the household interview). The FGD is a face-to-face discussion about the WaSH, where the participants are asked to prepare a community spot map (a map that marks the location of the major infrastructure and facilities of the area), community calendar (household/community routines for the daily and week calendar; and seasons, occurrence of illness/epidemics, work, religious activities and flooding/drying of water for the yearly/seasonal calendar). Venn diagram is also a part of the outputs of the FGD where participants show the relationship between concepts/factors in terms of their varying importance, or similarities and differences.

ASDSW uses the interviews and the FGDs to ensure that the community totally understands and accepts the need to collect membership and service fees.

For the WaSH Inventory survey/questionnaire, please refer to the WaSH Field Guide produced by the Local Governance Support Program in ARMM.

- **Consolidation, Reconciliation, Validation, Analysis and Scaling Up of the Gathered Data.** ASDSW and the representatives of the local people now consolidate, reconcile, validate, analyze and then scale-up (computing the findings to the total number of households in the area) the information from the secondary and primary data. By scaling up, the general picture of the community and their water issues emerges.
- **Write-up of the WaSH Inventory Result (WaSH Situationer)** – ASDSW proceeds with the write-up of the WaSH Inventory by categorizing the findings in three areas: water, sanitation and hygiene. Please refer to the WaSH Field Guide produced by the Local Government Support Program – ARMM, for the guide questions and the standards followed for WaSH (pages 56 to 60).
- **Presentation of the Results to the General Assembly for Final Validation** – ASDSW and the team (who attended the WIN/Situationer preparation and participated in the information gathering) present their key findings to the community for validation.

5. WaSH Planning, and Project Identification and Designing

The WIN results and Situationer become the basis for the Barangay WASH Plan. With selected participants (preferably sectoral representatives), they formulate their WaSH-related vision, mission and objectives, and they discuss the different strategies they must adopt in order to respond to their water issues. Strategies cover those that are technical, organizational and advocacy in nature. Note that these plans should also take into consideration overall Barangay and Municipal Development plans so as to ensure that WaSH is prioritized by the LGU's.

Specific project is then identified and designed for implementation.

Another Barangay General Assembly is called primarily to organize the interim Water and Sanitation Association (WSA). At the end of this activity, ASDSW and the community is able to firm up the following:

- Organizational Structure
- List of interim WSA with officers (including collector)
- Barangay resolution outlining barangay/community counterparts (indicator of the community commitment and support)

- Food of the participants and the venue of the training
- Accommodation of the participants
- Labor for project installation
- Number and names of the PODS participants

6. Proposal Submission to the Funder

Following the organization of the interim WSA and other arrangements, ASDSW prepares a proposal for the conduct of the PODS Training. Once approved, a Memorandum of Agreement between the funder, ASDSW and the BLGU is signed.

Note to Facilitator: Compliance to requirements in # 4 should already be completed.

7. PODS Implementation

ASDSW meets the BLGU and interim WSA to discuss:

- The expected output of the 4-week PODS training
- Schedule and venue of the PODS training
- PODS training participants
- Barangay counterpart
- ASDSW accommodation
- Trainer Safety and Security considerations
- Courtesy call to the MLGU to bring them up-to-date with the activities and PODS preparations and inclusion within the program.
- Schedule and conduct of the General Assembly

When above items are confirmed/finalized, PODS Training with technical project implementation gets underway.

Note to the Facilitator: During the PODS Training implementation, facilitator should do two levels of process check:

- After each session, always refer back to the session objectives and ask the participants if these are met
- At the end of the day, have a short meeting among the facilitators. Discuss the general observations and problem areas. Decide on any changes for subsequent sessions.

8. Consolidation

To mentor the community after the PODS training, ASDSW does monitoring by phone at a two-week interval (can be earlier, if there are urgent matters).

After a month of full project operation, ASDSW will conduct an on-site visit to follow-through the project. Specific concern that ASDSW should address during this visit is to check on the recording of the PODS to ensure that they are transparent and accountable.

This is then followed by another visit on the 6th month of project implementation for further mentoring. After which, further coaching is done through phone unless an actual visit is requested by the community themselves through a formal request. Activities in this phase are designed in such a way that communities are able to sustain their project and organization beyond ASDSW.

9. Exit

ASDSW “exits” from the community after an agreed timetable with the community and the funder.

Things to Consider During Site Visits Prior to PODS Implementation

1. Courtesy Calls with the Local Government Units

When making a courtesy visit to local officials, do the following:

- Provide background on ASDSW
- Ask the official to appoint a Liaison Officer whom ASDSW can deal with on detailed coordination
- Request participation to Win and PODS Training
- Inquire on existing People Organization and their status

2. Memorandum of Agreement (MOA)

Facilitators should bring the signed MOA for reference on the roles and functions of each party.

3. Other Organizations as Additional Partners

To explore avenues for collaboration, the ASDSW Team may initially write to these organizations for their possible inclusion in the PODS project. Or, the other way around, the Team may first visit these organizations and present PODS, to be followed up with a written communication (officially reiterating what the PODS intends to achieve).

- Private corporations
- Social/civic
- Church groups
- Schools

4. Participants

The list of potential participants generated during the GA for Win or Site Preparation Stage is only one source of information. It is important to remember that there may be people who are as committed and as capable, but were not able to attend the orientation. To achieve a good mix of participants, expand the pool of participants from the:

- Referrals made by the Barangay Captain and other barangay officials
- Referrals made by the funder (those that they have worked with in the past)
- Referrals made by the People's Organizations

The pool of potential participants is further screened using the following criteria:

- Has available time to participate in a 5-week Training and subsequently, for community work
- Represents sectoral group – such as women, youth, religious, farmers, fisherfolks, indigenous peoples and senior citizens
- Physically and emotionally fit
- Exhibits openness to ideas and new solutions, and is “creative” – these are difficult to gauge but can be verified from the interview of the person's experience in handling community activities and the impressions from community leaders or neighbors
- With good communication skills

What's the Fuss Over the Pax?

Being selected with the PODS Training participants is like making an investment decision. We have to choose those who are open for bigger responsibilities and are in it for the long haul.

The ASDSW Team may use the template attached as Annex 2.5 as reference in screening the participants.

5. Immersing in the Community

Early on, establish physical presence in the community, starting from the initial visit, during the WaSH Inventory, other site preparation and actual PODS Training. It is also important to assign “permanent” people to work with the community to:

- Gain the community’s acceptance and trust
- Familiarize themselves with the terrain
- Connect with the community by observing the extent/depth of their WaSH issues– at the same time, presence of “bayanihan spirit”
- Inspect and finalize the administrative arrangements (training venue and staff accommodations, food, etc) prior to the training
- Link with the MLGU on the MOA and other training requirements
- Finally, campaign for the PODS project

Most training participants are determined during the GA. Some participants may be have “influenced or appointed” by the barangay officials or their peers to be part of the training. Doing house-to-house visit allows the ASDSW confirm the locals’ true reasons and motivations, and address confusion.

While in the community, the ASDSW Team may:

- Team may work closely with some families and observe/document their daily pattern, particularly relating to sourcing domestic water
- Sit-in during community or PO meetings
- Conduct the house-to-house visit of potential participants.
- Draw a “spot map” showing the concentration of settlements vis-à-vis source of water and other water-related infrastructure or secure a copy of the community map
- Take photographs

6. Code of Conduct for ASDSW Facilitators

Chances are this will be the first ASDSW’s engagement in the community. As “outsiders” or as “visitors”, the Team needs to be aware of how its action is perceived by the community. Maintaining “good behavior” is expected from the Team – to protect the reputation of the ASDSW, the people who work within and the organizations that are closely associated with ASDSW. The trust and cooperation of the community will be difficult to obtain if local people are skeptical of ASDSW’s agenda. It is advised that the Team revisit ASDSW Code of Conduct.

7. Checklist Prior to PODS Training

At least a week before the conduct of the PODS Training, ensure that the following items are assembled or confirmed:

a) Memorandum of Agreement

- All parties have signed
- Copies of the signed MOA are available for distribution

b) Finance

- Budget is released to ASDSW ready for disbursement
- Project Fund is released (cash advances and per diem of the ASDSW Team)
- Barangay/Municipal LGU’s incentive to the participants, if any

c) Participants

- Letter of invitation distributed
- Participants confirmed (representing most sectors and the LGUs)
- Participants’ food restrictions are noted (religious and health reasons)
- Willingness to pay form signed and at least 75% of target beneficiaries paid

d) Venue and Physical Lay-out

- Training venue inspected for security, accessibility, availability of power and “noise” (distraction) level
- Seats and table layout (with Secretariat/Registration table, Facilitators’ corner, Speaker’s rostrum)
- Position of the white screen, overhead projector and computer
- Directional signs leading to the training venue/room and toilets
- Welcome banner, if necessary
- Sound system

e) Training Materials and Supplies

- Participants’ kit containing copy of the presentation materials and other handouts
- Attendance sheet
- Training Program/Schedule
- Forms and templates such as barangay ordinances, MOA, service agreements, water system policies, etc.
- IEC Materials

f) Facilitator’s Kits and Tools

- Visual aids
- PODS Training Manual
- Electrical items such as camera, extra batteries, charger, computer laptop, LCD projector
- Photo albums and videos of previous PODS project
- Manila paper, metacards, scotch/masking tapes, pens, markers, stapler, puncher, scissors, bond paper, etc.
- First-aid kit and flashlights
- Water testing kits
- BSF Molds (if this is the project to be implemented)
- Team accommodation and food during training
- Main contact person on-site

g) Team Meeting with the Management

Before deployment, ASDSW Project Team meets with the Supervisor to review the activities and discuss other last-minute changes/updates. Essential matters to be taken up in this meeting are:

- Specific conditions of the project site or project that will impact the implementation. For example, we are changing the culture from getting everything free to working for the project and counterpart.
Review the Office Manual and Code of Conduct
- PODS Training Team Leader is identified
- Roles, responsibilities, functions, deliverables, accountabilities and authority of each PODS Training team member clarified
- Review history of project development and recurring issues
- Timetable and flow, including practice of new team members on facilitation

Annex 2.1 – Initial Visit to the Community

A. Community Information

1. Name of Barangay or Sitio and Location?
2. Number of population – Individual and Household?
3. Composition (Tribal/Native)?
4. Language?
5. Source of Income?

B. Health information

6. Mortality and Morbidity rate?
7. What other illness and diseases? How often it occurs? When? Sector affected, please put percentage?

C. Water Information

8. What kind of water sources available in the area?
 - a. If spring get flow rate, elevation, history, ownership, develop/underdeveloped? # of beneficiaries, water uses (potability, safetiness)
 - b. If wells: how many, what type (open, closed, shallow, deep), # of users, ownership, history, location (near HH, near latrine, far, distance, etc), water uses (potability, safetiness)
9. Is there a Water System? If yes, how many? What type - Level 2 or Level 3?, water uses (potability, safetiness)
10. Number of beneficiaries?
11. Are all these Water System working? If not, how many are working?
12. Capacity of the Water System? Flow rate: How many liters per minute?
13. Is it a Government project or a Non-Government organization?
14. Who initiated the project?
15. Who is the funding agency?
16. Who are the implementing partners?
17. Who is looking after the project right now? Who is managing the system?
18. Do they have any formal training to manage the system?
19. Is it operational? If not, why and how do the community deals with the technical problems if nobody is managing the system, for example repairs? What are issues often faced?
20. To what extend is the BLGU's participation in the project? Same as participation of the City/Municipal Government?

D. Community Situation

21. How is the present situation in the community? Political?
22. How about the community leaders? Are they credible? Are they in good terms with the community or the MLGU? Will they provide counterpart?
23. Do the community and local leaders get involved with project implementation in the area?
24. How would the community react to Technological and Organizational Training and doing the work themselves as part of the project implementation counterpart? Will they work without pay?
25. How is it working with the BLGU/MLGU?
26. Other organizations present. Thrust.
27. Political will
28. Forms of cooperation in the community

E. Contacts and other info

29. Please give us contact person’s name, address and other related information.

30. If you have additional information gathered while in the area, please include it here. Thank you very much.

F. Messages:

- Project ownership
- Community view on service (fee)
- Sustainability
- Counterparting
- Participation (attendance to training and labor) 75%
- Demand for project (membership fee @ least 75%)
- Project implementation flow/process

Annex 2.2 - People’s Organization – Prospective PODS Partner

Name of the Organization			
Year Organized/Established			
Membership (Please attach copy of the organizational chart, if available)		Male	Female
	Officers		
	Members		
	Total		
Vision and Mission			
Goals and Objectives			
Assets and Capital, as of December _____			
Main Activities/Projects			
WASH Services Extended to Members			

Annex 2.3 – Project Partners’ Roles and Functions

A. Formation of the PROJECT Management Council

The Parties shall compose the Project Management Council (the “Council”) with one (1) representative from each of the Parties hereto.

The Council shall have the following functions:

- a. Review and provide feedback and suggestions, as necessary, regarding “PODS” formulation of Policies, Systems and Procedures on the usage, operation and management of the water system;
- b. Periodically monitor and oversee the progress of the Project/s;
- c. Formulate guidelines for the effective implementation of the Project/s;
- d. Facilitate resolution of concerns, issues and problems that may arise during the implementation of the Project/s Periodically evaluate and make recommendations regarding the execution of the Project/s; and

Convene all its members to periodic meetings or as it may deem necessary. The head of the Council shall be selected from “PODS” representatives.

B. Responsibilities of the Parties

1. ASDSW

- a. Co – ordinate with FUNDER relative to other projects in the area, if any, to prevent any conflict that may detract from the spirit of counterpart and community ownership of the Program.
- b. Facilitate the conduct of the People Offering Deliverable Services (PODS)/Water Sanitation Association (WSA) and Technical Trainings with the PODS, MLGU and BLGU to design programs of project/s and training/capacity building activities.
- c. Based on the program plan, ensure that the PODS/WSA and other stakeholders are trained on advocacy and entrepreneurship or business management.
- d. Provide the required supervision for the construction/implementation of the technical project.
- e. Work with the stakeholders to consolidate the formation of, facilitating workshops and activities to strengthen the PODS. This includes setting of performance indicators over a nine – month period from completion of initial training/installation program, where the organization will be independent of MLGU – MWTF¹, FUNDER and ASDSW.
- f. Periodic reporting of progress. This will be at the completion of each activity and will include:
 - Project Progress to date
 - Next stages / Tasks for Completion
 - Issues/ Concerns and Solutions Identified
 - Schedule
 - Budget
- i. Monitor the Program over a six – month period from the date of Program Completion and submit findings /report to FUNDER, LGU, BGU, and PODS/WSA.
- j. Provide consolidating activity after the 6 – month period to strengthen the PODS/WSA
- k. Fund management. Work with FUNDER, MLGU and BGU for the proper disbursement of funds or purchases of materials, tools, skilled labor, contractors, training fees and expenses.

¹ Include MWTF only if existing in the area.

- l. Assign a Project Leader for a close liaison and communication for resource allocation and to respond promptly to all reasonable requests for information and services.
- m. Write and submit any change in scope of work to FUNDER, PODS MLGU – MWTF and BLGU prior to work being done.

2. Funder

- a. Financial Counterpart for the design and construction of the water systems as well as project trainings and supervision.
- b. Work with ASDSW, for the disbursement of project related funds in a timely manner to ensure continuation of project.
- c. Review and approve/disapprove changes, if any, in the scope requests within three (3) working days of submission.
- d. Participate in all major events, i.e. opening and closing of trainings etc. where FUNDER presence is requested.
- e. Appoint a point person within FUNDER for all communication purposes with ASDSW and community organization.

3. BLGUs

- a. Formulate and enforce resolution/s supporting the Program and the PODS/WSA such as but not limited to protection of the 'watershed', outlawing illegal tapping, payment of fees among others.
- b. Coordinate with the MLGU and other stakeholders regarding additional support in terms of materials and legislations related to the project.
- c. Facilitate with the MLGU the Right – of – Way permits from stakeholders such as landowners, organizations etc. to ensure the sustainability of the project including all other legal permits that maybe required.
- d. Proactively promote the Program within the community to ensure full community representation and involvement in the Program. This includes working with ASDSW in mobilizing community members for the project implementation, connection to the system and payment of connection and users' fees.
- e. Provide baseline data to PODS/WSA and ASDSW for monitoring and evaluation: i.e. health related data, census and livelihood data, other Water, Sanitation and Hygiene Data.
- f. Participation in training activities and implementation.
- g. Mobilize resources to support the PODS/WSA in other activities such as water source protection, sanitation and hygiene promotion and other agreed upon initiatives to improve the health of the residents of the barangay and maintain sustainability of the water system
- h. Provide counterpart in cooperation with PODS/WSA and Community during the Program Implementation, in cash or in kind, that will include but not limited to the following:
 - Labor for hauling of local and purchased materials to project site
 - Labor for installation of water system
 - Steady and consistent attendance / participation in training
 - Venue for participants and trainers during trainings
 - Food for participants and trainers in training sessions
 - Accommodation for trainers staying on site
 - Safety and security for participants and trainers
 - Other resources as required during the process

4. PODS/WSA as Representative of the community

- a. Lead and direct the organization to ensure that all stakeholders are coordinated and united to achieve the desired results.
- b. Assist the BLGU in acquiring the Right – of – Way permits for the Program and such other legal permits that maybe required
- c. Receive and document all materials that will be delivered, if any, and ensure its security at the project site.
- d. Facilitate collection of membership/commitment fee
- e. Mobilize community members to participate, cooperate and implement training activities to ensure that these meet the scheduled completion date as decided during project start up. This will be part of the communities' counterpart as outlined in the BLGU.
- f. Consistent and active participation in all capacity development activities e.g. PODS training
- g. Formulate and implement Policies, Systems and Procedures on the usage, operation and management of the water system
- h. Operate, administer and maintain the water system in a sustainable manner by coming up with a cost recovery scheme to ensure that system remains operational. This includes operating, administering and maintaining the infrastructure, organization and the watershed.
- i. Conduct periodic advocacy campaigns regarding health and sanitation, water treatment and conservation for the other constituents of the barangay
- j. Facilitate registration² of PODS to appropriate institutions
- k. Coordinate with the BLGU and MLGU for possible support that will enhance the completion of the program
- l. Implement other activities that are indispensable to the success of the Program

5. MLGU – MWTF (if existing)

- a. Provide support to local PODS in the implementation, management and sustainability of its project such as but not limited to the following:
 - i. Assist in the formulation and review of guidelines for the effective implementation of the Project/s
 - ii. Periodically monitor and oversee the progress of the Project/s;
 - iii. Formulate and enforce resolution/s supporting the program of PODS
 - iv. Periodically evaluate and make recommendations regarding the execution of the Project/s;
 - v. Provide baseline data to PODS and ASDSW for monitoring and evaluation: i.e. health related data, census and livelihood data, other Water, Sanitation and Hygiene Data.
- b. Facilitate the strengthening and participatory monitoring of PODS
- c. Coordinate with the BLGU and other stakeholders regarding additional support e.g. materials and legislations
- d. Facilitate with the BLGU the Right – of – Way permits from stakeholders such as landowners, organizations etc. to ensure the sustainability of the project including all other legal permits that maybe required.
- e. Proactively promote WASH within the municipality to ensure full community support and involvement in the program.

² See Annex 2.6 of this Manual.

