Women Collectives Training
Module 1: Gender and Social Equity

Objectives:
Upon completing this module, the participants are expected to:

- Appreciate the concept of inclusivity, in the light of social inequity as a root of poverty that disproportionately affects women and girls
- Understand the role of social equity in (re)balancing power / influence and access to resources at the community and (higher) structural levels
- Recognize opportunities to adopt the values of gender inclusion and equity in their organizations

Discussion 1:
Poverty and Gender (Key Messages)
- To lift people from poverty, multiple causes of poverty must be addressed. One of the deepest roots of poverty is gender discrimination. This is why most of the poor are women.
- Women who are in poverty have their rights at the risk of being violated. The obstacles and hardships that women overcome are also felt by the broader society and economy. This is because women's productivity is well known to boost the economy.
- Men and women experience poverty, but gender discrimination means that women have less resources to cope. This is why in INCREASE programming, additional livelihood grant support targets women – specifically, the more vulnerable female household heads.
- In times of crisis, women are likely to be the last to eat, as they place their children's / families' needs above theirs – especially when it comes to healthcare and other services.
- Women are burdened with time-consuming, unpaid care and contribution work. They have fewer options to work or start businesses. Proper education may also be inaccessible. Just to survive, some end up forced into sexual exploitation.

Reflection Exercise 1
Materials: Metacards

Guide:
1. The facilitator shows metacards showing the following words to participants.
2. Participants will be asked to raise metacards that they think best match the word raised by the facilitator.
3. Metacards of participants are for “women” (babae), “men” (lalaki), and “both” (pareho)
4. Words to be shown are the following:
   - Matapang (courageous)
   - Mapag-aruga (caring)
   - Maasahan (reliable)
   - Matatag (strong)
   - Maalalahanin (thoughtful)
   - Matalino (intelligent)
   - Una ang pamilya (family-centered)
   - Maunawain (understanding)
Processing questions:
1. Which three of those traits must a leader possess? (Alin sa mga katangiang nabanggit ay dapat taglay ng isang lider?)
2. What is difference between a man and a woman, as leaders? (Ano ang maaring pagkakaiba ng isang babae at isang lalaking lider?)

Discussion 2:
Social equity in (re)balancing power and influence

- Women in poverty face further marginalization because they have not yet achieved an equal political voice (that has impact in public and formal spaces).
- Their voices are treated lightly (often ignored), for example, in critical decisions on troubleshooting, overall management of productive activities, assets and other resources, or sharing benefits and costs. This is obvious, from the gender imbalance of leaders and officers in community associations.
- Women have been less active in formal community decision making spaces (community assemblies) and influencing public processes because of institutional, socio-economic and cultural limitations.

However, the situation is changing (although still very slowly). There is now an acceptance that women play a vital role in community life, particularly for achievement of security, development, and progress.

Governments also agreed to reform economic policies to provide more opportunities for women, improve laws to uphold economic rights, and improve access to credit. They committed to collecting better information to track how poverty affects women differently, as understanding any problem is crucial for addressing it.

Reflection Exercise 2
Guide:
1. The facilitator holds up metacards showing the following image to the participants.

Gender Equality and Political Empowerment in the Philippines

- The Philippines remains the top country in Asia in terms of closing the gender gap (World Economic Forum, Global Gender Gap Report 2020)
- Ranked 16th out of 153 countries, down by 8 notches from its place last year
- Remains as the lone Asian country in the top twenty-tier
- The dip in ranking is due to lower political empowerment

Community organizations and collectives are crucial platforms for increasing women's political empowerment and leadership.
Guide questions:

- Looking at the photo above, which “runners” do you think would first reach the finish line?
- In this case, that everyone is starting at the same point - is this race “fair”?
- How can the race become more fair to everyone?

“At its root, poverty is caused by unequal power relations that result in the inequitable distribution of resources and opportunities between women and men, between power-holders and marginalised communities, and between countries.

CARE believes that poverty cannot be overcome without addressing those underlying power imbalances.” (CARE 2020 Program Strategy, 2014)

Discussion 3:

**Gender-inclusion and Equity in Organizations (Key Messages)**

- Equity means fair and respectful treatment of all people
- This means that we do everything we can to identify and eliminate unfair biases, stereotypes or barriers that may limit full participation in an organization.
- A barrier is anything that keeps someone from participating fully in all aspects of society.
- In an organization that values equity, all members are empowered and feel empowered to contribute their unique thoughts and ideas.
- They know that they are being valued equally. When this happens, all members have equal opportunities and support to succeed and grow.