- f. Participation in training activities and implementation.
- g. Provide counterpart to the program implementation in cash or in kind
- h. Provide a forum for arbitration between PODS/WSA, BLGU and factions of the community as the need arises (i.e. conflict resolution)

Annex 2.4 – Resources Needed for the Conduct of the PODS Training

RESOURCES REQUIRED	CONTRIBUTORS				
	MLGU	BLGU	FUNDER	Other Organizations	Community
Food for the participants					
Supplies and Materials for 5-week Training					
Space/Venue for the 5-week Training					
Electricity/Power					
Communications					
Computer					
LCD Projector					
Sound System					
Training Materials (copy of the presentations, etc.)					
Food for the ASDSW Team					
Accommodation of the ASDSW Team					
Transportation expense					

Annex 2.5 – Screening the Potential PODS Training Participants

Name:		Sex:		
Age:		Highest Educational Background:		
Ethnic Group/Ethnicity		Religious Affiliation		
Membership in Organizations (Cooperatives, Associations, etc.). Please state position, if any.		Source of Income/Livelihood		
Availability to Attend 5-week PODS Training		Willingness to Devote Time for PODS Project		
State experience, if any:		Organization/s	Position	Inclusive Years
	1. On Management			
	2. On Marketing			
	3. On Water and Sanitation			
	4. On Community Organizing or Mobilization			
Share personal reason or motivation for joining PODS activities				
Interviewer's reading/assessment of the participant				

Annex 2.6 - Registration of PODS to Concerned Government Agencies

Name of Agency	Minimum Requirements	Advantages	Disadvantages	Remarks and Recommendation
Securities and Exchange Commission (SEC)	<ul style="list-style-type: none"> ▪ 3,000-4,000 Expenses. ▪ Express lane by-laws and article of Incorporation to be filled-up ▪ Need an On-line reservation of name with fee 	<ul style="list-style-type: none"> ▪ Need an On-line reservation of name with fee ▪ Docs available on-line 	<ul style="list-style-type: none"> ▪ With filing fee (1,200) ▪ No clear guidelines for water organization ▪ Need to visit SEC office in Manila ▪ Limited or few regional offices ▪ In-appropriate for PODS-Water organization to register 	<ul style="list-style-type: none"> ▪ 3rd option agency to register
Department of Labor and Employment (DoLE)	<ul style="list-style-type: none"> ▪ 1,000-2,000 Expenses ▪ By-laws and Article of Incorporation and/or cooperation ▪ Clearance and endorsement from regional and provincial 	<ul style="list-style-type: none"> ▪ Filing fee is very minimal (80.00/org.) ▪ With clear guidelines for registration. ▪ Regional and provincial offices available 	<ul style="list-style-type: none"> ▪ Need to pay taxes ▪ No clear guidelines for water organization. ▪ Need to pay and register to BIR 	<ul style="list-style-type: none"> ▪ 2nd option agency to register

Name of Agency	Minimum Requirements	Advantages	Disadvantages	Remarks and Recommendation
	<p>field offices.</p> <ul style="list-style-type: none"> No membership fee required 			
Cooperative Development Authority (CDA)	<ul style="list-style-type: none"> 4,000-5,000 expenses Required to attend coop PMES Membership fee Capital build-up share Certificate of bank deposit Surety bond 4 original copies of docs (about 75-103 pages). 	<ul style="list-style-type: none"> Priority to govt. Services Tax free up to 10M income Need not to pre-qualify for bidding Regional and provincial offices available Support from MCDC Clear guidelines for organizational development and strengthening Support mechanism is available locally as mandated. 	<ul style="list-style-type: none"> Too expensive and tedious to register Penalty imposed for delayed submission of annual reports Financial report need to be signed by CPA's Too many docs to prepare Certificate of registration will be released 2-3 months after submission No clear guidelines on water projects 	<ul style="list-style-type: none"> Hard, expensive and tedious to register. PODS to register to avail tax-free. Last option PODS to register.
Local Water Utilities Administration (LWUA)	<ul style="list-style-type: none"> By-laws and article of incorporation (e-copy) Membership fee 	<ul style="list-style-type: none"> No filing and registration fee is required Tech and financial support mechanism is available only for water PODS/org Simple and minimal docs required Electronic copy of needed docs are readily available All existing Water Districts and DPWH local offices are authorized agents/agencies of LWUA Just 2 set of docs is required Certificate of registration could be released within a day 	<ul style="list-style-type: none"> Water permit (from NWRB – P5,000 filing fee) is needed and required 	<ul style="list-style-type: none"> Most appropriate agency to register the PODS
National Commission on Indigenous People (NCIP)	<ul style="list-style-type: none"> No available information. 	<ul style="list-style-type: none"> No available information 	<ul style="list-style-type: none"> No available information 	<ul style="list-style-type: none"> Tribal PODS partner should be register to

PART: 3
DIRECTION-
SETTING

Part 3: Direction - Setting (Week 1)







Timetable

	Day 1	Day 2	Day 3	Day 4	Day 5
8.30 – 9.00 am	Preliminaries	Reflection	Reflection	Reflection	Reflection
9.00 - 9.30 am	1.A Self-Introduction 1. B Host Team Formation and Tasking 1.C Expectation Setting	4. Community Dream Mapping	6. Proactive Thinking 7. Resource Mapping and Presentation	10. Wonders of Water and Introduction of ASDSW 11. Water, Sanitation and Hygiene (WaSH)	
9.30 – 10.00 am					
10.00 – 10.30 am					
10.30 – 11.00 am					
11.00 - 11.30 am					
11.30 – 12.00 nn					
12.00 – 1.30 pm	Lunch Break				
1.30 – 2.00 pm	1.D Norms Setting 2. Perception Setting	5. Vision Statement	8. Resource Analysis 9. Goals and Objectives Setting (with a short session on water sampling)	12. Introduction to and actual Water Testing	13. Analysis of the Water Results
2.00 – 3.30 pm					
2.30 – 3.00 pm					
3.00 – 3.30 pm					
3.30 – 4.00 pm	3. Individual Dreams				14. Evaluation and Closing Rituals
4.00 – 4.30 pm					
4.30 – 5.00 pm					
5.00 pm					

Objectives of the Week

1. Build rapport among the participants as they start laying the foundation for a sustainable PODS
2. Identify commonalities among participants and share future aspirations for their community
3. Identify available resources in their locality that can be used to address WaSH issues
4. Level off on understanding of WaSH, how it impacts the community and Introduce ASDSW

Session 1: Introduction, Expectations Setting, Host Team Formation and Norms Setting

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Set positive atmosphere ▪ Encourage participants to interact with each other ▪ Form into groups for subsequent activities ▪ Set training norms
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Plenary ▪ Metacards for objectives setting and ground rules ▪ Quick game/exercise for self-introduction
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Powerpoint/Flipchart – PODS Project and Strategic Planning Objectives and Program ▪ Metacards and markers ▪ Hand outs on the (a) List of Positions for the Host Team and (b) Tasks and Functions of Each Position
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Annex 3.1: Facilitator’s Roles ▪ Annex 3.2: Other Options on Self-Introduction Games
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Expectations Discussed ▪ Norms set
	<p>Messages:</p> <ul style="list-style-type: none"> ▪ We already know each other, but this time we are building a relationship beyond knowing each other’s name. ▪ It is always best to know the people we will be working with. ▪ Embarking on this “journey” together is our way of showing our love for our community.

Application

After the Welcome and Opening Remarks, ask the participants to introduce themselves.

A. Session Title: Introduction of the Participants and Facilitators



30 minutes

Game: Spider’s Web

1. Ask the participants to identify an adjective or thing that starts with the same letter as the first letter of their name/nickname.
2. Have one participant hold a ball of thread and ask him/her to start the introduction (usually this is done by the facilitator themselves). Holding the end of the thread, this person throws the ball to whomever she or he wants to know first.

3. The one who caught the ball will introduce the one who held the ball of thread first before introducing him/herself. Do this until all participants are covered.
4. When all is done, the facilitator process the experience using the ORID approach and close this part with the following messages:
 - a) Each member has a role to play in the failure or success of the project
 - b) If one leaves his/her part of the thread the others are also affected.
 - c) All are interconnected.
 - d) Internal issues such as the thread can only be solved by the members themselves (others can also help but this will take longer than when the members themselves working out the solution on their own).

Roles of the Team Members:

Remember to ask the community during General Assembly about the call time for the training. Facilitators should start the activities on time, regardless of the number of people who showed up. If sessions start on time, participants will make an effort to come to the venue on time.

4. Custodian – keeps the materials and outputs of the team
5. Artist – to prepare the report/group presentation (optional depending on number of group members)

Note to Facilitator: On the role of the Facilitator, see Annex 3.1. Also, refer to Annex 3.2 on other options on Self – Introduction.

B. Host Team Formation



30 minutes

Ask the participants to form into groups. Note that number of each group depends on the total number of participants.

1. Identify, elect or appoint their leader, custodian, timekeeper, secretary and artist.
2. Groups members, As part of building rapport and improving communications skills, must take turns in:
 - a) Facilitating the preliminary activities
 - b) Providing synthesis or giving feedback following a certain session/activity
 - c) Introducing an energizer/ice-breaker exercise.

C. Expectations Setting – Project Level (Over-all) and Weekly Level



1 hour

1. Divide the participants by host team and ask each group to list down at least 1 **Project Level** expectation for each category
 - a) Participants
 - b) Facilitators
 - c) Content
 - d) Others, referring to responses that do not fall in the previous categories.
2. Expectations should be clear and written on the metacards provided.
3. Each group identifies a representative who will read their output.
4. Ask each representative to put their answers on the appropriate category.
5. Repeat the same procedure for the **Weekly Level**, after a short introduction differentiating the Project Level and the Weekly Level.

Note to Facilitator: For communities that have yet to use Metacards technology, provide explanations/tips first. If possible, have samples of correctly-done Metacards.

6. The following categories (for the expectations) may also be used as option:
 - a) Methodology to be used
 - b) Language/delivery of inputs
 - c) Duration/pacing of activities
 - d) Content and relevance
 - e) Materials
 - f) New knowledge and skills to be gained

D. Project Orientation

1. Facilitator explain the “what, why and how” of project (the assumption is not all PODS participants have participated in previous activities that will make them privy to the historical evolution of the project).
2. Relate participants’ expectations on the project to the project objectives already set
3. Follow this up by presenting the full project implementation schedule (e.g. 4 weeks for PODS and 8 weeks for water system or 5 weeks for BSF – in this case provide general topics per week)
4. Follow this up with discussion on the participants’ expectations for the week
5. Again discuss this parallel to the schedule for the week (in this case already detailing the daily activity)

Note to Facilitator: Expectations that will not be addressed by the Project or the week’s session may be temporarily parked (preferably written on a poster paper and displayed inside the training room for future reference). Be sure to refer back to these parked items whenever these are addressed by subsequent activities.

E. Norms Setting









1 hour

1. Ask the participants to brainstorm on the different policies, ordinances being implemented in their barangay of which they are familiar of. Have them recite or write these on the Metacards. Process the activity by asking the following questions:
 - a) What is your reaction on these rules and regulations?
 - b) Why are these important? What do we gain from these?
2. Link the responses to “In training, we also need rules”.
3. Ask the participants to set the rules – or the norms to be followed during the training.
4. Once norms are set, place on a paper board and display inside the training room.

Why Set Norms?

1. Training is a situation for learning, not of conflict.
2. Rules agreed by all can foster dialogue and build relationships.
3. Rules may cover:
 - a. Starting and ending on agreed session schedules
 - b. Leaving other concerns behind
 - c. Respecting diversity (gender, religion and culture)
 - d. Opening communication lines (i.e. feedback and process-check)
 - e. Creating fun, relaxing atmosphere

Session 2: Perception Setting

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Recognize individual perception and note those that needed improvements ▪ Promote awareness and appreciation of the individual differences ▪ Find common ways to address differences
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Group Activity ▪ Reporting back ▪ Group Interactions and Personal Insights (using ORID)
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Pictures of a young woman, an old woman and a composite picture ▪ Hand outs ▪ LCD and laptop
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Annex 3.2: Factors that Influence Perception ▪ Alternative pictures to use in this exercise, refer to these websites: http://theliterarylink.com/illusions.html http://www.worldtrans.org/TP/TP1/TP1-9.HTML ▪ Annex 3.4: Principles of Adult Learning
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Recognition and appreciation of differences in perception. ▪ Identification of related perceptions that needed to be changed
	<p>Messages:</p> <ul style="list-style-type: none"> ▪ The ways we respond to situations are heavily influenced by our perception. ▪ Our perception is influenced by different factors, e.g. the way we were brought up, culture and experience. ▪ To really understand something, we need to evaluate these perceptions.

Application



1 hour and 30 minutes

1. Divide the participants in at least two groups: one given a picture of the old woman and the other a picture of the young woman. There can be more groups (depending on the total number of participants), such that: Groups 1 and 3 tackle the picture of young woman; and Groups 2 and 4 discuss the picture of the old woman.
2. Ask each group to assign one facilitator from their rank to facilitate discussion and a secretary to take note.
3. Ask the group to discuss the picture, using these questions as guide:
 - a. What do you see in the picture? Note these down.



The secretary notes down if all have the same interpretation. If not, identify points of disagreements and why.





4. After 5 minutes, ask each group to show the pictures they are holding and present their observations.
5. Follow this up with the presentation of the composite picture to all participants (PowerPoint or in a flipchart).
6. Have the groups discussed again in 2 minutes what they saw and have these presented by a representative.
7. Facilitate the presentation by asking this questions:
 - a. What did you see? If the groups stand by their previous discussion challenge them either by making them check again or by telling them it is otherwise (2 minutes)
 - b. Some would agree, others would not so, break the argument by explaining what the picture
8. Invite representatives from each group to relate how they process the image by asking
 - a. Why did you think it is...?
 - b. What did you think after knowing it is not?
 - c. What did you think after knowing it can be both?
9. Open the plenary discussion by asking participants to share similar life experiences where they had opposing perceptions/understanding of one situation/thing, how they resolved the differences and came to an understanding with the opposing side.
10. Publish the participants' insights on the board.
11. Highlight similar actions and lessons learned of the participants – as they transcend the recognition of the inevitable differences in perceptions to accepting the point of views of others.
12. Invite additional questions from the participants and other necessary clarifications.
13. Wrap-up the session.

Perception and Diversity.

A single image, thing or situation is usually perceived differently by different people depending on culture, beliefs, environment and the way they are brought up. Differences, or what can be interpreted as diversity, can provide a healthy and complementary basis to achieve the same goal. Thus, diversity should not be viewed as hindrance.

Session 3: Individual Dreams

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Share individual dreams ▪ Appreciate the differences and similarities of dreams for self, family or the community ▪ As an option for areas where participants come from different barangays, share small group dreams
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Group Activity ▪ Personal Sharing

	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Pens and papers ▪ Crayons and other art materials ▪ Soft music to set the participants in proper (reflective) mood ▪ Player for the music and a sound box
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ For inspirational stories of individuals who pursued their dreams and made great impact, refer to the biographies of Jose Rizal, Benigno Aquino III, Martin Luther King (Civil Rights), John F. Kennedy (man on the moon, and Steve Jobs (Apple Computer), among others
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Shared individual dreams to participants ▪ Participants realized that individuals share the same dreams as the others
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Dreaming should not be limited to what we can do. ▪ Dreams can set a clear direction for the future and purpose for living. ▪ Dreams are the foundation of great movements. ▪ Dreams may be unique per person – given their varied experiences and interests – but may share similar elements with other people and thus, common dreams serve to hold people together.

Application









1 hour

1. Ask the participants to each find a nook of their own where they could reflect on themselves and dream. Think of big dreams.
2. When they do, give each of them a paper, pencil, crayons or other art materials they can use to express this dream.
3. Play a soft music to help participants relax as they start writing/drawing their dreams (maybe 30 minutes – 1 hour).
4. Once the participants are done, ask each to share their individual dream to the big group.

5. If there are more than 20 participants, divide them into groups of 5 – 7 where they would then share their dreams within their circle. This will be the dream then that will be presented to the big group.
6. Rules to follow while sharing dreams:
 - a. Each person will have his/her own time to talk.
 - b. As one participant is sharing his/her own dream, the others will listen.
 - c. Emphasize that there is no simple or overly-grand dream, as each dream is valuable.
 - d. Questions may be raised for clarification – but not to put down or disagree with others.
7. Commonalities among the dreams are pointed out. Facilitator then asks the group why not come up with a big dream map that reflects their individual dreams.
8. After sharing their dreams to their group, participants return to plenary set-up.
9. Close the Day 1 session.

Session 4: Community Dream Mapping

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Discuss common themes on individual dreams ▪ Come up with a dream map representing the community dream
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ ORID for Reflection ▪ Group Workshop ▪ Brainstorming
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Manila paper, pencils, crayons/pastel colors, colored papers, scissors, etc. ▪ Outline of community map
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Barangay Map ▪ Annex 3.5: ORID
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Drawing of the community dream
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Collaboration – or the “bayanihan” spirit – is an important factor in community development. ▪ A community can dream together and each one in the locality can contribute to realize such dream. ▪ People with diverse needs, background and motivations can share a common dream – particularly as it relates to the collective good.

Application



3 hours

A. Opening Exercise

Before the start of the day's activities, ask the host team of the day to lead the group in a short physical exercise.





B. Preliminaries



1. The Host Team will also lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day's schedule
 - d. Reflections
2. Facilitator synthesizes the key ideas and common responses expressed by the participants the day before.

C. Activity Proper

1. Ask the participants to identify within their group an artist who will draw their barangay map in which they will illustrate their dreams.
2. Once done, provide the group with the necessary materials.
3. Facilitate the activity by asking these questions:
 - a. What is your dream for your barangay/community?
 - b. What are the things you want to gain, what is the development state you want to achieve?
4. Instruct participants to draw a single (encompassing or summarizing) picture that represents the dreams of the community based from their own dreams.
5. Instruct them further to make sure that everybody's dream is reflected in the map.
6. As an option, inform the participants that the dream map will be transferred to a tarpaulin. Their illustration should be as presentable as possible.
7. Other participants may add additional input or image to the dream if majority of the people give their approval.

Session 5: Vision Statement

	Session Objectives <ul style="list-style-type: none">▪ Guide the participants on how to articulate their community's ideal future▪ Get participants to start/deepen the "sense of belonging" to their community
	Methodology <ul style="list-style-type: none">▪ Workshop (Brainstorming, organizing, clustering, naming)
	Materials and Equipment <ul style="list-style-type: none">▪ Metacards and markers
	References/Reading Materials <ul style="list-style-type: none">▪ Technology of Participation

	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Vision Statement
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ People in one geographical area have diverse interests and common problems – thus, the importance of having an agreed vision for the community. ▪ After recognizing diversity, respecting these comes next. Communication and collaboration minimize conflict caused by differences. ▪ Instead of looking/focusing on the differences, people can move forward by focusing on the shared interests. ▪ Involvement in community matters is part of community building.

Application



3 hours and 30 minutes

1. Introduce the Vision Statement session by asking the participants' ideas on the word "vision".
 - a. Provide a definition after synthesizing the participants' responses.
 - b. Differentiate vision from goals and objectives.
 - c. Ask if they know the vision of the barangay.
2. Follow this up by asking 2 – 3 participants on how they would tell others about their dream map.
3. Write these down on the board.
4. Divide the participants into groups of 5 to 7.
5. Ask them to brainstorm on the key ideas or elements found in their map.
6. Have them write at least 5 of these key ideas in the Metacards.
7. Let them post these answers in the board and explain these to the whole group.
8. When all is done, facilitate discussion by helping them organize, cluster and name their ideas.
 - a. To do this ask them to group together common ideas.
 - b. Follow this up by asking them to think of 1 idea that would encompass all ideas in a particular cluster (example: roads, bridges, waiting sheds, classroom as infrastructure, etc.)
9. Once done, ask them again to describe this cluster (e.g. concrete roads, good classrooms). Usually these are already present in the dreams they have shared.
 - a. Make sure you have noted the way they described their particular dream so you can get back to it during this time.
10. Connect all ideas to form their vision statement.
 - a. Write this down clearly in a clean sheet of paper where everyone can see it.
 - b. Give them time to digest and ask for confirmation or allow time to change if they want to.
 - c. Refer the participants back to the final community

Signing Makes It Binding

When the vision statement is transferred to a tarpaulin, encourage the participants to sign the tarpaulin. Affixing their signatures on the vision statement is like committing to see it happen in the future.







- dream that is posted on the board. Ask the participants to check the drawing/dream one last time – Is there something missing, is there something that needs to be changed?
- d. Inform them that said vision statement goes with the dream map when it is transferred to the tarpaulin.

Evaluating the Vision Statement

- Does it capture ideas/descriptions generated?
- Is it easy to remember/memorize?
- Is it inspiring, motivating and powerful?
- Can it be felt or experienced?
- Does it capture the aspirations of the community, and is it shared by all sectors of the community?
- Is it attractive, ambitious and achievable?

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Session 6: Proactive Thinking

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Encourage the participants to adopt a more proactive perspective and positive language ▪ Emphasize that being proactive also builds the participants/community's responsibility over their situation
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Video showing : <i>India's New Anthem</i> ▪ Open Forum (plenary)
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Video on "India's New Anthem" (found in Youtube)
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Annex 3.6: Examples of Reactive and Proactive Language
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Appreciation on being proactive
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ People can choose how they respond to a certain situation: by being reactive or proactive. ▪ If someone will lead, people will follow. In the featured video, it is a child who sparks action among people. In a way, one's economic, social, political and physical

condition should not be seen as hindrance to achieve what he/she wants to do or accomplish.

- It requires someone to start the ball rolling.

Application



2 hours

A. Opening Exercise

Before the start of the day's activities, ask the host team of the day to lead the group in a short physical exercise.

B. Preliminaries







1. The Host Team will also lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day's schedule
 - d. Reflections
2. As an option to assigning the Host Team, ask a participant or two (preferably those who are relatively silent on the previous two days) to share their opinions on what they have learned so far (insights), or what they have discovered something new about other participants.
3. Facilitator synthesizes the key ideas and common responses expressed by the participants from the previous day.
4. Ice breaker can be given by the Host Team.

C. Activity Proper

1. Show the video entitled "Lead India 2: Tum Chalo to Hindustan Chale (New Anthem)". Show again if necessary.
2. Use the ORID approach to generate responses from the participants:
 - a. Objective Questions
 - What scenes in the video strike you as memorable?
 - Who are the characters you have noticed?
 - What are the roles of these characters?
 - b. Reflective Questions
 - Which character in the video do you like? Dislike?
 - Where did you see emotion on the screen? Did you experience the same emotion in your life situation?
 - Among the characters, who did you identify with?
 - c. Interpretive Questions
 - What was the main character's problem?
 - Was he able to surmount his problem?
 - What is the video all about?
 - d. Decisional Questions
 - What "lesson/s" from the video can you apply in your community?
3. Facilitator makes a synthesis and links the insights to proactive thinking by:
 - a. Differentiating between a negative and positive thinking

- b. Relate further to the vision statement
- c. Asking a participant or 2 to share an experience in life where they have either proactive or reactive and what the results are.

Session 7: Resource Mapping

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Create a visual representation of the community’s natural, physical, social and economic resources ▪ Encourage ownership by identifying the resources and pinpointing key locations of important concerns of the community ▪ Recognize and appreciate the value of these resources ▪ Learn how to work together as a community utilizing these resources
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Group work – drawing ▪ Presentation ▪ Plenary
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ A manila paper-sized outline (map) of the community (barangay) ▪ Markers, pens and crayons ▪ Indigenous materials such as leaves, stones, twigs and others as map markers ▪ LCD and laptop
	<p>References/Reading Materials</p>
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Resource Map ▪ Deep appreciation of community resources
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ No matter what our situation is we have resources that can be used to improve our situation and realize our community vision. ▪ Learning about the community and its resource base should be everyone’s responsibility to contribute to community building, empowerment and ownership. ▪ Maps that people draw indicate what are the important/relevant to their interests/perspectives. ▪ The final resource map shows the inter-connectedness of the resources, people and systems (social, economic and political).

Application









1 hours and 30 minutes

1. If time permits, the participants first attempt to “practice” on a small map. Otherwise, proceed immediately with the grouping (see next instruction).

2. Divide the participants into 2 groups where division could be based on the following:
 - a) by sitio or barangays
 - b) by background or interest.
 - c) by gender (men, women)
 - d) by occupation/sector (farmer, fisher, etc)
 - e) age (young, old)
3. Ask the participants to draw their barangay map (it is better if an outline is already prepared but is not required).
 - a) Drawn map should contain:
 - man – made resources (mainly infrastructure)
 - natural resources (everything with emphasis on water resources)
 - human resources (refers to skilled labor and professionals present in the community, also include organizations operating within the community)
4. Ask each group also to identify their presenter.
5. Once all groups are done, invite them to talk on the different perspectives/views of the map.
6. Ask participants to highlight the similarities found in the maps, if any.
7. Other participants may participate by pointing out other important characteristics or concerns in relation to the community resource map.

Session 8: Resource Analysis and Prioritization

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Understand the importance of community resources (natural, man – made and human) in relation to the people’s everyday life and their long – term vision ▪ Rank these resources by importance, utilization, accessibility and safeness
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Listing/delisting ▪ Analysis Workshop
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Community Map Outline ▪ Resource Analysis Matrix ▪ Workshop Materials ▪ LCD and laptop
	<p>References/Reading Materials</p>
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Prioritized Resources as target for improvement
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Community development need not rely too much on outside interventions.

- Residents should learn to appreciate, love and maximize their resources as this has great impact in the achievement of their dreams.

Application







1 hours and 30 minutes



- This session builds on the outputs and insights of the previous sessions: Proactivity Thinking, Visioning and Resource Mapping.
- Review the resource map and transfer the resources to the matrix below.

Resources	Importance	Accessibility	Utilization	Safeness
Man-made				
Natural				
Human				
Etc.				

- Rank the resources. Scoring scale is 1 to 3, with 1 as the least important and 3 as the most important.
- Encourage discussion and ensure that consensus is reached on the scoring.
- Guide the participants as they rank the resources, allow questions and ensure that consensus is reached on the scoring.
- Pick out the first 5 resources based on rank, write these on the Metacards and post the cards on the board or walls.

Session 9: Goals and Objectives Setting

	<p>Session Objectives</p> <ul style="list-style-type: none"> Formulate in a collaborative manner the goal statement/s and SMART Objectives
	<p>Methodology</p> <ul style="list-style-type: none"> Input Plenary discussion with Metacards Group work and presentation
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> Powerpoint Presentation on Goal and Objectives Setting and Planning Terms Metacards and markers Goals and Objectives Matrix
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> Annex 3.7: Common Terms used in Planning Annex 3.8: Flowchart for Setting Goals and Objectives

	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> SMART Goal and objectives are qualified and quantified
	<p>Key Messages</p> <ul style="list-style-type: none"> Goals and objectives set the direction to guide us where or what we want to be Setting the goal is important as it directs us towards the achievement of our vision Goals and objectives give us clear indicators of what we want to achieve and help us analyze to prioritize resources

Application



1 hours and 30 minutes

- Using the outputs of the previous session (Resource Analysis and Vision Statement), ask the participants why they prioritized these resources.
- Take note of all their answers and post on the board.
- Make a short presentation on the definitions of the Vision, Mission, Goals and Objectives (VMGO).
- Show the vision statement they made and relate these to their answers on Q#1. Evaluate the vision using the following questions:
 - Did the vision connect with the prioritized resources? In what way?
 - Was the vision stated the way it should be?
 - Can we now make our MGO based on this vision?

Note to Facilitator: As an option, provide examples of the VMGOs of other PODS communities.

- Introduce the Goals and Objective Matrix as well as the concept of SMART

GOAL...	Strategies		
Objective	Technical	Organizational	Advocacy
Objective 1			
Objective 2			

- Ask the participants to form into groups and formulate goals and objectives based on the vision statement and the prioritized resources. Here are the guide questions to facilitate this process:
 - How would this particular resource contribute to the community dream?
 - How will it be utilized or managed?
 - What strategies can be drawn based on these resources?
- Answers to these questions should be written in the manila paper and presented to the body.
- Ask the groups to identify their secretary and presenter.
- Ask group representatives to present their outputs to the body
- Through plenary discussion facilitate the finalization of the goals and objectives






11. Ensure that goals and objectives are all SMART.


Note to Facilitator:

- A. Before the day’s end, inform the participants that they shall be collecting water samples from different water sources in their respective sitio or barangay. Teach them the basics of gathering samples and if possible provide a demonstration. Inform the participants that water samples are better collected in the morning before they went to the training.

- B. In addition, the facilitators will also inform the participants to start gathering data that will help them prepare their business plan (which will be the focus of the next week’s activities). These information should be in the areas of market (who will be the buyers/customers) of the product or service proposed, raw materials, cost of equipment, management, and skills needed. This is to encourage the participants to start discussing their project so they are better prepared for the next week’s requirements.

Session 10: Wonders of Water and Introduction of ASDSW

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Understand/discuss the qualities and importance of safe water ▪ Appreciate ASDSW’s mission in conveying water for Good Governance, Unity and Self Reliant Development ▪ Initiate discussion to implement a project that will resolve unique WASH issues faced by the community
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Game/s ▪ Video and Powerpoint Presentation ▪ Open Forum
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ MDG Video and Powerpoint Presentation on ASDSW: The Organization, Mission, Approaches and Completed Projects ▪ Game: Water, string/twine, markers, papers and crayons ▪ LCD and laptop
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Gemma Bulos’ Lecture/Lesson Plan on “Water Connects All” ▪ Project WET
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Participants understood the properties, elements and characteristics of water. ▪ Participants gained a deeper knowledge and understanding of ASDSW as a community partner

	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Water is life. Water provides inspiration to people. Water is an element to achieving peace and progress. ▪ Water supply and quality is threatened by increasing population, industrialization, climate change and governance. ▪ ASDSW has built a solid portfolio of PODS and WASH Projects. ASDSW works to build the capacity of local people and harnessing local resources to ensure project sustainability.
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Application



2 hours

A. Opening Exercise

Before the start of the day's activities, ask the host team of the day to lead the group in a short physical exercise.

B. Preliminaries







1. The Host Team will also lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a) Prayer/PA
 - b) Food for Thought
 - c) Presentation of the day's schedule
 - a. Reflections
2. As an option to assigning the Host Team, ask a participant or two to share their opinions on what they have learned so far (insights), or what they have discovered something new about other participants.
3. Facilitator synthesizes the key ideas and common responses expressed by the participants from the previous days.
4. Ice breaker can be given by the Host Team.

C. Activity Proper

1. **Wonders on Water**
 - a) To start the session, give a presentation on the water cycle.
 - b) Ask the participants what they have learned in your presentation, note this down as part of your discussion later
2. **Game: Water Connects Us All**
 - a) Ask the participants to identify (or touch, if the weather permits) the things within the proximity of the training venue that have something to do with water. Ask them why they think so.
3. Make both activities your entry point in discussing the different properties, elements and characteristics of water. Use ORID approach.
4. Relate these elements to the creation of ASDSW.

5. Introduce ASDSW –using the power point of ASDSW and its activities, stressing capacity development.
6. Present the MDG video (show photos of previous PODS as option).
7. Present ASDSW organizational structure, approaches, completed projects and testimonials from the beneficiaries (optional).
8. Open the floor for questions.

Session 11: Water, Sanitation and Hygiene (WaSH)

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Make the participants understand the basic WaSH concepts and realize its importance to the community ▪ Orient the community on the process of planning for WaSH ▪ Introduce the Portable Microbiology Water Testing Kit
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Game/s ▪ Open Forum using ORID Approach ▪ Video and Powerpoint Presentation ▪ Demonstration ▪ Hands on Practice
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Video “Prescription for Health” ▪ Powerpoint Presentation on WaSH (F Diagram drawing if no electricity) ▪ 3 clear glasses (containers) and items like tea/coffee/milk/milo and clear water from a known contaminated source e.g. toilet bowl ▪ PML Water Test Kits and Samples ▪ LCD and laptop
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ PML and WaSH Manual
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Appreciation of WaSH stressing the F diagram and the principles of good WaSH is the cutting of Transmission Route ▪ WaSH is Money!!!!
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Water is basic to health. Water quality, sanitation and hygiene are interrelated services that are not only the responsibility of the government, but of the community as a whole. ▪ Poverty is a symptom of poor WaSH practices. Therefore, interventions should address root causes first, such as advocacy for WaSH and good WaSH Practices. ▪ Not all clear water is safe.

Application





1 hour and 30 minutes





1. Ask one of the participants to assist you in preparing the water samples.
 - a) Requirement of the glasses: 1 glass mixed with coffee or tea make it look like rainwater, 1 glass mixed with milk or milk w/coffee to look like brown water and 1 clear water from the toilet bowl or somewhere not potable but should be clear.
 - b) Tell the participants not to tell anyone where the water came from but that s/he can intervene when s/he thinks it is necessary.
2. Ask the participants as to which glass they would drink from.
3. Ask them why and if they would really drink it.
4. Assumedly no one would select either of the first 2 glasses, so demonstrate to drink these.
5. For the clear water, ask the one who prepared if s/he would drink the water from the clear glass and let her/him tell the other participants why s/he would not. Process activity using the ORID approach.

Note: Depending on the available time, play the game “Who dirtied the water?”

- a) Divide the participants into 3 or 4 groups.
 - b) Ask the participants to go around and collect waste samples according to these categories – domestic, industrial, natural, and human – give them 10 minutes to do this.
 - c) While they are collecting their samples, facilitator prepares a container of potable water.
 - d) When everyone arrived, demonstrate the potability of water by drinking from the container.
 - e) Ask some participants to drink as well from the same container.
 - f) Pass the container around asking participants to put in their waste material in said water.
 - g) After which ask them if anyone would want to drink again from the same container.
 - h) Process using ORID
 - i) Key messages: “Who dirtied the water? Who will clean the water?”
6. Show the “Prescription Video”. Ask questions using the ORID approach.
 7. Explain the WaSH concepts, practices and mechanisms through slide presentation/F Diagram.
 8. Discuss the price of WaSH using the iBoP research result.
 9. Open the floor for questions.
 10. Summarize participants’ insights.

Session 12: Water Quality Monitoring (Introduction, Sampling and Testing)

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Test participants’ knowledge on water testing ▪ Teach the participants how to use the PML in monitoring water quality ▪ Reinforce importance of WaSH ▪ Test at least 10 water sources using the PML
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Presentation ▪ Open Forum ▪ Demonstration of water sample collection and Testing

	<ul style="list-style-type: none"> ▪ OJT on water testing
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Presentation Materials on Theories and Water Quality Standards ▪ PML Test Kits ▪ BSF Manual focus on water treatment ▪ LCD and laptop ▪ Water samples
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ SPHERE ▪ PML Module ▪ Water Treatment presentations
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Appreciation of the PML Water Quality Method ▪ Participants are able to do the water testing and analysis using the PML ▪ Understanding of the importance of water testing and water treatment ▪ Re-evaluation of water sources and water treatment practices
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ PML is not a substitute to the DOH testing method. ▪ E. coli does not pose danger; rather it is just an indicator of a fecal contamination. ▪ The choice of water treatment method is dependent on water quality. ▪ Water treatment is very important, therefore should be practiced. ▪ Water Quality Monitoring for drinking and domestic use can minimize health risks (such as identifying source or potential source of disease outbreaks). ▪ It is important to track the water quality from source to consumption. ▪ Water testing can be done by the local people in accurate and inexpensive manner, giving them the ability to remedy the situation

Application









3 hour and 30 minutes

1. Make a presentation on the importance of water quality monitoring. Include topics on:
 - a) Water situationer (focus on the community, and include relevant points of national scale)
 - b) Indicators of contaminated water and water treatment options
 - c) Impact of water-borne diseases – as well as its economic and social costs to the community
 - d) Water quality standards based on SPHERE
 - e) The PML water testing
 - f) Proper ways of collecting samples
2. Identifying potential contamination sources and how to remedy them, by linking this with the “Who Dirtied the Water” game.
3. Open the floor for questions.

4. After the clarification, assign participants to test sources nearby but before dispersing make sure that a demonstration on how to collect samples is done.
5. Agree with the participants on the time to reconvene after they have collected and tested their water samples.
Note: Numbers 4 and 5 are done with the assumption that water sources are nearby and that no samples were collected earlier.
6. Upon return, demonstrate to participants how to test the collected samples using the PML.
7. Follow this up with actual testing by each participant with instructions to them to incubate samples in 24 hours.

Session 13: Analysis of the Water Quality Monitoring Results

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Guide participants on how to analyze the results of the tests and to give recommendation
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ actual testing and analysis conducted by the participants ▪ Plenary on the analysis
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Contamination Level Indicator Result Sheet ▪ Risk Analysis Matrix ▪ Black bag and UV light ▪ LCD and laptop
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ PML Water Test Module
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ All samples were analyzed using the PML – WT
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Local people can develop capacity to monitor and analyze water quality and recommend actions which is a very important thing. ▪ Water quality monitoring should be practiced regularly, as well as during emergencies as a way to mitigate health risks.

Application



2 hour and 30 minutes





A. Water Quality Monitoring

1. Present the Contamination Level Indicator Result Sheet and teach the participants how to fill this up and why it is necessary.
2. Ask the participants to take out their incubated water samples.
3. Review with the participants what the color in the colilert and the numbers in the petrifilm meant. Show actual samples or through slide pictures.
4. Have the participants compare the results of their tests, both colilert and petrifilm, with your samples and note down their observations.
5. Follow this up by asking the participants to fill up the required sections up to the count of E. Coli and e.coli.
6. Present the Risk Analysis Matrix to help the participants understand what the numbers indicate in relation to risk level.
7. Set up the manila paper for recording of observations.
8. Take note of frequently asked questions and new observations on the conduct and result of the tests.
9. Review the disposal protocol.
10. Process using ORID.

B. Planning for Water Quality Monitoring

1. Group the participants and assign one Facilitator to guide in formulating the water testing plan.
2. The plan must include the locations of the water to be sampled, the collection materials needed, and the different roles of the group members.
3. Distribute forms/guide that will be used by each group.
4. Participants must also plan on re-testing and the frequency these tests should be conducted.

Session 14: Evaluation of the Week

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Evaluate the conduct of the Week 1 activities ▪ Generate feedback on expectations that were met or unmet ▪ Solicit recommendations on how to improve implementation of next week’s activities ▪ Close the Week 1 activities ▪ Plan for the next week
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Open Forum ▪ Closing Rituals
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ LCD and laptop
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Evaluation on the conduct of Week 1 activities



Key Messages

- Week 1 gains must be sustained – particularly the interest of the participants.
- Reflections and Realizations are most important as we are concentrating on self growth to create an organization.

Application



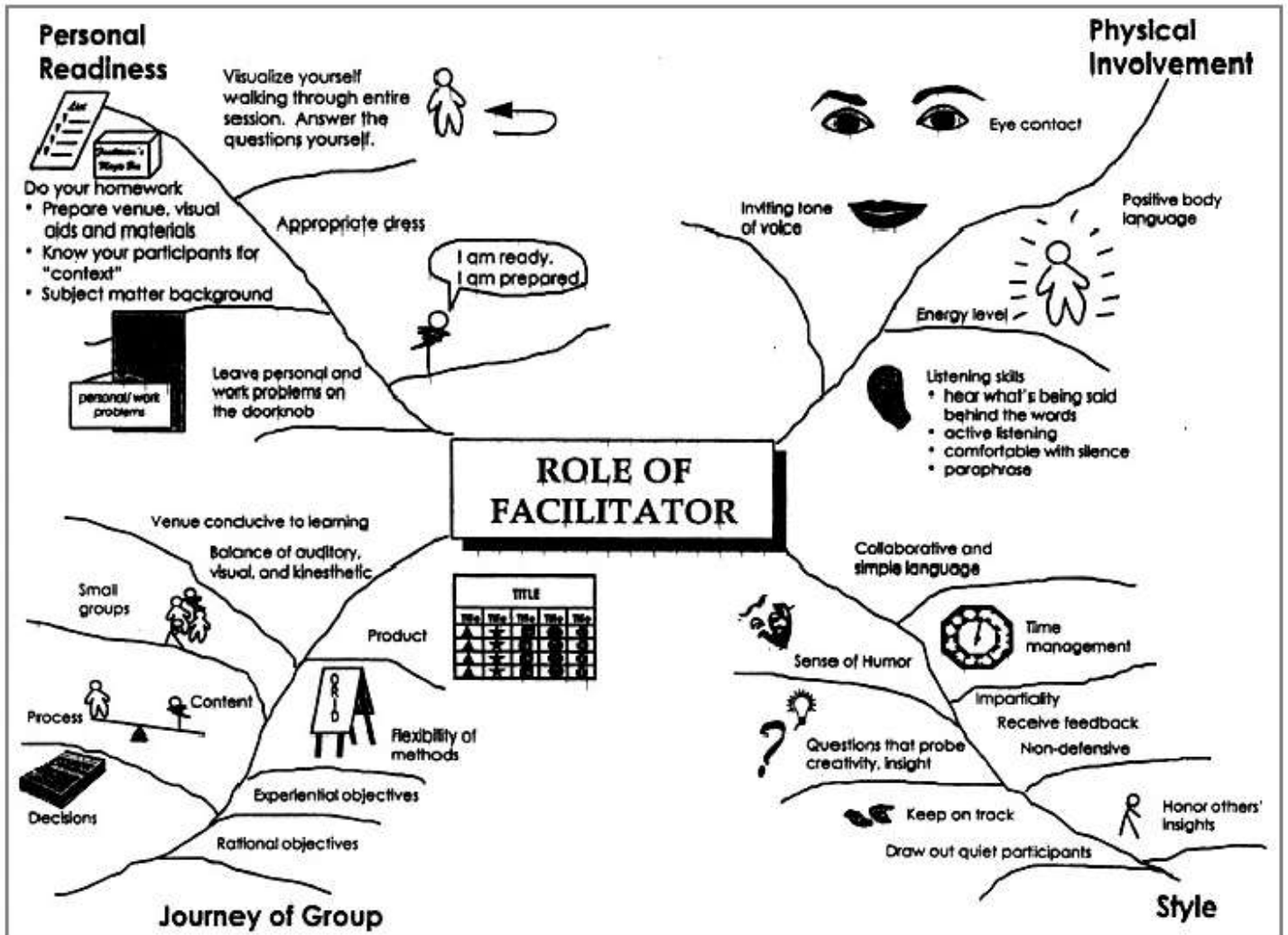
1 hour

1. Call on the participants to share their general feedback and specific concerns about the conduct of the Week 1 activities. Refer their attention back to the expectations that were earlier shared.
 - a) Which activity/session did they consider most important?
 - b) Why is it important?
2. Were the expectations met?
 - a) If no, which part and why not?
 - b) If yes, any additional points?
 - c) How can we improve this?
3. What insights or lessons did they derive from Week 1 activities?
4. Seek their general evaluation of the training in terms of:
 - a) Content/sessions of the Week 1
 - b) Time allotted per session
 - c) Facilities of the training venue
 - d) Communication skills and subject mastery of the facilitators
 - e) Overall training experience
5. Thank the participants for their reaction.
6. Officially close the week 1 activities with a ritual.
7. End with a group picture and reminder for the next week preparations.