A model that can guide organizations towards greater gender inclusion and equity is the **CARE Gender Equality Framework**.
Note to facilitators: no need to discuss the CARE GE Framework in-depth, but you may refer to it when exploring more on gender equality and social equity.

In the framework, each of the strategies of Building Agency, Changing Relations, and Transforming Relations, are continuous with each other.

**BUILDING AGENCY:**
- Building consciousness, confidence, self-esteem and aspirations (non-formal sphere)
- Building knowledge, skills and capabilities (formal sphere).

**TRANSFORMING STRUCTURES:**
- Transforming discriminatory social norms, customs, values and exclusionary practices (non-formal sphere)
- Transforming laws, policies, procedures and services (formal sphere).

**CHANGING RELATIONS**
- Changing power relations through which people live their lives through intimate relations and social networks (non-formal sphere)
- Changing group membership and activism, and citizen and market negotiations (formal sphere).
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Module 2: Group Rules and Policies (Inclusiveness)
1 hour and 30 minutes

Objectives:
Upon completing this module, the participants are expected to:
1. Locate themselves within the household, organization, and community, and reflect on the opportunities and challenges of this unique position;
2. Recognize that a particular social location is determined by multiple factors ranging from gender, age, socioeconomic and marital status, also known as Intersectionality;
3. Understand that this particular identity created from the intersectional realities of an individual affects overall inclusivity within the collective;
4. Commit to ways/processes by which the collective can better support individual challenges to strengthen collective inclusivity further.
5. Collectively identify inclusive rules and policies that are conscious and/or responsive of members’ unique positions, but also build on their individual and collective strengths.

Activity 1: Intersectional Social Mapping and Task Listing (30 minutes)

Materials:
- Manila paper (1 per participant)
- Marker/pentelpen

Activity Procedure:
1. Ask participants to draw a triangle for the household, a square for the collective, and a circle for the community.
2. Each is tasked to write common tasks they lead/participate in each area of activity.
3. Illustrations will be shared and discussed within the group.

Processing and Reflection (after sharing): (20 minutes)
- Identify the common activities listed by each individual.
- See how these common activities affect other tasks in other areas (focus on how the household allows/prohibits outside productive engagement of individuals).
- Ask participants how they carry out tasks (do their partners, household members help them?)
- Identify individual and collective strengths and capacities reflected by the activities they listed in the exercise.
- Assess common barriers, challenges and enabling factors that affect individual participation.

**Activity 2: Collective Feedback (30-40 minutes)**

**Materials:**
- Metacards
- Marker/pentelpen

**Activity Procedure:**
1. After processing the first activity, the participants will be divided into two groups.
2. They will be given time to discuss and list down ways the collective can better support its member given the realities learned from the previous session.

**Examples of concrete actions may include:**
- **Identifying a meeting time most convenient for members (given the many tasks they have in the household)**
- **Using a buddy system in carrying out tasks for the collective**
- **Having point persons for accessing services, rules for accessing credit / savings, monitoring, etc. record keeping**
- **Having a team tasked to monitor and oversee maintenance of shared facilities**
- **Assigning a member who will act as liaison between the collective and the LGU/barangay**
- **Having kumustahan sessions at least once a month to check on each member (avenue for members to share about the status of their individual livelihoods and household concerns that may affect their participation in the collective)**

3. Each group will be asked to present the metacards to the larger group of participants.

*Note that someone from the collective must be taking notes of the suggestions/ reflections of each member.*

**Key Messages:**

- Women's identities are determined by their gender and other factors like age, economic status, abilities, marital status, etc. known as Intersectionality.

- Our intersectional identities influence how we carry out our tasks/responsibilities in the different areas of responsibility—household, collective, community.

- It is essential to know the varying situations of each organization member to support their further participation in the collective; only then will the process be equitable in addressing individual members' needs and concerns.
Each member’s individual strength is a valuable building block to a stronger collective. Facilitators must highlight and identify the strengths reflected in these activities and correlate how these strengths can aid the collective as a whole. For example, women’s ability to clean and run a household are the very same skills needed to maintain good-functioning shared facilities.