Review of Week 1 – Major Outputs

1. VGO with group picture in tarpaulin
2. Resource maps and prioritized resources
3. Water test results
4. Reports

Annex 3.1 – Role of Facilitator



Reference: ARD Associates in Rural Development, Inc.

Annex 3.2 - Different Ways to Have Participants Introduce Themselves and Suggested Closing Rituals

A. Different Ways to Have Participants Introduce Themselves

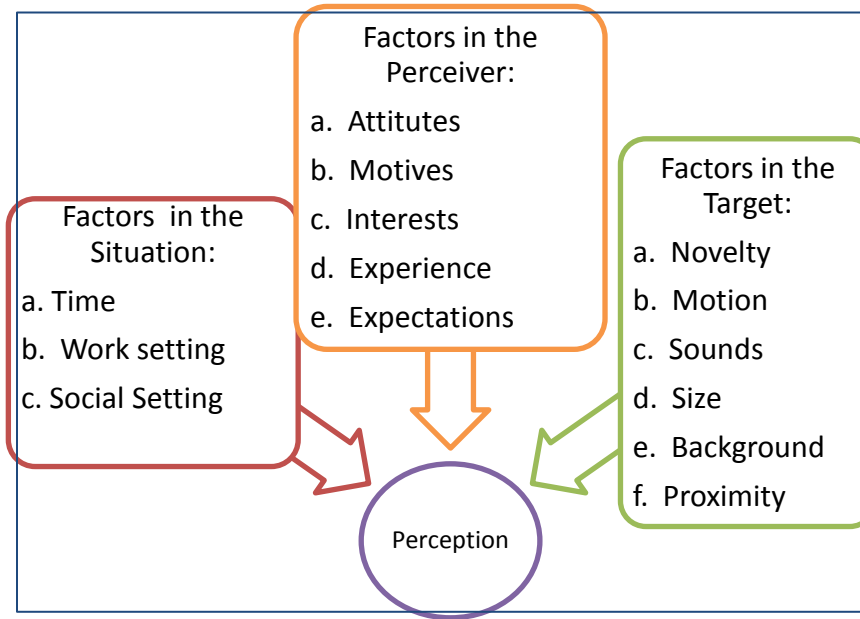
Have participants say their names and affiliation, and do any one of the following:

1. Use the title of the week's module "Strategic Planning": Participants pick one letter from the phrase and use it to introduce themselves. Say "s" for success – the participant is here to learn how to implement successful community-managed water projects.
2. Participants give personal reason why they are interested in the PODS.
3. Participants find an object within the training room that symbolizes themselves. Say, the "projector" – the participant considers herself a projector, where she plans to share what she will learn from this training to her family members, neighbors and friends. She will amplify/enlighten others.
4. Ask participants to give a life experience where water played a significant role. Say, being caught in flood, or in a storm, or seeing a nearby body of water drying up.
5. Prepare a list of incomplete sentences for the participants to fill-up. Say, "I know.... I have... I believe... I've discovered... I want... I need...I love..."

B. Suggested Closing Rituals

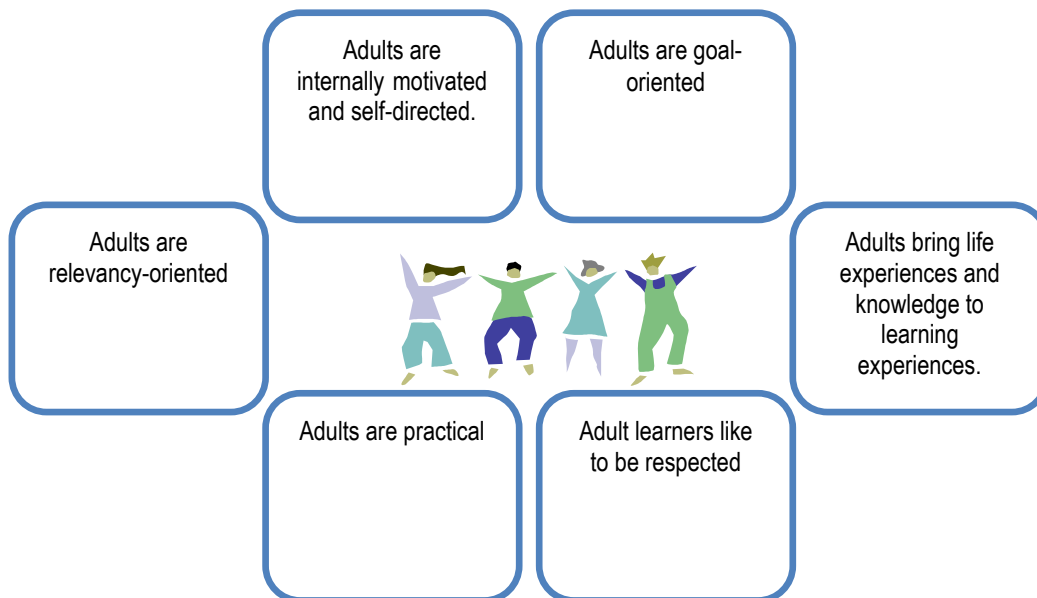
1. Ask participants to gather around in one large circle, holding each other's hand. Participants will choose the most significant word describing his/her experience. After saying it, he or she presses the hand of the one on his right side, who takes his/her turn in saying one word.
2. Create a rock garden in one corner of the room (2 feet x 2 feet is sufficient). Before the Evaluation period, ask each participant to bring a rock (best gathered during the water testing activity). They write their name on the rock. At the closing ritual, ask them to show their rock and share one insight or "Aha!" moment. After sharing, place their rock on the designated rock garden.
3. Arrange the seats in a circle. For each participant, prepare a sheet of paper with their name on it. Each participant holds his/her own paper. The paper moves to the right on the count of five. At the end of the count, the participant writes something on the paper he or she is now holding. It can be any remarks, cheer up note, reminder, a short thank you.
4. Make a slideshow of the pictures taken the whole week.

Annex 3.3 – Factors That Influence Perception



Source: Stephen P. Robbins, Chapter 5, Organizational Behavior, 9th Edition, p. 122-124

Annex 3.4 – Principles of Adult Learning



Annex 3.5 – ORID Approach

ORID is a logical way of asking questions, following the natural thinking process. ORID stands for:

- Objective Thinking (experience)
- Reflective Thinking (emotion)
- Interpretive Thinking (though)
- Decisional Thinking (action)

During Reflection period (first activity of the day), facilitators first ask questions on facts (usually revolve around senses). Second, facilitators probe how participants feel about the experience or sessions. Third, participants are asked the meaning, significance or value of the sessions. Finally, participants are invited to respond or act to the experience/sessions.

ASDSW has a reference material on this topic: Technology of Participation – Group Facilitation Methods 2010: Institute of Cultural Affairs, Taipei, Taiwan

Annex 3.6 – Examples of Reactive and Proactive Language

Reactive Language	Proactive Language
There’s nothing I or we can do.	Let’s look at our alternatives.
That’s just the way I am or we are.	I or we can choose a different approach.
He or she makes me so mad.	I control my own feelings.
They won’t allow that.	I or we can create an effective presentation.
I or we have to do that.	I or we will choose an appropriate response.
I or we can’t.	I or we choose.
I or we must.	I or we prefer.
If only.	I will

Kiwi Experience on Positive Thinking:

Even in industry, consulting and construction negative thinking tends to override positive thinking. If a new idea is floated people tend to figure out ways of how “it will not work” versus how can “we make it work”. The larger the group the more often this occurs. It’s a social dynamic that occurs in all cultures. To combat this we tended to break down into smaller groups of like minded people to brainstorm prior to presentation to the larger group. Also enforcing a culture of “Brainstorming” to develop ideas in a positive atmosphere prior to testing the idea by trying to tear it down.

Clearly stating the objectives of what you are trying to achieve are vital, also giving people permission to try things (within reason) and being able to accept failure with “lessons learned” is vital.

Annex 3.7 – Common Terms Used in Planning

1. Vision

Vision is the desired state or scenario that the community and its people aspire for.

2. Goals

Goals are general statement that captures the community vision, a more workable vision.

3. Objectives

Objectives are specific, measurable, attainable, realistic and time bounded (SMART) targets that embody the goals as steps towards attaining the vision.

4. Policies

Policies are guiding statements that reflect the values and purpose of the management program and provide a framework for all actions.

5. Strategies

Strategies are management tools or approaches that will be employed to address the issue and meet the objectives.

6. Action

Actions are the particular steps that need to be completed to fully implement a single strategy and achieve objective.

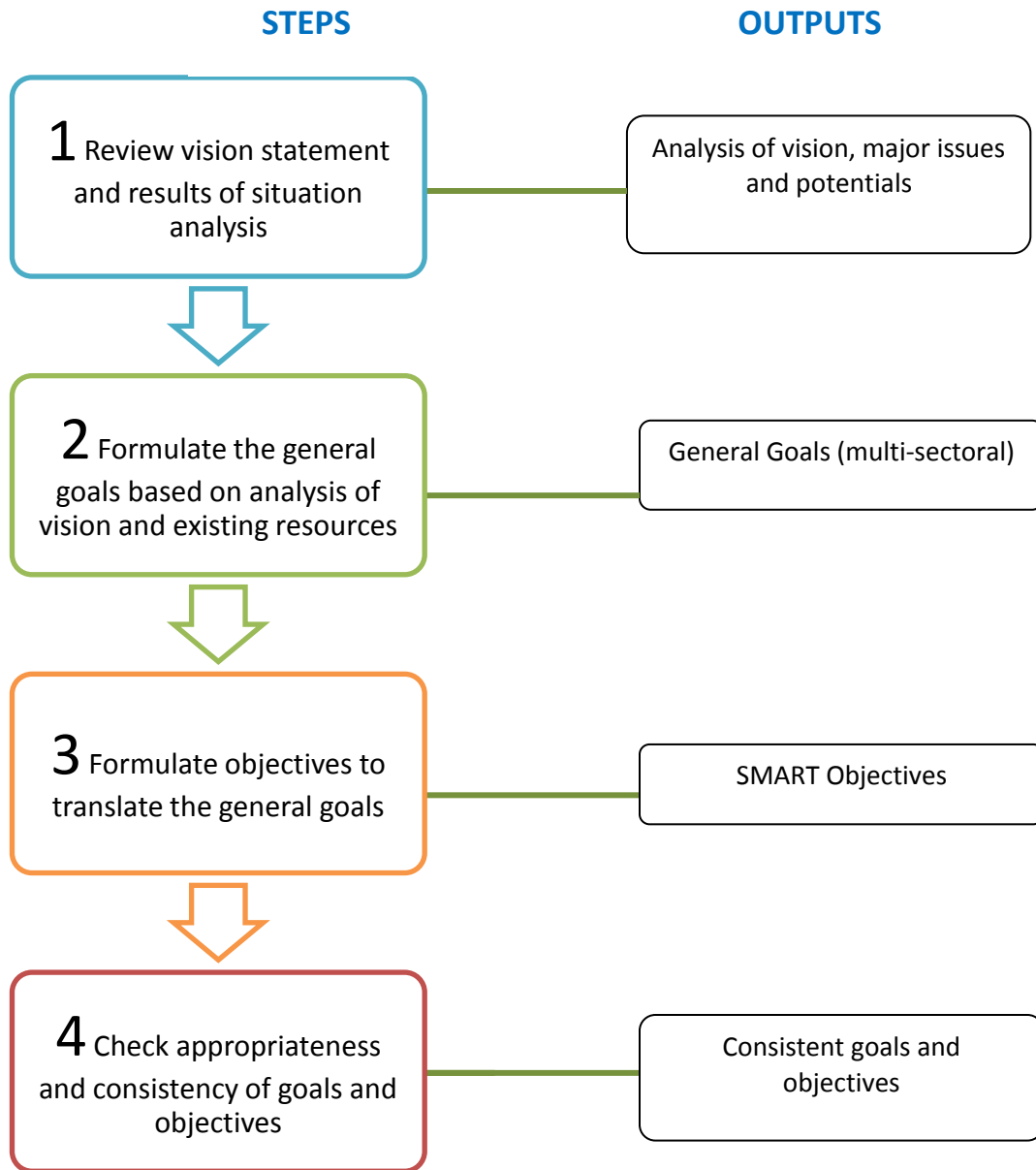
7. Issues

Issues are problems affecting the quality of life and environment faced by the community. They may have many roots and immediate causes and may also have numerous effects.

Reference: Courtney, C.A.; Gleason, M.G.; White A.T. and Lowry K (2001). Coastal Resource Management Planning Book 3. Cebu City: DENR, BFAR and DILG.

- Goal is a broad statement of the desired outcome in the medium or long term, addressing a general problem situation of an area/locality (CLUP Guidebook, Vol. 1, p69).
- Goal statements often refer to change in behavior or change in resource conditions (CRMP Book 3, p. 49).
- Goal statements can encourage participants develop a positive image for the community/area (CMRP Book 3, p. 49).
- Objectives are more specific statements of short-range desired outcomes or results. Objectives are often considered subsets of a goal.

Annex 3.8 – Flowchart for Setting Goals and Objectives



Annex 3.9 – Contamination Level Indicator Result Sheet

Water Testing Results for _____

CONDUCTED BY: _____					Date: _____						
ANALYZED BY: _____											
PROJECT No. /TITLE: _____											
TEST #	DATE	WATER SOURCE	LOCATION	TIME SAMPLE TAKEN	INCUBATION TIME	TUBE COLOR (+) YELLOW (-) CLEAR	DID THE COLILERT FLOURESE (Y/N)	PETRIFILM E.COLI COUNT	RISK OF ASSESS- MENT	POSSIBLE REASON FOR CONTAMI- NATION	RECOMMENDED ACTIONS

Annex 3.10 – Risk Assessment Matrix for Water Sources

Risk Level	E.Coli/Sample	Colilert MUG		# Blue/Petrifilm
		Clear/Yellow	No Fluoresce	
Low	< 1/10ml	Clear/Yellow	Fluoresce	0
Moderate	1 – 9/10ml	Yellow	Fluoresce	0
High	1 – 10/ml	Yellow	Fluoresce	1 – 10
Very High	>10/ml	Yellow	Fluoresce	>10

PART: 4
BUSINESS
PLANNING

Part 4 - Business Planning (Week 2)

Timetable







	Day 1	Day 2	Day 3	Day 4
8.30 – 9.00 am	Reflection and Expectation Setting	Reflection	Reflection	Reflection
9.00 – 9.30 am		4. Project Development	7. Production Planning	Continuation of Organizational Management
9.30 – 10.00 am	1.Introduction to Entrepreneurship a. PECS			
10.00 – 10.30 am				
10.30 – 11.00 am				
11.00 – 11.30 am	b. Service Delivery			
11.30 – 12.00 nn				
12.00 – 1.300 pm	Lunch Break			
1.30 – 2.00 pm	3. BEST Game	6. Marketing Planning	8. Organizational and Management Planning	Continuation of Financial Planning
2.00 – 2.30 pm				
2.30 – 3.00 pm				
3.00 – 3.30 pm				
3.30 – 4.00 pm				
4.00 – 4.30 pm				10. Evaluation and Closing Rituals
4.30 – 5.00 pm				

Note to the Facilitator: Time allocation is dependent on the type of project. For BSF, emphasis should be on marketing and organizational. For water system, emphasis should be on organizational. Further, for BSF project, Marketing should be tackled first before other parts.

Objectives of the Week

1. Stress “entrepreneurial” perspective when handling a community project – to ensure operational and financial sustainability
2. Familiarize the participants with the four main aspects of running a business/enterprise
3. Differentiate service and product with respect to the four main operations of the business/enterprise

Session 1: Personal Entrepreneurial Competencies (PECS)

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Introduce entrepreneurship ▪ Participants to know their entrepreneurial qualities/skills ▪ Discuss the ten Personal Entrepreneurial Competencies (PECS) ▪ Explore ways to prepare and launch participants toward an entrepreneurial career ▪ Introduce the concepts of entrepreneurship, service delivery and social entrepreneurship
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Personal Test ▪ Discussion ▪ Lecture with PowerPoint Presentation ▪ Personal Reflection and sharing ▪ Open Forum
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ PECS Test ▪ Bond Paper ▪ Pencil ▪ LCD and laptop
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ See Youtube video: http://www.youtube.com/watch?v=T6MhAwQ64c0 ▪ Annex 4.1: Understanding Entrepreneurial Behavior ▪ Annex 4.2: PECS (in Filipino) ▪ Appraising and Developing Yourself for an Entrepreneurial Career ▪ Introduction to Entrepreneurship (pg. 41-46)
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Established link between entrepreneurship and managing community-projects (service with profits) ▪ Know the behavioral pattern of successful entrepreneurs. ▪ Awareness of one's entrepreneurial skills and behavior ▪ Participants to differentiate business and social entrepreneurship
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Self appraisal on entrepreneurial behavior. ▪ Not anybody can be a good entrepreneur. ▪ Community WASH project should be managed sustainably. ▪ Enterprising behavior can be learned/developed. ▪ Social services – such as the provision of safe and quality water – can also be considered an entrepreneurial venture ▪ Productive and creative activities drive the economy. ▪ Enterprises generate employment, maximize raw materials and tap local skills and talents.

Application

A. Preliminaries



30 minutes

1. The Host Team will also lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day's and entire week's schedule
 - d. Reflections
2. As an option to assigning the Host Team, ask a participant or two to share their opinions on what they have learned so far (insights), or what they have discovered something new about other participants.
3. Ice breaker can be given by the Host Team.

B. Expectation Setting



30 minutes

1. Re-arrange the physical lay-out of the training room to encourage participants mingle with other participants they have not sat with the previous week.
2. Welcome the participants to the training venue. Present a slideshow of the pictures taken during the previous week's activities – as a visual way to remind the participants what happened the previous week.
3. Use the ORID approach in generating insights from the participants.
4. Review the agreed norms (house rules) set the previous week, particularly coming to the venue prior to the start of the training, participating in the activities and sharing of tasks on group activities.
5. Generate expectations from the participants – what they anticipate to learn on the sessions lined-up for the week.
6. Write the responses on Metacards, cluster similar answers and label these clusters. Place these labeled Metacards on a piece of poster paper. These will be reviewed from time to time as the week progresses.
7. Take note of the concerns and apprehensions. Transfer these on Metacards as “parked” items to be referred to at the end of the subsequent sessions.
8. Display the whole week's program on poster board and post inside the training room.

C. Activity Proper: PECS









1 hour and 30 minutes

1. Start with these questions:
 - a) Who among the participants consider themselves an entrepreneur?
 - b) Would you like to be an entrepreneur? Why... or why not?

- c) What does it take to be an entrepreneur?
 2. Take note of the participants' responses particularly those who are already into entrepreneurship and ask them why are they into such activity.
 3. Publish relevant responses on the board, or in metacards.
 4. Introduce the PECS. Give the test and process using the ORID approach
 5. Can you imagine your community without an entrepreneur?
 6. Use the timeline to guide the participants for an in-depth understanding of entrepreneurship
- Guide Questions
- a. How does your community looks like in the 50's, 60's, 70's... (in terms of business, infrastructure, lifestyle, etc.
 - b. How this new things/technology did come about?
7. Based on the 2 activities (PECS and timeline) ask participants what they see as the attributes/characteristics or behavior of an entrepreneur.
 8. Give examples of famous entrepreneurs. Ask participants if there are successful enterprises or entrepreneurs in their barangay.
 9. Introduce topic using a Powerpoint
 - a) Concepts on entrepreneurship
 - b) Qualities of an entrepreneur
 - c) Are you an entrepreneur?
 - d) Business persons vs. social entrepreneurs
 10. Summarize points raised and link back to the session objectives.

Session 2: Service Delivery

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Participant to be able to differentiate between entrepreneurship for profit and entrepreneurship for service ▪ Introduce WASH projects of ASDSW – a product (Bio-Sand Filter) and a service (water system) ▪ Provide the participants the idea on how to proceed with their project
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Inputs
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Laptop and LCD
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Annex 4.3: BSF and Water System – The Differences ▪ UP-Institute for Small Scale Industries for stories of successful Philippine Entrepreneurs ▪ Stories of Top Ten Outstanding Entrepreneurs of the Year by Ernst and Young 2009

	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Appreciation of the impact of local people working together to serve the water needs of the community
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Service delivery is not free ▪ Better service can be ensured if paid as it creates accountability of all involved ▪ Service is different from product ▪ Product – based projects requires a different level of marketing skills and strategies compared to service – based projects






Application




1 hour and 30 minutes

1. Make a presentation on social entrepreneurship to give the participants ideas on service delivery
2. Explain the difference between the BSF and Water System (See Annex 3) “BSF and Water System: Differences”.
3. Entertain questions from the participants.

Session 3: BEST Game

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Introduce the basic business cycle ▪ Experience the impact of their business decisions in a simulated business environment
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Input on the Business Cycle ▪ Role Play and Simulation
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ A large waste bin, score sheets, paper to use as raw material ▪ Markers, post-it notes ▪ BEST Game materials
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Taken from the Business Expense Savings Training developed by the Triple Trust Organization and adapted by the Philippine CEFE Network Foundation
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Enhanced appreciation of how cash flows into and out of the business ▪ Participants to appreciate and understand the importance of proper recording, quality product or service, timing, marketing skills and savings

	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Running a business and making a profit requires discipline and diligence, creativity and skills on the various aspects of the business. ▪ Entrepreneurs make informed decision and take informed risks. ▪ One way to progress is for the enterprises to develop, expand and diversify.
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Application




1 hour and 30 minutes

1. Divide the participants and assign roles per group (bank, store, wholesaler, and supermarket). Distribute materials. Set up the game materials (spin wheel and life cards).
2. Explain the setting and mechanics of the game. Play the BEST Game according to the Manual.
3. At the end of the game, ask the team:
 - a) Which role (Tony Taipan, Teddy Tipid and Thelma Takaw) they most associate with in real life.
 - b) How they allocate their cash, balancing the different needs of their family.
 - c) How they solve problems that seemingly beyond their capacity.
 - d) The importance of keeping records.
 - e) How to have a “business”, “expense” and “saving” system will separate family and business affairs.
4. Provide brief inputs on record keeping and cash budgeting.
5. Solicit related personal experience from participants.

Session 4: Project Development

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Orient the participants on the steps involved in project development
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Participants Reflection – ORID Approach ▪ Lecture with PowerPoint Presentation ▪ Personal Sharing (Invited PODS organization or local water system)
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ LCD and laptop ▪ Presentation of Project Dev Cycle
	<p>References/Reading Materials</p>
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Familiarization on steps on project development and link these with future water products ▪ Increased knowledge of participants on project management with the help of a renowned entrepreneur (depends on situation e.g. training site is close to these people, or there is a local entrepreneur, etc.) ▪ Participants gained in depth knowledge on running and managing a water system

	project
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ One should follow a process/cycle in accomplishing goals and objectives. ▪ The community has the responsibility to record and monitor their projects and activities, so that necessary changes can be effected to meet the objectives of the project. ▪ Project development cycle is a series of logical steps aimed at accomplishing certain goals or objectives. ▪ Each step in the cycle has defined activities, allowing project implementers to plan and organize resources. ▪ Participants realized the importance of recording and monitoring so that they can change as needed to ensure that they meet the objectives of the project

Note to Facilitator: Facilitator must ensure that the participants realize that there are three important elements that should be watched closely: scope of the project, budget and schedule. Refer to Project Management Powerpoint for reference.

Application

A. Preliminaries



30 minutes

1. The Host Team will also lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day's and entire week's schedule
 - d. Reflections
2. As an option to assigning the Host Team, ask a participant or two to share their opinions on what they have learned so far (insights), or what they have discovered something new about other participants.
3. Ice breaker can be given by the Host Team.

B. Activity Proper









1 hour

1. After the Preliminaries, ask the participants about the recent major activity in their barangay/sitio (such as fiesta or basketball league). Inquire about how they went through the activity – starting from the planning stage, implementation, and completion.
2. Present the slides on Project Development Cycle, linking the discussed event (#1) to the different stages. Follow this up with the PODS project stages.
3. Encourage participants to share other activity/events, where they can relate the different stages of the project development cycle.
4. Invite a successful entrepreneur or a representative from a water district if the project is a water system (recommended but not required).

5. Encourage participants to ask question from the invited guest/s.

Session 5: Introduction to Business Planning

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Enhance participants’ knowledge and appreciation of planning for business ▪ Orient the participants on the format of a business plan ▪ Share business planning experience of other organization/s or PODS communities
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Lecture with PowerPoint Presentation ▪ Plenary ▪ Group work ▪ Invite or visit nearby PODS or local water district for sharing of experiences in running their business
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Powerpoint ▪ Business Plan Templates
	<p>References/Reading Materials</p>
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Business plan for immediate projects completed ▪ Participants amenable on the projected cash requirement of the project ▪ Some policies drafted for incorporation on the 3rd week ▪ Although optional depending on the time and capacity of the participants, identification of 1 or 2 more enterprises outside of the immediate project
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Business Plan is a written document which contains the necessary elements in starting a new business/venture. ▪ Going through the process of business plan preparation allows the entrepreneur or the people doing it define the focus of their enterprise, anticipate and evaluate the problems/risks, organize the resources needed, and obtain the commitment of those who will be involved.

Application









2 hours

1. Review with the participants their prioritized resources and goals. After these, instruct the participants to adopt the perspective of an entrepreneur and identify possible enterprise/s, including the WASH Project they can focus on for the business planning (the entire week's activity).
2. Inform the participants that their decision must consider the following:
 - a) The issue/s of the community
 - b) The benefits, cost, challenges and risk of the identified solution or business idea (to be called as the "project")
 - c) The potential market (users and buyers)
 - d) The requirements needed to set-up the project and the availability of these resources
 - e) Other opportunities and issues that may emerge in the future
3. Write the groups' business ideas on Metacards.
4. Provide inputs on the following
 - a) Introduce business planning – what it is, who does it and how is it done.
 - b) Benefits of Business Planning: 30 minutes
 - c) Format of a Business Plan: 30 Minutes
5. On the "how", show the business plan format, briefly going through the main sections of the document:
 - a) Marketing
 - b) Production or technical
 - c) Organizational and management
 - d) Financial
6. Open the floor for clarifications. Publish participants' insights – particularly their initial fear of preparing the plan
7. Summarize major points of the session.

Note to Facilitator: As an option, have samples of business plans prepared by other PODS organizations and distribute it for the participants to browse through.

Session 6: Marketing Planning

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Introduce the participants to the concepts of marketing a product or service ▪ Assist the participants in identifying appropriate marketing strategies ▪ Coach the participants on preparing the Marketing Plan ▪ Build participants' capacity on marketing their product or business ▪ Transfer the knowledge and skills, and familiarize the participants with the process so they will be able to undertake similar planning exercise in the future
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Inputs with Powerpoint Presentation ▪ Group workshop
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Powerpoint ▪ Template on Marketing Plan ▪ LCD and laptop
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Annex 4.4: Marketing (BSF vs. Water System)
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Draft Marketing Plan on identified projects with marketing strategy clearly illustrated
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Marketing is the heart of a business without which no enterprise can survive ▪ Marketing is not simply selling it is enticing investors, too ▪ Marketing requires certain skills and attitude







Application



4 hours

1. Present "Marketing Concepts".
2. Explain the template on "Marketing Plan".
3. Emphasize the difference between marketing a product and marketing a service (review Annex 4.3).
4. Divide the participants into groups
5. Guide the groups as they go through the template.
6. An hour prior to the presentation, remind the groups that they need to complete their plan for presentation.
7. During plan presentation, emphasize that the plans are based on the available information. Only questions for clarifications (not critiquing) from the other participants shall be allowed.

Session 7: Production Planning

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Introduce the participants to the concepts of production planning ▪ Coach the participants on preparing the Production Plan ▪ Familiarize the participants on the process of production planning to enable them undertake similar exercise in the future
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Lecture with Powerpoint Presentation ▪ Group workshop
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ LCD and laptop ▪ Template
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Annex 4.5: Production (BSF vs. Water System) ▪ Template on Production Plan
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Production Plan ▪ Project cost (BSF – unit price; Water system – connection fees and monthly users’ fee) ▪ Maintenance scheme
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Production covers not only the tangible (products that are manufactured or fabricated). It can also refer to the services needed by the consumers/users. ▪ It is important to offer products or services that are of good quality, at the right price and with appropriate packaging. ▪ Production capacity should match up with the possible maximum market needs and wants. The more they produce, the less fixed price, which improves profitability. ▪ Reiterate that producing a product is different from producing a service.

Application

A. Preliminaries



30 minutes

1. The Host Team will also lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day’s and entire week’s schedule
 - d. Reflections

2. As an option to assigning the Host Team, ask a participant or two to share their opinions on what they have learned so far (insights), or what they have discovered something new about other participants.
3. Ice breaker can be given by the Host Team.







B. Activity Proper



3 hours

1. Present “Production Concepts”.
2. Retain the same grouping
3. Guide the groups as they go through the template.
4. An hour prior to the presentation, remind the groups that they need to complete their plan for presentation.
5. During plan presentation, emphasize that the plans are based on the available information. Only questions for clarifications (not critiquing) from the other participants shall be allowed.

Session 8: Organizational and Management Planning

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Introduce the participants to the concepts of organizational planning ▪ Guide the participants on preparing the Organizational Plan
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Input ▪ Game: Who at what position? ▪ Group workshop
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Powerpoint Presentation on Organization and Management Plan ▪ Template ▪ Questions related to tasks and functions of each position for the game
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ OPM materials ▪ Annex 4.6: Organization and Management (BSF vs. Water System)
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Organization and Management Plan ▪ Organizational structure with people ▪ Key people understood their roles and functions in the organization
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ The success of a project/business is dependent on the people who run it, the right people in the right places. ▪ For an enterprise to succeed, the manager must be a calculated risk taker. ▪ Appropriate structure, with roles, accountabilities (particularly for a service provider, trust in organization is paramount) and responsibilities clearly defined and exercised, is a must.

	<ul style="list-style-type: none"> ▪ Service provider trust in the organization is paramount. ▪ The people in position must possess knowledge and skills, as well as the commitment to the goals and objectives of the organization and not based their membership on personal interest. ▪ Implementing and managing a product from a service requires different set of skills, managerial experience and network.
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Application



3 hours

1. Present “Organization and Management Concepts”.
2. Ask the participants to regroup for the workshop.
3. Guide the groups as they go through the template.
4. An hour prior to the presentation, remind the groups that they need to complete their plan for presentation.
5. During plan presentation, emphasize that the plans are based on the available information. Only questions for clarifications (not critiquing) from the other participants shall be allowed

Session 9: Financial Planning

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Introduce the participants to the concepts of financial planning ▪ Guide the participants on preparing the Financial Plan
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Lecture with Powerpoint Slides ▪ Group workshop
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ LCD and laptop
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Template on Financial Planning ▪ Annex 4.7: Financial Planning (BSF vs. Water System)
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Financial Plan
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ A project/business requires capital to operate. Since capital is strictly limited, the officers/management must be able to allocate this resource carefully, make sound financial projection and assumptions, and set-up mechanism for audit, among others.

Application

A. Preliminaries



30 minutes

1. The Host Team will also lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day's and entire week's schedule
 - d. Reflections
2. As an option to assigning the Host Team, ask a participant or two to share their opinions on what they have learned so far (insights), or what they have discovered something new about other participants.
3. Ice breaker can be given by the Host Team.

B. Activity Proper



5 hours

1. Before proceeding to the topic on "Financial Planning Concepts", first generate the insights and learning of the participants. Use ORID approach. Publish the feedback for easy evaluation at the end of the week.
2. Present "Financial Planning Concepts".
3. Ask the participants to regroup for the workshop.
4. Highlight the financial requirement of venturing into a product-focused project over a service-oriented project.
5. Guide the groups as they go through the template.
6. An hour prior to the presentation, remind the groups that they need to complete their plan for presentation.
7. During plan presentation, emphasize that the plans are based on the available information. Only questions for clarifications (not critiquing) from the other participants shall be allowed.

C. Week 2 Evaluation



1 hour

1. Review the week 2 expectations and evaluate using the following questions:
 - a. Were the expectations met?
 - b. If not, why do you think it was not met?

Option: Invite the participants to share their general feedback and specific concerns about the sessions and activities covered in Week 2. Ask them to answer the following questions:

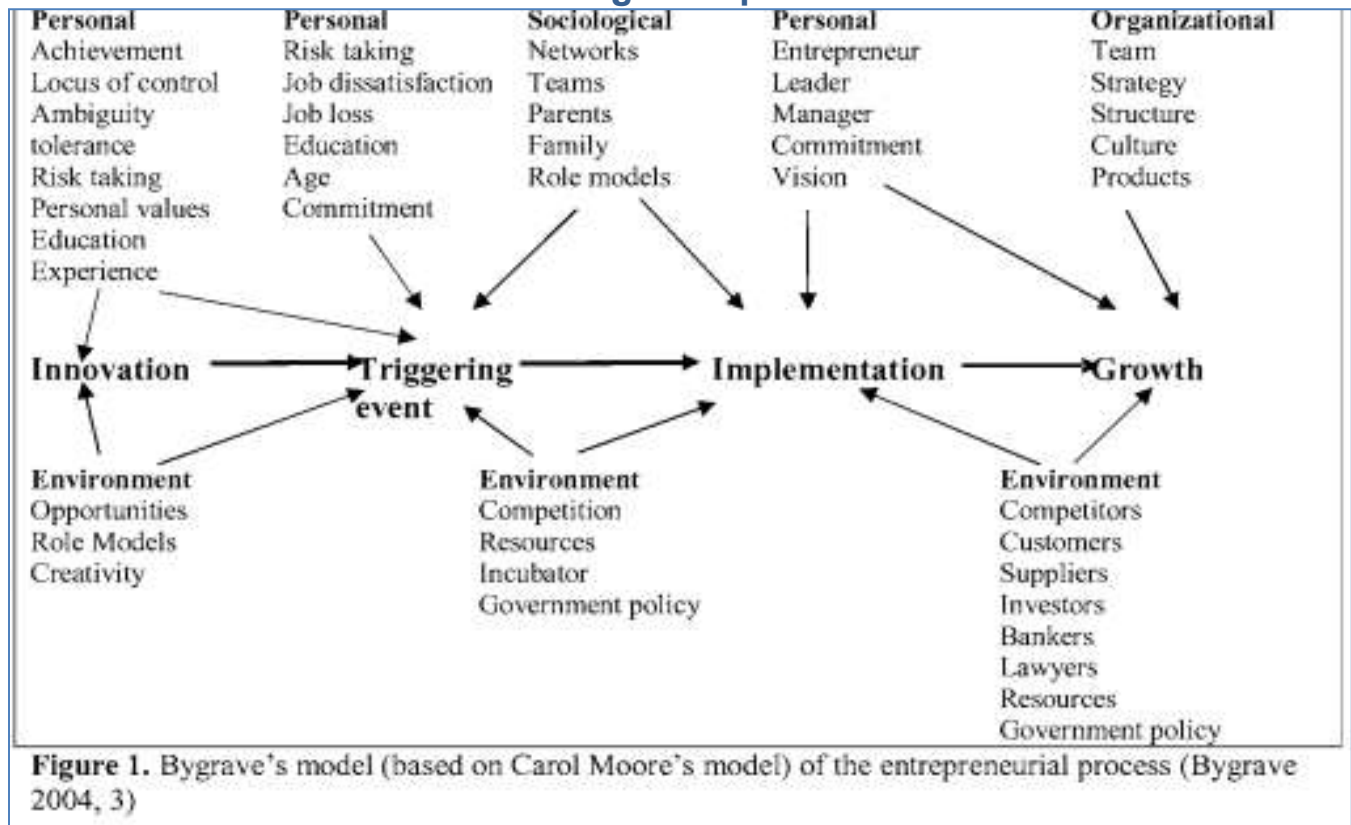
- c. Which activity/session did they consider most important?
- d. What insights/lessons did they derive from Week 2 activities?
- e. Are they satisfied with the pacing of the activities?
- f. Are they optimistic about realizing their community dream?

2. Seek their overall evaluation of the Week 2 activities in terms of:
 - a. Content/sessions of the week
 - b. Time allotted per session
 - c. Facilities of the training venue
 - d. Communication skills and subject mastery of the facilitators
 - e. Overall training experience
3. Refer back to the expectations and objectives set for the week – which of these were met and which were not.
4. Wrap up the week with a Closing Ritual and a group picture.
5. Give a brief overview of the activities for the 3rd week.

Review of Week 2 – Major Outputs

1. Business Plans (clean copy and complete with introduction)
2. Draft policies
3. Organizational and management structure
4. Report

Annex 4.1- Understanding Entrepreneurial Behavior



Source: http://epublications.uef.fi/pub/urn_isbn_951-27-0101-4/urn_isbn_951-27-0101-4.pdf

Annex 4.2 – Personal Entrepreneurial Competencies (in Filipino)

1. Ikaw ba ay may sariling kusa?
 - a. Ako may kusang palo.
 - b. Kikilos lang ako kung may magsasabi sa akin.
 - c. Ayaw kong pahirapan ang sarili ko kung hindi rin lang kailangan.
2. Paano ka makipag kapwa-tao?
 - a. Madali akong makisama at madali rin akong pakisamahan
 - b. Marami akong kaibigan at hindi ko na kailangan pa ng ibang ta
 - c. Naiinis ako sa mga tao
3. Kaya mo bang mamuno?
 - a. Madali akong makahikayat ng mga tao upang magsimula ng isang bagay o gawain.
 - b. Makapag-uutos ako kung sasabihin sa aking ang dapat gagawin.
 - c. Makapag-uutos ako kung sasabihin sa aking ang dapat gagawin.
4. Makapag-uutos ako kung sasabihin sa aking ang dapat gagawin.
 - a. Kung gusto kong makakita ng pagbabago ito ay sinisiguro ko na ito ay maisasakatuparan at talagang mangyayari.

- b. Kung kinakailangan ako mismo ang gumawa ng isang bagay, ay gagawin ko, ngunit hanggat maaari iba ang responsible.
 - c. Parating may mga smarte at mas madaling magtagumpay na tao. Kadalasan ay hinahayaan ko silang ipakita ang kanilang kakayahan.
5. Gaano ako kaayos na tao?
 - a. Gusto ko ay may plano. Kalimitan ako ang nagpaplano kapag may gawain.
 - b. Maayos akong gumawa huwag lang akong malilito at kung hindi ako ay magbibitiw sa gawain.
 - c. Kapag ang gawain ay maayos at biglang nagkaroon ng problema, hinahayaan ko lang. Basta tatanggapin ko lang kung ano ang dumating.
 6. Gaano ako kahusay na mangagawa
 - a. Maaari akong magtrabaho hanggat kinakailangan. Handa akong magpakahirap sa isang bagay na gusto ko.
 - b. Magtratrabaho ako pansamantala pero pagsobra na ayaw ko na.
 - c. Hindi ako naniniwala na ang magpakahirap sa paggawa ay may patutunguhan.
 7. Kaya mo bang magdesisyon?
 - a. Kaya mo bang magdesisyon?
 - b. Ako ay magdidisyon lang kung ako ay may sapat na oras.
 - c. Kung ako ay magdidisyon kaagad-agad, ay mabuti pang huwag na lang
 8. Maaring bang paniwalaan ang sinasabi mo?
 - a. Makakaasa ang sinuman na ang sinasabi ko ay totoo. Hindi ako nagsasalita ng hindi totoo.
 - b. Kadalasan ako ay prangkang magsalita, pero kung minsan sinasabi ko ay iyong mas madali
 - c. Bakit kailangan magsalita ng kapanipaniwala kung wala namang pakialam ang kausap ko.
 9. Ako ba ay maasahan?
 - a. Kapag ako ay pursigido na gumawa ng isang bagay, walang
 - b. Kadalasan ay tinatapos ko ang aking nasimulang gawain
 - c. Kung hindi naman maayos ang aking nasimulan, ako ay humihinto na at bakit kailangan kung mag-
 10. Gaano ako kalusog?
 - a. Hindi ako madaling mahapo o mapagod.
 - b. Ako ay may sapat na lakas o enerhiya sa mga bagay na gusto kong gawin.
 - c. Madali akong mapagod kumpara sa mga kaibigan ko.

Bilangin ang mga binilugan na:

- a. _____
- b. _____
- c. _____

Kung marami kayong binulugan na:

- “**A**” ibig sabihin kayo ay handang mag negosyo.
- “**B**” kaw ay mahihirapan ng magnegosyo na mag-isa. Subalit maaari ka pa ring magtagumpay, kailangan lang ay may katuwang ka na kung saan ang lakas niya ay kung saan ka mahina.
- “**C**” kahit na kayo ay may partner o katuwang hindi pa rin ninyo makakamit ang suporta na kailangan upang kayo ay makapagsimula ng negosyo.

Annex 4.3 - Differences Between a Bio-Sand Filter (Product) and Water System (Service)

	Product: Bio-Sand Filter	Service: Water System
A. From the Perspective of the Project Proponents (the community/group)		
Market Acceptance	Low Product Acceptance, particularly in urban areas Laborious Water quality issues are not a high priority due to lack of knowledge. Access, quantity and affordability are easily recognized. Demand will have to be created.	High demand – desired by all households
Benefits to Water Users	Access to safe water, but can only be run intermittently Durable	Access to safe water, but provides more efficient service (less effort and less time) An indication of “higher” social status
Investment Required from the User	One –time, to purchase the BSF	Monthly rate/bill – continuous as long as connected to the water system
Coverage	Limited to households or cluster of households	Community
Maintenance Cost	Responsibility of the household, but low maintenance cost (or none at all)	Responsibility of the organization or shared by the community
Warranty	Limited warranty (variable)	Guaranteed by the organization providing the service
B. From the Perspective of the End-Users (Households)		
Capitalization	Low capital requirement Raw materials are locally available and within reach Production of BSF can be scheduled or controlled based on available funds One-time investment Standard cost per BSF: 850.-2,000/unit (as of January 2011) Should include labor fee, transportation and incentive cost	Capital intensive Requires infrastructure – such as water tank, reservoir pump and pipeline Standard Cost of community water system: 700.-1,400./capita (as of 2010) for Spring Development; (drilled or gravitational). Requiring continuous investment for upkeep of the system Operating costs include salary of the people who maintain the system and who deliver/collect the bills/payments
Production	Ease of production Manually-operated	Requiring technical study prior to construction of infrastructure Requires electricity (pump) depending on source
Market Reach	Wide market coverage BSF can be sold outside of the community, as long as the proponents have access to transportation	Limited coverage (depends on source) Household connections are within the community or what is reached by the pipe

	Product: Bio-Sand Filter	Service: Water System
	Difficult to transport because of the weight	
Background Needed to Implement Project	With business background Intensive training on marketing and advocacy to counter low product awareness	With business and technical background
Maintenance Cost	Once sold to the households, maintenance becomes the responsibility of the owners/buyers	Requires relatively high operation and maintenance cost (to ensure continuous and efficient service)
Competition	Ease of entry (easy to manufacture and requires minimal capital) Market (the potential area to sell the BSF) may easily be saturated	Because of high capital requirement, the community is a captive market (particularly if the water tariff is within reasonable means to the households)

Annex 4.4 - Marketing (BSF versus Water System)

	Product (e.g. Bio-sand Filter)	Service (e.g. Water System)
Description	Physical – size, shape, weight, materials used. Product features, uses and benefits	Quality of water Convenience / accessibility Other benefits
Comparison in Price and Quality with its Competitors	Uniqueness of the product in terms of quality over other water distilling materials Price in relation to other materials	Comparison in monthly cost compared to bottled water Comparison in terms of quality sourced from wells or natural bodies of water
Location	Where the BSF is made or displayed	Scope of service
Geographical Areas	Potential areas or markets to be served by the project Within barangay or beyond	Possible number of households to be served
End Users/Consumers	Target market – profile of the households that will likely buy the BSF (their income, history of water-related diseases)	Households that are within the coverage area
Estimate of the demand	Estimated number of households that can be physically reached by the product	Households within the covered area of the water system
Market Share	Estimated percentage of the households that will be convinced to buy the product – given the presence of refilling stations, medicines that can purify water, etc.	Percentage of the households that can pay the water tariffs
Price	Selling price of the products – after considering the raw materials and labor cost, reasonable profit margin and other costs (transportation and marketing) Affordability – how much can the community afford, how can they pay (one	Tariff as approved by the GA or beneficiaries based on the investment plan and projected ROI to ensure maintenance and sustainability

	Product (e.g. Bio-sand Filter)	Service (e.g. Water System)
	time payment or installment?).	
Promotions	Strategies on creating awareness, acceptance and demand of the BSF (with focus on quality, as this is the main issue).	While technically dealing with a captive market, still requires steps on how to convince the all households within the area
Marketing Cost	Estimated budget in promoting the product, in upgrading the marketing skills of the management or key people of the organization	Cost in marketing strategies e.g. enticing households to connect

Annex 4.5 - Production (BSF vs. Water System)

	Product (Bio-Sand Filter)	Service (Water System)
The Process	Step-by-step description on how the product is made – transforming the raw materials into the final product	Description on how to establish a water system – connecting from the water source to the different households
Required Building, Machinery and the Costs	Raw materials and tools needed Skills needed to make the BSF Cost of the materials, labor	Cost of the water tanks, pipes, reservoir etc.
Useful Life	Estimated number of years that the BSF is function/serviceable	Number of years the water system can service the target households
Maintenance to be done and availability of the parts	Once purchased, possible activities needed to maintain the product; and whose responsibilities	Description on how to do the service or preventive maintenance
Capacity	Estimated number of BSF can be produced in a certain period	Maximum number of households that can be connected to the system based on source capacity and not on availability on users
Depreciation of the Fixed Assets	Depreciation of tools/equipment if any	Depreciation of the main tanks, reservoir and other fixed assets
Availability of the Raw Materials and Machinery Suppliers	Distance and quantity of raw materials	Presence of engineering and other technical experts to build and maintain the water system Location of the dealers of pipes and construction materials
Required Raw Materials and Cost	Quantity and cost of materials	Quantity and cost of construction materials
Labor and Skills Needed, and the Cost and Availability	Number and skills of the people needed to build the product	Number and skills of people needed to construct and connect the system Number of people needed to do the regular maintenance
Motivating the Workers	Working condition, incentives to be offered	Working condition and incentives

Factory Overhead	Cost related to the space, repair and maintenance, depreciation of the tools Cost of the utilities, if any	Cost to the land where the water system is built, repair and maintenance of the system, depreciation, etc.
Production Cost per Unit	Actual production cost – labor and direct raw materials	Water tariff rates

Annex 4.6 - Organization and Management (BSF vs. Water System)

	Product (Bio-Sand Filter)	Service (Water System)
Organizational Form	Sole proprietorship, partnership, cooperative?	Partnership, cooperative or corporation?
Organizational Structure	To be based on the different functions of the enterprise Main functions – production and marketing	To be based on the different functions of the water system Main functions – maintenance and collection of monthly fees
Qualifications of the Key People	More marketing oriented	More technical oriented
Pre-Operating Activities and Expenses	Training on how to make the BSF Advocacy/Awareness on BSF Registration and permits	Estimate on the number of the households that may want to connect Raising funds for the construction Construction Plan, Bill of Materials and Estimates of the water system Registration and permits
Fixed Assets at the Office	Will require display center and production area with equipments and place for storage	Will certainly require office space and office equipment
Administrative Cost	Simple operation – cheaper administrative cost	Higher administrative cost – with office and finance staff

Annex 4.7 - Financial Planning (BSF vs. Water System)

	Product	Service
Total Capital Requirement	Estimated capital based on the initial units to be manufactured	Estimated capital, with signification portion going into the construction of the water system based on the area to be serviced
Equity Contribution (Loan, Capital-build up, etc.)	Possibly coming from personal funds	Loan or grant and contribution from the members/potential clients
Break-even point	Number of units needed to be sold for the organization to start making profit	Number of households needed to connect and for how long, for the water system to start making profit
Return on Investment	Determination of the financial viability of the product	Determination on the financial viability of the water system

PART: 5
ACCOUNTING &
BOOKKEEPING

Part 5: Financial Management and Policy Making (Week 3)







Timetable

	Day 1	Day 2	Day3	Day 4
8.30 – 9.30 am	Preliminaries and Expectation Setting	Cont. Transaction Flow	5. Policy Making Workshop – 1 st draft	Presentation to the General Assembly and Finalization
9.00 – 9.30 am	1. Introduction to Financial Management			
9.30 – 10.00 am				
10.00 – 10.30 am				
10.30 – 11.00 am				
11.00 – 11.30 am				
11.30 – 12.00 nn				
12.00 - 1.30 pm	Lunch Break			
1.30 – 2.00 pm	2. Basic Accounting Forms	4. BEST Game Replay	Presentation and Critiquing	Continuation of the General Assembly and Finalization of Policies
2.00 – 3.30 pm				
2.30 – 3.00 pm				
3.00 – 3.30 pm	3. Introduction to Financial Transaction Flow		Revision of Policies and Preparation for General Assembly	Evaluation
3.30 – 4.00 pm				
4.00 – 4.30 pm				
4.30 - 5.00 pm				

Objectives of the Week

1. Provide insights on the possible operation results of a business, particularly relating to the financial operation
2. Cultivate an awareness on the importance of keeping business records (financial transactions), which will later be basis for decision making and indicator of transparency and accountability

Session 1: Introduction to Financial Management

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Define basic accounting concepts ▪ Familiarize with basic accounting forms
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Sharing of experiences
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Manila paper ▪ Metacards, markers and masking tape ▪ LCD and laptop ▪ Copies of accounting forms
	<p>References/Reading Materials</p>
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Participants are able to differentiate basic accounting forms.
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Financial management is one of the tools to determine organizational sustainability. ▪ Documentation of financial transaction is important, as it reflects the level of transparency and accountability.

A. Preliminaries and Expectations Setting



30 minutes

1. As what has been made routine in the past two weeks, a Host Team will lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day's and entire week's schedule
 - d. Reflections
2. A participant or two may be asked to give their insights gained from the past two weeks' sessions.
3. Ice breaker or energizer can be given by the Host Team.
4. Generate expectations from the participants – what they anticipate to learn on the sessions lined-up for the week.
5. Display the whole week's program on poster board and post inside the training room.

B. Introduction to Financial Management









3 hours

1. To open up the session, the Facilitator asks the participants the following questions:
 - a. What are your experiences on financial management:
 - i. Household

- ii. Small business
 - iii. Organization
 - b. What do you want to know about financial management?
 - c. Have you experience formulating and implementing policies?
 - d. What do you understand about the word “policy”?
- 2. The facilitator then wrapped up the responses to define the following terms:**
- a. Financial management is planning for income and expenditures, and making decisions to enable us to survive financially.
 - i. Parts of financial management
 - 1. Financial planning
 - 2. Financial accounting
 - 3. Financial responsibility
 - 4. Financial accountability
 - ii. Aspects of financial management
 - 1. Budgeting
 - 2. Savings
 - 3. Recording
 - 4. Financial Analysis
 - b. Policies refer to program of actions adopted by the group/organizations; also refer to set of principles on which they are based.
- 3. Importance of Financial Management:**
- a. To discuss the importance of financial management, the Facilitator asks the following questions:
 - i. Why do you have to manage your finances?
 - ii. Why do you need policies?
- 4. Do’s and Don’ts of Financial Management:**
- a. Facilitator asks the participants to group themselves by 5 to 7 people per group. Each group generates at least three “do’s” and three “don’ts” on financial management. These will be presented by group.
 - b. Facilitator summarizes the session.

Session 2: Basic Accounting Forms

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Familiarize with the basic accounting forms – physical attributes ▪ Identify the purpose and importance of each form
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Samples – accounting forms ▪ Inputs/Lecture
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Forms ▪ Pens and pencils ▪ Customized logbook ▪ Calculators

	<ul style="list-style-type: none"> Manila paper, masking tape and markers LCD and laptop Stamp and stamping pad
	References/Reading Materials
	Expected Outputs at the End of the Session <ul style="list-style-type: none"> Participants are familiarized with the forms needed for every transaction Participants know how and when the forms
	Key Messages <ul style="list-style-type: none"> There is a specified/required form for every transaction. Forms are also basis for accountability and transparency of financial activities.




Application






1 hour and 30 minutes

- Facilitator will lay down the forms on a table. These forms are:
 - Receipts (official, temporary, delivery, sales invoice and acknowledgement)
 - Canvass form
 - Cash advance request
 - Cash voucher
 - Liquidation form
 - Petty Cash voucher
 - Petty Cash Replenishment form
 - Inventory form
- Participants are divided into two groups.
- Facilitator asks a representative from each group to pick appropriate forms. The first one to find the correct form, scores. Representatives have to return the forms back at the table after their turn.
- The first group to get 10 points wins.
- The Facilitator introduces the different forms, including its uses.

Session 3: Financial Transaction Flow

	Session Objectives <ul style="list-style-type: none"> Familiarize the participants on the financial transaction flow Participants to identify persons involved in transaction flow
	Methodology <ul style="list-style-type: none"> Input
	Materials and Equipment <ul style="list-style-type: none"> LCD and powerpoint

	References/Reading Materials <ul style="list-style-type: none"> ▪ Sample Journals
	Expected Outputs at the End of the Session <ul style="list-style-type: none"> ▪ Participants apply their learnings on actual financial transaction
	Key Messages <ul style="list-style-type: none"> ▪ There is no shortcut in financial transactions – everyone should follow the process and use the correct forms.







Application



6 hours (with spill-over on the next day)

1. Facilitator opens the session by asking the participants what they practice or how they go about their organization or their business' financial transaction.
2. Facilitator to take note of the responses by writing these in metacards and post.
3. Facilitator introduces the flow of financial transaction using PowerPoint.
4. Facilitator relates the lecture with the participants' earlier responses.
3. Facilitator asks the participants' insights on the session.

Session 4: BEST Game Replay

	Session Objectives <ul style="list-style-type: none"> ▪ Practice their learnings from the previous two sessions
	Methodology <ul style="list-style-type: none"> ▪ Game
	Materials and Equipment <ul style="list-style-type: none"> ▪ Forms and journals ▪ Pens and pencils ▪ Receipts ▪ Calculators ▪ Manila paper, masking tape and markers ▪ LCD and laptop ▪ BEST Game materials
	References/Reading Materials <ul style="list-style-type: none"> ▪ BEST Game Manual
	Expected Outputs at the End of the Session <ul style="list-style-type: none"> ▪ Practice and appreciation of financial management
	Key Messages <ul style="list-style-type: none"> ▪ Record-keeping and following the correct procedure will eliminate suspicions over use

	of funds.
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Application



4 hours

1. The Facilitator divides the participants into groups as specified in the BEST Game.
2. Provide each group their necessary materials/props.
3. Facilitator gives the instruction on how to play the game.
4. Participants play the game.
5. Facilitator guides the participants in processing the GAME and the results.
6. Facilitator note the participants' insights and learnings on the GAME.
7. Option:
 - a) If the organization is already operating, use actual receipts or actual transaction documents.

Session 5: Policy Making

	Session Objectives <ul style="list-style-type: none"> ▪ Participants realize the importance of policies in organizational and project management ▪ Participants formulate policies specific to their situation
	Methodology <ul style="list-style-type: none"> ▪ Plenary session ▪ Review of prototype policies
	Materials and Equipment <ul style="list-style-type: none"> ▪ Prototype policies ▪ Manila paper, masking tape and markers ▪ LCD and laptop
	References/Reading Material
	Expected Outputs at the End of the Session <ul style="list-style-type: none"> ▪ Draft of organizational and project policies
	Key Messages <ul style="list-style-type: none"> ▪ Policies should be approved by the majority of the members or the household population.

Application

A. Policy Formulation and Presentation



5 hours

1. Facilitator divides the group if the participants are more than 15. Otherwise, the session will make use of plenary discussion.
2. Facilitator asks the participants to collate the policies identified from the 1st to the 3rd weeks; clustering these policies into:
 - a) Project
 - b) Organizational
 - c) Financial
3. Facilitator leads the review of prototype policies and the modification.
4. Participants transfer these modified/customized policies in Manila paper for presentation.
5. Representative from each group present their output to the body.
6. Other participants may clarify or suggests further revisions.

B. Policies Revision



2 hours and 30 minutes

1. Participants will integrate recommendations/comments.
2. Participants to re-write the revised policies in Manila Paper for presentation to the General Assembly.
3. Note: These policies should also be encoded and produced for possible signing (if no major revisions) during General Assembly.

C. Policies Presentation to General Assembly



6 hours

1. Facilitator guides the PODS participants in the facilitation of the General Assembly.
2. Representatives from the PODS present the proposed policies to the General Assembly.
3. Representatives entertain or respond to the clarificatory questions/comments from the General Assembly.
4. If there are no major revisions, pass around the typewritten policies for signing of the General Assembly.
5. If there are major revisions, Facilitator ensures that the changes are integrated in the final document for signing of the General Assembly before the PODS Graduation.

D. Week 3 Evaluation



1 hour

1. Review the week 3 expectations and evaluate using the following questions:

- a. Were the expectations met?
- b. If not, why do you think it was not met?

Option: Invite the participants to share their general feedback and specific concerns about the sessions and activities covered in Week 3. Ask them to answer the following questions:

- c. Which activity/session did they consider most important?
- d. What insights/lessons did they derive from Week 3 activities?
- e. Are they satisfied with the pacing of the activities?
- f. Are they optimistic about realizing their community dream?

2. Seek their overall evaluation of the Week 3 activities in terms of:

- a. Content/sessions of the week
- b. Time allotted per session
- c. Facilities of the training venue
- d. Communication skills and subject mastery of the facilitators
- e. Overall training experience

3. Refer back to the expectations and objectives set for the week – which of these were met and which were not.

4. Wrap up the week with a Closing Ritual and a group picture.

5. Give a brief overview of the activities for the 4th week.

Review of Week 4 – Major Outputs

1. Finalized policies and approved by the GA
2. @ least 2 GAs conducted (presentation and approval of VMGO and business plan AND presentation and approval of the policies – should be signed)
3. Open bank account
4. Facilitate registration
5. Report

Note to Facilitator: There is also an option to teach Microsoft Excel to the participants for a faster and more organized data collation and report preparation.

Annex 5.1 – Definition of Terms: Financial Management

1. Financial Management is the process of managing the financial resources, including accounting and financial reporting, budgeting, collecting accounts receivable, risk management, and insurance for a business.
2. Bookkeeping refers to the daily operation of an accounting system, recording routine transactions within the appropriate accounts.
3. Financial planning is often thought of as a way to manage debt, but a good financial plan really is a way to make certain that you have financial security throughout your life.
4. Financial planning is the process of meeting your life goals through the proper management of your finances.
5. Budgeting is detailed planning for the allocation of funds in a business. It is sometimes referred to as the financial picture of the business; i.e., how the business plans to spend its financial resources.
6. An income statement shows all income and expense accounts over a period of time. It is also referred to as a profit and loss statement (or P & L), From an income statement you can determine how much money your business made after all expenses are accounted for, i.e., how much profit your made.

Annex 5.2 – Flow of Financial Transactions


1. Canvassing – at least 3 suppliers
 - Select appropriate supplier (considerations – amount, quality of products and service)
2. Request a Cash Advance from the Treasurer
 - File the request with attached Canvass Forms
 - This will go through the process of approval by concerned officers such as the President of the Board
 - Once signed
3. Treasurer will prepare the cash voucher using the cash voucher form
 - The voucher will then be signed by the Treasurer and the President or such other assigned signatories (make sure that you know who should the signatories be so that you would know whether the process is legitimate or not)
 - The money will then be given to the requestor in which the same signed a document proving that s/he indeed received said amount
 - Transaction (Cash Disbursement) will then be recorded in the “Journal Book” by the Treasurer

Date	Name	Description	Voucher #	Petty Cash #	Amount Requested	Total Expense	Balance	Remarks
------	------	-------------	-----------	--------------	------------------	---------------	---------	---------

1/05/10	Pedro	WS Repair	1		2000			
1/20/10	Juan	Office Supply		1	200			

4. When money is expensed, the one who requested the CA should now liquidate the cash given him/her using the liquidation form
 - Fill up the form properly and make sure that supporting documents such as receipts of purchase are duly attached
 - Submit the liquidation form to the treasurer
 - The Treasurer then records the actual expenses in the “Journal Book” and a receipt is issued for any amount returned or an acknowledgement form is signed by the one who liquidated if s/he received a reimbursement

Date	Name	Description	Voucher #	Petty Cash #	Amount Requested	Total Expense	Balance	Remarks
1/05/10	Pedro	WS Repair	1		2000	1500	500	Returned on 1/07/10
1/20/10	Juan	Office Supply		1	200	210	(10)	Reimbursed 1/22/10

 *Note that all transactions is also recorded in detail by the bookkeeper which will be used later as reference in the preparation of the income statement*

Date	Particulars	Voucher #	Petty Cash #	Cash	Account Titles		
					Transportation	WS Materials	Office Supplies
1/14/10	Purchase Materials for Repair	1		1500	200	1300	
1/25/10	Purchase Office Supply		1	200			200

5. Recording of the income (should be done by both the Treasurer and the Bookkeeper)

Cash Receipts

Date	Particulars	OR #	Cash	Account Titles		
				Membership Fee	User's Fee	Donations
1/13/10	Anna Lucas – Membership Fee	0001	25	25		
1/14/10	Marie Sy – User's Fee	002	50		50	

6. Towards the end of the month or the year the income statement is prepared by both the Treasurer and the Bookkeeper

Annex 5.3 – Income Statement

Income Statement

Income

Membership Fee

User's Fee

Less

Expenses

WS Repair

Office Supplies

PART: 6
INSTALLING
CONTINUITY
Internal

Part 6 - Installing Continuity – Internal (Week 4)







Timetable

	Day 1	Day 2	Day 3
8.30 – 9.00 am	Preliminaries and Expectation Setting (9.am)	Reflection	Reflection
9.00 – 9.30 am	1. Development Praxis	2-Year Development Plan Presentation	5. Monitoring and Evaluation Workshop and Presentation
9.30 – 10.00 am			
10.00 – 10.30 am			
10.30 – 11.00 am			
11.00 – 11.30 am	2. Introduction to Organizational Capacity Index	4. WaSH Advocacy	
11.30 – 12.00 nn			
12.00 – 1.30 pm	Lunch Break		
1.30 – 2.00 pm	Continuation of OCI Workshop and Presentation	Continuation of WaSH Advocacy	Continuation of Monitoring and Evaluation Workshop and Presentation
2.00 – 2.30 pm			
2.30 – 3.00 pm			
3.00 – 3.30 pm	3. Two (2) - Year Development Planning and Workshop	Introduction to Monitoring and Evaluation	Exit Planning (2 hours)
3.30 – 4.00 pm			
4.00 – 4.30 pm			
4.30 – 5.00 pm			Evaluation (1 hour)

Objectives of the Week

1. Participants able to assess their organizational capacity
2. Prepare 2-year development plan
3. Prepare a WaSH Advocacy customized to the service/product of the PODS
4. Install a mechanism for monitoring and evaluation

Session 1: Development Praxis

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Show the progression of the PODS training in relation to the project development cycle ▪ Participants recognize the process that they have to go through before they can develop a project
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Walk of Fame (Walk-through the highlights and outputs of previous weeks) ▪ Connect weekly outputs
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Weekly outputs ▪ ASDSW Project Development Framework
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ None
	<p>Expected Output at the End of the Session</p> <ul style="list-style-type: none"> ▪ Macro view of the project development
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Participants' ownership of the project development process is enhanced.

Application

A. Preliminaries and Expectations Setting



30 minutes

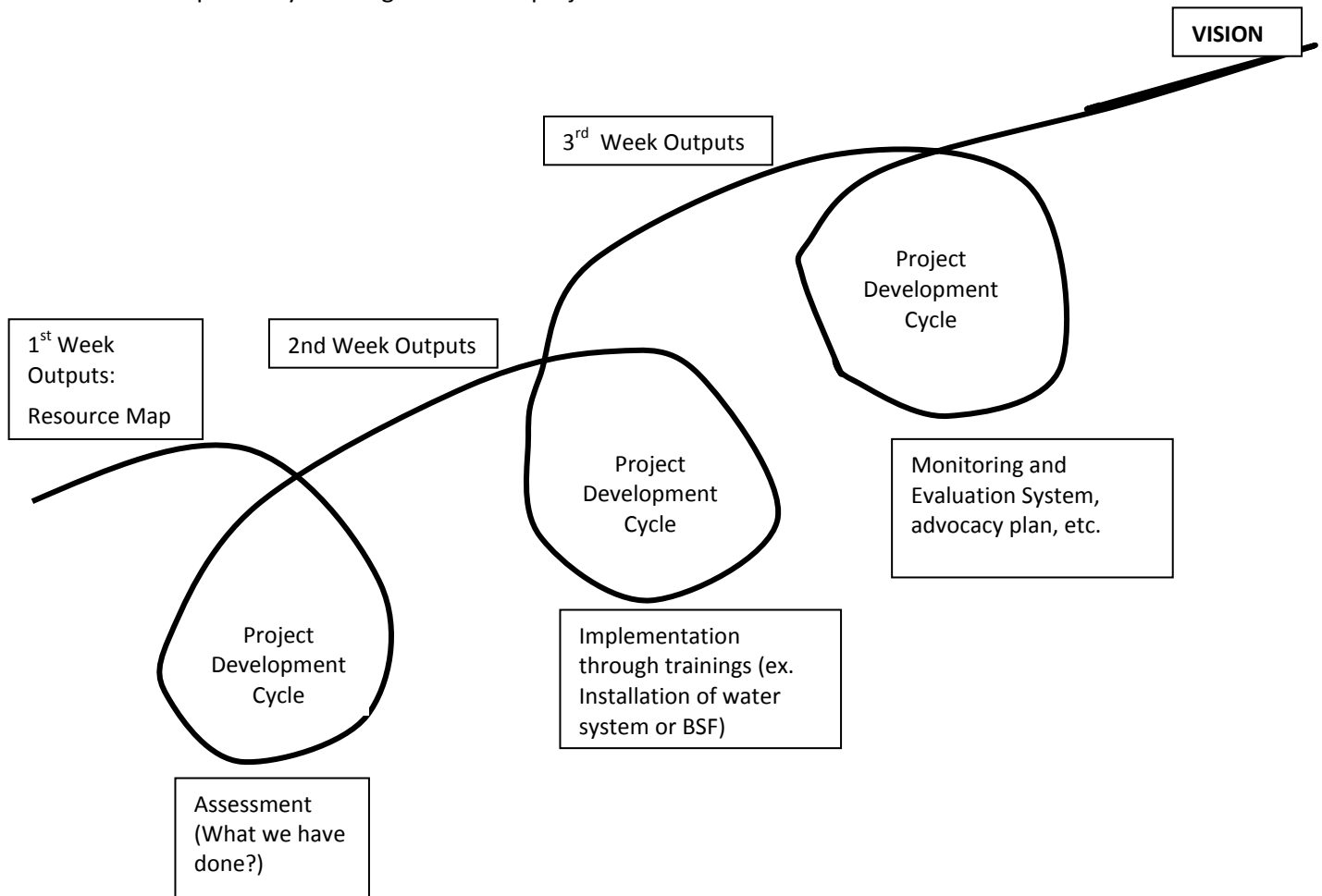
1. As what has been made routine in the past two weeks, a Host Team will lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day's and entire week's schedule
 - d. Reflections
2. A participant or two may be asked to give their insights gained from the past two weeks' sessions.
3. Ice breaker or energizer can be given by the Host Team.
4. Generate expectations from the participants – what they anticipate to learn on the sessions lined-up for the week.
5. Display the whole week's program on poster board and post inside the training room.

B. Activity Proper: Development Praxis









2 hours

1. Facilitator invites the participants to walk-through their outputs for the last three weeks. Facilitator will ask the participants to identify the highlights per week.
2. When they are back at their seats, the Facilitator will assist in connecting the outputs to the project development cycle using the ASDSW project framework.



3. Using ORID, Facilitator generates insights on the process.

Session 2. Organizational Capacity Index

	Session Objectives <ul style="list-style-type: none"> Familiarize with the indices of organizational capacity development
	Methodology <ul style="list-style-type: none"> Inputs
	Materials and Equipment <ul style="list-style-type: none"> Organizational Capacity Index Matrix LCD and laptop
	References/Reading Materials
	Expected Outputs at the End of the Session <ul style="list-style-type: none"> Participants are able to identify their own indicators of organizational development
	Key Messages <p>One thing to remember is that the ultimate test is not just scoring high on the OCI but in actually delivering the service or the product. Customer satisfaction with service should be no. 1 priority.</p>

Application



2 hours and 30 minutes







- Present the organizational indices, explain how it is being done.

Particular	Target	Base	Net Balance
Registration			
Membership			
Leadership Capacity			
Policies, Systems and Procedures			
Advocacy			
Business Development			
Resource Mobilization			
Networking and Alliance			
Organization as Water Hub			
Technical Capacity			

Particular	Target	Base	Net Balance
Regularity of Reporting			
Financial Management			
Registration			
Membership			

2. Divide the participants to a group of 5 – 7, then divide the indices based on the number of groups and have each group work on the target index of their organization.
3. Once done, have each group present their output for clarifications from the other participants.
4. Full document will serve as the capacity index of the organization.
5. Post result as this will become basis for the succeeding sessions.

Session 3: Two-Year Development Planning

	<p>Session Objectives</p> <p>For PODS to identify its direction based on a 2 – year plan</p>
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Workshop ▪ Plenary discussion
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ Development Plan Matrix ▪ LCD and laptop
	<p>References/Reading Materials</p> <ul style="list-style-type: none"> ▪ Review Week 1 references and outputs, particularly planning terms
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ PODS 2 – year development plan incorporating all other plans (WaSH, Water Testing, etc)
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Stress the importance of planning – as a guide to achieve their vision ▪ The plan mirrors the readiness of the PODS to implement and manage a water project. ▪ Plan is a living document and as conditions change so will the plan...(i.e. development praxis, i.e. where are we with respect to the plan, what has changed and what to we do to meet our VMG)

Application

A. Preliminaries



15 minutes

1. As what has been made routine in the past two weeks, a Host Team will lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day's and entire week's schedule
 - d. Reflections
2. A participant or two may be asked to give their insights gained from previous day's session.

B. Activity Proper



2 hours - including the matrix







1. Introduce the development planning matrix and using it, instruct the participants to break into group and formulate their two-year development plan.
(Option: if there are only about 10 – 15 people it will be faster to facilitate the session in plenary).

TWO-Year Targets based on OCI	Activities	Means of Verification	Date of Accomplishment	Person Responsible
Registration				
Membership				
Leadership Capacity				
Policies, Systems and Procedures				
Advocacy				
Business Development				
Resource Mobilization				
Networking and Alliance				
Organization as Water Hub				
Technical Capacity				
Regularity of Reporting				
Financial Management				

2. Explain the relationship between the matrix and the capacity indices. Mainly, the plan will reflect the details of the indices because this is where they will how to achieve the targets, who and when.

3. The groupings may be based on the different parts of the plan (if they happen to focus only on one project)..
4. After the group activity, this will be presented for critique and refinement.

Session 4: WaSH Advocacy

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ Understand the fundamentals of WASH and its importance to the quality of life ▪ Identify the target audience of the advocacy and the desired behavior change ▪ Be aware on the basic steps on personal hygiene and household cleanliness and the benefits of maintaining it. ▪ Develop the core message that will be used to promote WaSH and the proposed projects ▪ Plan for the methods and delivery of the WaSH advocacy activities
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Reflection ▪ Plenary ▪ Inputs, Workshop
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ WaSH Advocacy Planning Guide ▪ LCD and laptop ▪ Result of water testing
	<p>References/Reading Materials</p>
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ WASH Advocacy Plan
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Every “new” product or service needs a push. Advocacy activities can increase awareness and encourage adoption among the target audience. ▪ Behavior Change requires understanding by all of not only what the change is...but the benefits that result because of that change.

Application









3 hours

1. Give presentation on the steps on developing the WaSH advocacy. Use the Mother Theresa Story or the water testing result
2. Explain the WaSH Advocacy Planning Guide.
3. Facilitate the proceedings, where participants:
 - a) Identify main issues/concerns related to WaSH and the proposed water project
 - b) Identify the target audience of the advocacy activities.
 - c) Compare existing behavior with desired behavior
 - d) Identify the benefits that will result from the behavior change
 - e) Agree on the “core message”

- f) Plan on how to transfer the “core message” to the audience. Locally driven by community messengers based on local context and resources.
4. Finalize the main elements of the WaSH Advocacy.

As an option use the module prepared by Cotabato Office herein referred to as Annex 6.1.

Session 5: Monitoring and Evaluation

	<p>Session Objectives</p> <ul style="list-style-type: none"> ▪ PODS to identify areas for monitoring – operationally and organizationally ▪ Participants to understand the importance of Monitoring and Evaluation (M&E) as a way to improve service to its members and the entire community ▪ M&E is understood as a mechanism for ensuring sustainability
	<p>Methodology</p> <ul style="list-style-type: none"> ▪ Input ▪ Workshop
	<p>Materials and Equipment</p> <ul style="list-style-type: none"> ▪ LCD and laptop
	<p>References/Reading Materials</p>
	<p>Expected Outputs at the End of the Session</p> <ul style="list-style-type: none"> ▪ Monitoring and Evaluation System and indicators
	<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Emphasize that M and E is a continuous process, done at all times throughout the project. ▪ Use M and E to continuously update the plan and ensure that the scope, budget and schedule are met.

A. Preliminaries



30 minutes

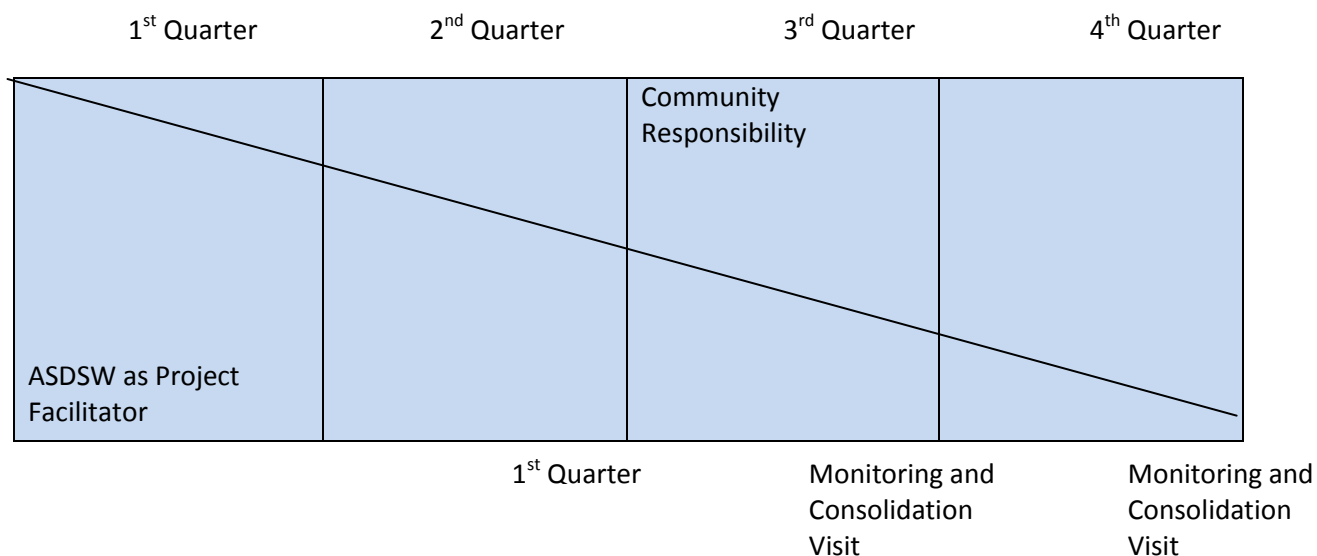
1. As what has been made routine in the past weeks, a Host Team will lead the group in the preliminary activities. The team is encouraged to inject creativity and fun in the following activities (except prayer):
 - a. Prayer/PA
 - b. Food for Thought
 - c. Presentation of the day’s and entire week’s schedule
 - d. Reflections
2. A participant or two may be asked to give their insights gained from the previous day.

B. Monitoring and Evaluation



4 hours

1. Introduce the ASDSW's community engagement framework:



2. Give inputs on M&E, underscoring the following criteria:

- a. Definition of terms:
 - i. Monitoring
 - ii. Assessment
 - iii. Evaluation
- b. Factors to be monitored -- indicators
- c. Methods to use in gathering information
- d. Interpreting the data gathered
- e. People who will be involved in monitoring
- f. Using the data to assess the project's relevance, effectiveness, efficiency, impact and sustainability

	BSF	Water System
Relevance	▪ Number of users	▪ Number of connections
Effectiveness	▪ Incidence of the water borne diseases	▪ Incidence of water borne diseases
Efficiency	▪ Household savings	▪ Expense versus income
Impact	<ul style="list-style-type: none"> ▪ Improved access to clean water (ratio of community) ▪ Economics (savings from medical expenses) 	<ul style="list-style-type: none"> ▪ Improved access to clean water (ratio of community) ▪ Economics (savings from medical expenses)
Sustainability	▪ Expanded market	▪ Length of service to the community

3. Guide the participants in preparing their Monitoring Plan.

Indicators

	BSF	Water System	PODS Organization
Indicators - Users	<ul style="list-style-type: none"> ▪ Number of users ▪ Frequency of usage ▪ Economic savings ▪ Maintenance practices ▪ Incidence of water-borne diseases ▪ Advocacy/referrals 	<ul style="list-style-type: none"> ▪ Number of connections ▪ Collection rate ▪ Frequency of trouble-shooting ▪ Incidence of breakdown or leakage ▪ Customer satisfaction 	<ul style="list-style-type: none"> ▪ Frequency of meetings <ul style="list-style-type: none"> - Officers' meeting - Board meeting - Operational Staff and Technician - General Assembly ▪ Financial status ▪ Plan Implementation
Methods	<ul style="list-style-type: none"> ▪ House-to-house visits ▪ General assembly ▪ Questionnaire 	<ul style="list-style-type: none"> ▪ House-to-house visits ▪ General assembly ▪ Questionnaire 	<ul style="list-style-type: none"> ▪ Assessment Session (e.g. year-end)
Responsible Person	<ul style="list-style-type: none"> ▪ PODS 	<ul style="list-style-type: none"> ▪ PODS 	<ul style="list-style-type: none"> ▪ PODS

Target Activity	Schedule	Responsible Person/ Committee	Method/Tools
A. Technical Project – Monitoring			
House to house visit	Quarterly		Informal interview with checklist
B. Organizational Monitoring			
Officer's Meeting	Monthly		Informal/Parliamentary Procedures
Financial status	Every six months		Audit

C. Week 4 Evaluation



1 hour

1. Review the week 4 expectations and evaluate using the following questions:

- a. Were the expectations met?
- b. If not, why do you think it was not met?

Option: Invite the participants to share their general feedback and specific concerns about the sessions and activities covered in Week 4. Ask them to answer the following questions:

- c. Which activity/session did they consider most important?
- d. What insights/lessons did they derive from Week 4 activities?
- e. Are they satisfied with the pacing of the activities?
- f. Are they optimistic about realizing their community dream?

2. Seek their overall evaluation of the Week 4 activities in terms of:
 - g. Content/sessions of the week
 - h. Time allotted per session
 - i. Facilities of the training venue
 - j. Communication skills and subject mastery of the facilitators
 - k. Overall training experience
3. Refer back to the expectations and objectives set for the week – which of these were met and which were not.
4. Wrap up the week with a Closing Ritual and a group picture.

Review of Week 4 – Major Outputs

1. Organizational Capacity Index
2. 2 year development plan
3. M and E Tool
4. WASH Plan (WASH Advocacy Plan)
5. Exit plan
6. Report

Annex 6.1 – Household Water Treatment

A Single Drop for Safe Water (ASDSW) In partnership with Oxfam, KFI, MTB, GAP Hunger and OMI-IRD

Household Water Treatment

Objectives:

1. Understand what are fundamentals of WASH and its importance to quality of life;
2. Have knowledge about the water quality from existing and newly installed facilities;
3. Understand possible sources of contamination and have the capacity to improve their water quality through implementation of household water treatments, improvement of water sources or changes to water storage/usage methods and equipment
4. Be aware on the basic steps on personal hygiene and household cleanliness and the benefits of maintaining it.
5. Understand how Islam teaches WASH and its importance to Muslims.

Time	Topic	Strategy	Visual Aids
Day 1			
8:30 – 9:00	Preliminaries <ul style="list-style-type: none"> - Invocation - Pax intro - Team members, project and partner organizations introduction 	Simple intro: Name, sitio	
9:00 – 10:30	WASH and Its Importance <ul style="list-style-type: none"> - Water, Sanitation and Hygiene - F-Diagram - Pathogens, Microbes and water borne diseases - Data from WHO on water and diseases - WASH intervention and reduction in morbidity 	Discussion and demonstration	Picture of pathogens, F – Diagram, metacards
10:30 – 11:00	Results of Water Testing <ul style="list-style-type: none"> - Water Source/Facility - Risk level of contamination - Sources of contamination 		
11:00 – 12:00	WASH in Islamic Context <ul style="list-style-type: none"> - Importance of potable water - Hygiene and sanitation in Islam 	Discussion	Analysis matrix
12:00 – 1:00	Lunch Break		
1:00 – 3:00	Best Practices <ul style="list-style-type: none"> - Proper water storage - Cleaning - Location in the house - Personal Hygiene - Bathing - Dental care - Nail cutting - Breast cleaning (for lactating mothers) <ol style="list-style-type: none"> 1. Housekeeping – Garbage disposal <ul style="list-style-type: none"> - Dishes and utensils cleaning - Backyard cleaning 	Demonstration Participatory discussion using the following process: <div style="text-align: center; margin-top: 10px;"> <pre> graph TD subgraph Current_Situation [Current Situation] direction LR C1[Practices] --- C2[Results] end subgraph Desired_Situation [Desired Situation] direction LR D1[New Practices] --- D2[Benefits] end C1 --> D1 C2 --> D2 D1 --> Message[Message] </pre> </div>	Manila paper and pentel pen, nail cutter, toothbrush, toothpaste, basin, soap, deeper, etc.

	2. Food Handling <ul style="list-style-type: none"> - hand Washing - Segregation - Washing of food - Disposal of left-overs - Storage 		
Day 2			
8:30 – 10:00	Source Improvement <ul style="list-style-type: none"> - Dugwell improvement - Provision/improvement of drainage - Platform repair/construction - Removal of cloth from the spout 	Discussion	
10:00 – 12:00	Household Water Treatment <ol style="list-style-type: none"> 1. Sedimentation 2. Filtration <ul style="list-style-type: none"> - Biosand Filter (BSF) - Ceramic Filtration - Cloth Straining - Rapid Sand Filter 3. Disinfection <ul style="list-style-type: none"> - Chlorination - SODIS - Boiling 	Discussion and Demonstration	Chlorine powder, plastic/bottle container, teaspoon, sugar, salt, drinking glass, hyposol, drawing/ picture of BSF, WT sample, cloth and sand
12:00	Lunch Break		
1:00 – 3:00	Planning: <ul style="list-style-type: none"> - How are they going to transfer knowledge to community ie. re-echo back at GA or house to house - Source Improvement - Shock treatments etc DRR element - Technology Training - Feedback so we know its actually being done 		

Annex 6.2 – M&E of the Water System and BSF

A. Maintaining the Water System

Proper and regular maintenance of the PODS' water system is necessary to maximize its capacity. PODS must ensure the following are followed:


- Presence of 2nd liners – or skilled workers who are familiar with the system and can immediately assume repair and maintenance responsibilities
- Regular preventive maintenance
- Regular cleaning and flushing of the water system
- Regular conduct of water testing every quarter
- Allocation of money to purchase spare parts (critical components), i.e. replacement pump purchased within one year so that it can be replaced, system operational within 24 hrs while pump is repaired
- Allocation for depreciation of equipment and other assets
- Exposure to nearby successful water system

- Target collection rate of 80 to 100%
- Proper recording of transactions
- Monitoring of customer satisfaction and complaints so that service can be improved to meet the needs of the customers.

B. Maintaining the BSF

Paano Gamitin at Pangalagaan ang inyong BioSand Filter

1. Maglagay ng malinis na container o balde sa ilalim ng lagusan ng tubig
2. Buksan ang takip ng BSF at siguraduhing nasa tamang lugar ang diffuser plate
3. Ibuhas ang sapat na tubig sa ibabaw ng BSF
4. Takpan ang BSF at hintaying mapuno ang container o balde ng tubig
5. Siguruhing takpan ng mayas ang container o balde matapos lagyan ng tubig
6. Enjoy!



Paano Gawin ang "Swirl and Dump"

1. Ang Swirl and Dump ay ginagawa kapag mahina ang daloy ng tubig mula sa BSF
2. Buksan ang BSF at tanggalin ang diffuser plate
3. Halikeyin ng palikat sa isang direksyon lamang
4. Tanggalin ang maruming tubig huwag isama ang buhangin
5. Ibalik ang diffuser plate at buhsan na ng tubig
6. Palaging lagyan ng tubig ang BSF araw-araw pagkatapos i-"swirl and dump". Kailangang maghintay ng 15 araw bago ulit magamit bilang itumin ang tubig mula sa BSF

Mga Dapat at Hindi Dapat Gawin (DOs and DONTs)

- ✓ Punuin ng tubig ang BSF kahit man lang isang beses sa isang araw
- ✓ Linisan sa pamamaraan ng "Swirl and Dump" kung tumihina na ang buhas ng tubig
- ✓ Palaging takpan ang filter at linisan ang lagusan ng tubig "spout"
- ✓ Panatilihin malinis ang talagayan ng inyong tubig na nasarhan na
- ✓ Sumamit ng tubig pana sa filter na mula sa isang source lamang at huwag kung soon-soon galing
- ✓ Huwag maglagay ng gamit sa loob ng filter
- ✓ **HINDI PWEDENG ILIPAT-LIPAT ANG FILTER KUNG SAAN-SAAN KAPAG ITO'Y NAKALAGAY NA SA PUWESTO**

PAALALA: Kung may mga katanungan biatahin ang Municipal WASH Task Force (MWTF) ng inyong munisipyo

A SINGLE DROP communities united through water

PART: 7
INSTALLING
CONTINUITY
External

Part 7 - Installing Continuity - External

Walking the Talk

Now equipped with enhanced appreciation of planning a community-based project, the PODS as an organization is now poised to implement and manage such project. Following are some of the recommended interventions to ensure that the PODS organization is able to translate its plans into action.

Monitoring the PODS Progress

Set an exit planning with the officers of the PODS and agree on the following protocols:

- Identify the contact person and schedule of call regarding the monitoring of progress (e.g. twice a month)
- **Progress Monitoring by Phone** – Twice a month monitoring via phone call by ASDSW Team to the PODS officers is observed. ASDSW inquires on the progress of the activities based on the PODS timetable. This does not preclude the PODS officers to call ASDSW as often as necessary, particularly if critical matters need urgent attention.
- **Actual Site Visit** – To have a good grasp of the PODS progress or their situation, ASDSW Team visits to the community. This is an opportunity to review the plans and validate which activities need adjustment after a month of implementation and verify whether the policies and systems are already installed and followed.

PODS leaders or officers can also discuss with ASDSW Team concerns related to their roles and responsibilities – seeking advice on how to implement certain activity, motivate their people, deal with other local partners, and convince their own community to patronize the services PODS offer. They can also identify what possible capacity enhancement seminars they need to attend. This is also the time for the reiteration of the financial management system particularly on recording and preparation of the financial statement.

- **Consolidating Activity** – If there are still issues and concerns not responded/not resolved after the 1st month monitoring, this is the time to wrap – up those concerns. From 7th month onwards, further technical and organizational assistance during this period will have to emanate from the community/PODS (demand-driven).

Mentoring PODS for Organizational Strengthening

The following activities can be done during or after the PODS Training that can culminate during the consolidation activity.

1. Partnership Building

Identify organizations (government and non-government) that can be tapped as partners of the PODS, providing support in the areas of:

- Technical advice
- Organizational strengthening
- Market linkage
- Financial access
- Information sharing
- Registration (please refer to Annex XX).

As the PODS starts implementing its plans, ASDSW guides the PODS on how to establish linkage with these organizations – from writing introductory letters, initiating contact through visits, seeking inclusion in the organization’s mailing list, and conferring for specific assistance. ASDSW instructs PODS on how to keep a database of these organizations for future use.

Finally, in municipalities that already have Municipal WASH Task Force, the PODS should be a member of the MWTF and close ties is made with the MLGU for support and replication of the process.

2. Generating Resources & Developing Projects

Sustainable PODS are those who know how to generate funds to support their expansion. To strengthen PODS’ knowledge on this area, ASDSW handholds the PODS by:

- **Identifying and coaching resource mobilization person or team within the organization.** Ask the officers/leaders who among them have had experience or can be tasked in raising funds and mobilizing resources, or those with extensive network of contacts. They can be tapped for developing proposals in seeking funds.
- **Coaching this person or team how to prepare project proposal.** Organizations that extend funding support to water-related activities require information about the fund seekers and their intended activities. The funders will certainly want to know how the funds will be spent. While there are template and outlines, ASDSW can still coach the PODS in the areas of accurately presenting their needs and their plans, in estimating the proposed project’s financial requirements and in choosing appropriate strategies.
- **Guiding them to join grant competition.** Apart from answering calls for proposal, PODS can also try entering grant competition on water-related projects. Sponsoring organizations usually look for proven innovative approaches that the PODS may be able to satisfy.
- **Mentoring them how to lobby for the 10% allocation of the barangay/municipal Internal Revenue Allotment or the 1% allocation for Impact Areas.** The national and local government units have made water as one of its priorities – as access to safe water is part of the country’s commitment to the Millennium Development Goals. The PODS, following proper channels of dealing with the government, makes a representation to the local government units (LGUs) to include WaSH and water issues in the following development plans: Barangay Development Plan, Executive and Legislative Agenda, and Comprehensive Development Plan. The PODS can offer itself as the prime mover in improving access to safe water in their locality and advocate with the municipal and barangay LGU for WASH related issues such as enforcement of policies, watershed management, hygiene promotion and medical missions.

Widening Community Participation through Advocacy and IEC

How does the PODS involve other people in the community – not only as members of the organization, but also as practitioners of WaSH? ASDSW can help the PODS in:

- **Creating a pool of WASH Champions.** This should not be confined to the members of the PODS only, but people who are passionate about resolving water issues and who, as part of their professional work, come in regular contact with many people. These people can be the Barangay Health Workers, school teachers and youth leaders. They can be trained and subsequently spread word on WaSH or PODS.
- **Requiring members to patronize PODS product or service.** Who are the best marketers but the members themselves? The personal testimonies of the members are credible strategies to win over more users/consumers, and practitioners of WaSH.
- **Integrating WaSH in school curriculum.** PODS works with the local school system to include WaSH in their curriculum. Children usually represent the most vulnerable sector to water-borne diseases, and in rural communities, children also share the burden of collecting water from distant sources. The younger they are informed of the risks of contaminated water and unsanitary practices, the voice calling for solutions becomes louder.
- **Sharing the water quality monitoring results.** People may notice changes in color, taste and smell of their water. But the extent of contamination and deterioration of its quality may not sink in until they see the results of scientific water tests.
- **Declaring a local WaSH Day.** Poor communities in rural and urban areas, without access to safe water, are frequently the first casualties of water-borne and water-related diseases. Over-population, improper waste disposal and intense industrial activities contribute to the degradation of water quality. With a local WaSH Day, these problems can be amplified through media, and corporate resources can be marshaled to respond to these needs. Local WASH Day can be observed/scheduled simultaneous with a nationally-recognized day/event such as World Water Day, Sanitation Month, etc.
- **Updating the media on PODS and WaSH accomplishments.** The media can also be a channel of information on WaSH and specific PODS accomplishments. By publicizing PODS' presence and the positive changes they brought to the community, it can attract other interested groups to partner with the PODS.
- **Using the Internet to publicize activities.** Cheaper and faster way for the PODS to broadcast its activities is through the Internet. Websites can be created easily, and blogs can be used to highlight success stories. Video taken from PODS activities can be uploaded via Youtube, or images can be hosted in sites such as Flickr. Web visibility can be enhanced by using search engine optimization methods.

Opening Avenues for Replication and Expansion

How can PODS expand its activities? How can other organizations benefit from PODS' experience?

There are several ways:

- **Lobbying for the Creation of Municipal WaSH Task Force.** For details, refer to the LGSPA WaSH Field Guide.
- **Lobbying funds from the Municipal Government for WaSH.** The creation of MWTF follows the allocation of funds from the Municipal Government. The fund is used to implement proposed activities contained in the WaSH Plan.
- **Documenting success and failure through reports and film.** In video and documents, document the success and failure of the PODS, to add to the body of knowledge which can be shared to similar organizations, so they can adopt strategies and avoid mistakes.
- **Intensifying advocacy on WaSH.** PODS can intensify advocacy on WaSH by partnering with other organizations or using other social marketing media to promote WaSH. Awareness on WaSH products and services will actually trigger demand.

Working with the Government

Partnership with the local government involves :

- **Soliciting Barangay Ordinance on WaSH.** The host-barangay formalizes its commitment to WaSH and the PODS by issuing ordinances supporting the operation of the PODS. This includes but is not limited to watershed protections, illegal tapping, fee payment, piping and equipment right of way etc..
- **Appointment of a barangay or municipal officer as ex-officio of the PODS Board of Directors.** To have a perspective of the government in PODS organization, it is also recommended to appoint a barangay or municipal official as ex-officio member of the Board of Directors.
- **Linking with the Provincial and Municipal Health Offices.** Limited resources necessitate PODS to link with the provincial and municipal health offices. Linking with these offices
- **Disaster Risk Reduction Management.** The PODS being a WaSH service or product supplier is in a position to be an already capacitated risk reduction and response agency in the case of disaster. WaSH is a critical Public Health issue during the times of calamity. Linkages with local DRRM bodies at barangay and municipal level are essential. In conjunction with these bodies contingency plans should be formed to ensure that existing services are maintained in these highly critical times, extra efforts applied (i.e. chlorination of system during the aftermath of typhoons) to the ability to provide WaSH services to relocated populations. Participation by PODS members in capacity development programs and inclusion in the decision making process is needed and will require advocacy and cooperation at all levels.
- Exploring possibility of using government resources such as heavy equipment for major water-related construction.

What Have We Learned So Far as Facilitators

1. On the number of participants

The ideal number of participants is between 15 to 25.

The ideal ratio of participants to facilitator is 10 participants to one facilitator.

The number of participants will also have to be considered in choosing the training venue.

If more participants have turned-up than expected, the following strategies may be employed:

- Ensure that the sound system is sufficient to cover the room
- Have activities that will hold their full attention
- Manage activities well to give time for all groups to present

2. On the background of participants

Please refer to Participants' Criteria selection (see page).

It is also recommended that the Barangay Council is represented in the PODS training.

3. On dealing with the "free" mentality

Communities that have been used to receiving free support will likely, but initially, balk to be asked of counterpart. This will have to be emphasized at the start, and repeatedly as necessary. Some of the ways to convince the people put in their contribution are:

- Emphasize that "service is not free" (they pay membership fees to the organization and they will pay users' fee for the water service)
- Show them the water test results
- Share experiences of other PODS communities
- Calculate the cost-benefit analysis of implementing the PODS in their community

4. On clarifying responsibilities of partners

Have the copy of the project proposal ready during meetings, so contributions expected from potential partners are included in the discussion.

Make a follow-up/official letter to the heads of Offices (if during the courtesy call or exploratory meetings, they are only represented by staff), reiterating the major items discussed.

5. On daily PODS assessment by the ASDSW Team

A short and quick review of the day's sessions by the Team:

- Peer feedback on how sessions were handled, on responding to the questions raised by the participants, and on personal grooming
- The level of participation – the same people dominating sessions, rotation of roles, interest on the subject matter as demonstrated by the
- What adjustment will have to be done for the next day's sessions

6. On maintaining the interest of the the participants

- Adjusting the presentation materials to the educational level and cultural background of the participants
- Patient in answering questions of the participants
- Generous in sharing stories as experienced by other PODS
- Have ready energizers or trivia questions to enliven the discussions

7. Others concerns

- Facilitators to observe proper Time Management
- Strict implementation of the set NORMS and use of penalties if necessary
- If night session, serve food by 5pm
- Non training days in field of staff will be for report writing and immersion
- Take note of even informal conversation since this will guide us on how the community react to our presence and we might need this during decision making.
- Take note of the community dynamics.
- Partners or funders should be included in some of the process as to facilitate transformation on their perspective in relation to projects and beneficiaries
- At least once a week presence specifically on the last day of every week so they can join in the evaluation session
- Participate in the planning process, if possible entire week

Annex 7.1 – Definition of Terms

Disaster. The serious disruption of the functioning of society, causing widespread human, material or environmental losses, which exceed the ability of the affected communities to cope using their own resources. Disasters occur when the negative effects of the hazards are not well managed.

Hazard. Any phenomenon, substance or situation, which has the potential to cause disruption or damage to infrastructure and services, people, their property and their environment.

Capacities. The resources and skills people possess, can develop, mobilize and access, which allow them to have more control over shaping their own future and coping with disaster risks.

Vulnerability. A concept which describes factors or constraints of an economic, social, physical or geographic nature, which reduce the ability of a community to prepare for and cope with the impact of hazards.

Risk. The probability that negative consequences may arise when hazards interact with vulnerable areas, people, property and environment.

Risk Reduction Measures. These are various activities, projects and programs that the communities may identify after assessing and analyzing the risks that they face. These measures are specifically intended to reduce the current and prevent future risks in the community.

Community. In the context of disaster risk management, a community can be defined as people living in one geographical area, who are exposed to common hazards due to their location. They may have common experience in responding to hazards and disasters. However, they may have different perceptions of and exposure to risk. Groups within the locality will have a stake in risk reduction measures (either in favor or against).

Disaster Risk Management. A systematic application of management policies, procedures and practices to identify, analyze, assess, treat, monitor and evaluate risks. This involves decision making based on the examination of those risks, which includes hazard, vulnerability, and capacity of people and institutions (ADPC, DMC-30, 2003).

Community-Based Disaster Risk Management (CBDRM). A process of disaster risk management in which at risk communities are actively engaged in the identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their vulnerabilities and enhance their capacities. This means that the people are at the heart of decision making and implementation of disaster risk management activities. The involvement of the most vulnerable is paramount and the support of the least vulnerable is necessary. In CBDRM, local and national governments are involved and supportive (ADPC-CBDRM-11, 2003).

Reference: Community-Based Disaster Risk Management: Field Practitioners' Handbook by Imelda Abarquez and Zubair Murshed, produced by United Nations Economic and Social Commission for Asia and Pacific. 2004