So as not get overwhelmed with the many tasks they have in the household and community, women can also engage with their husbands and other male community members and have them as allies in completing their tasks.

Ways Forward:

- The reflections and suggestions made by each participant will be taken as considerations in forming/expanding the rules and policies of the collective.

- The collective may discuss these suggestions in their next meeting. They may adopt some of the suggestions directly or modify some depending on how they, as a group, agree on their implementation.

Notes to Facilitators:

- The activities in this session would require participants to read and write. If we encounter a participant who is unable to read or write, kindly pair that participant with someone who can, preferably someone she is already close with. The first activity will no longer be an individual activity for them but will be a tandem activity. They also have to be part of the same group for reflection and collective feedback as a tandem.

- Ask someone who will take down notes of the suggestions/reflections in the Collective Feedback session. As indicated in the section on Ways Forward, the collective is tasked to discuss which suggestions to adopt as part of their rules and policies.

- Encourage as many participants to share/verbalize their views. Avoid calling on the same people; explain in the beginning that the learning session is a safe space where they can freely share their experience and opinions, as every input is valuable in building a stronger collective.

Visual Reference for Activity 1

Participant’s Manila paper illustration would look like so:
Attending meetings
Coordinating with input suppliers
Maintaining shared facilities
Selling produce

Attend weekly barangay meetings
Participate in clean-up drive

Cooking
Cleaning
Taking care of children
Module 3: Group Cohesion and Leadership (Inclusiveness)
1 hour and 30 minutes

Objectives:
Upon completing this module, the participants are expected to:
1. Understand the concept of social cohesion in a group/collective setting;
2. Recognize the role of each individual in achieving social cohesion;
3. Realize the importance of solid leadership in maintaining social cohesion;
4. Develop mechanisms that would allow the collective to minimize conflict and handle the challenges of sustaining social cohesion.

Activity 1: Picture, Picture (20-30 minutes)

Activity Procedure:
1. Divide the participants into 2-3 groups.
2. The facilitator will ask each group to act out a particular scenario in each value chain: production, distribution, selling (all of which are specific to the livelihoods present in an area), and collective activities like meetings, training, etc. (The facilitator/s will be the ones to determine the scenarios, as they are more familiar with the specific collective activities the participants are engaged in). Once the group is ready, they will freeze themselves mid-action, as if depicting a picture.
3. The other groups will try to guess the specific scenario/activity the other group is depicting.
4. Each group will then be asked to explain the scenario they are acting out.

*The duration of this activity depends on the number of scenarios the facilitators would come up with.

Processing and Reflection: (30 minutes)

1. The participants will remain with their respective groups and will discuss their reflections from the activity as guided by the following questions:
   - Was there a leader who directed the group during the creation of the scenario?
   - What went right, and what went wrong?
   - Were there any conflicts/opposing views during the activity? How were these settled?
   - Reflecting on real life, does the collective also experience conflicts and opposing views among its members?
   - How does the collective resolve these disagreements?
   - What does the leader do to maintain peace within the collective?
2. Each group will present the answers to the questions above.
Key Messages:

- **Social Cohesion** refers to the connectedness and solidarity among members of a group/collective.
- Social Cohesion is defined by having a sense of “belongingness” in a group, and maintaining peaceful relationships with fellow members of the group.
- Developing solid relationships with fellow members gives greater support that allows individual members to be more economically fruitful.
- A strong social cohesion allows for the growth of the collective and the development of each member's livelihoods.

**Activity 2: Collective Feedback (30 minutes)**

**Materials:**
1. Metacards
2. Marker/pentel/pen

**Activity Procedure:**
1. After processing the first activity, the participants will go back to their original groups.
2. They will be given time to discuss resolutions that the leader and the collective can do.
3. On the Manila paper, under the headline, leader, they will give suggestions on what the leader can do to maintain social cohesion and harmony within the collective. Under the headline collective, they will write down suggestions on what actions/activities can be institutionalized by the collective to minimize conflicts and strengthen social cohesion among the members.

**Examples of concrete actions may include:**

**Leader:** should act as mediators in times of conflict and should reach out to individual parties involved in the disagreement

**Collective:** having a redress system where members can share relational problems with the leader to seek a peaceful resolution; having a get-together every once a month to strengthen camaraderie among members of the collective.

Key Messages:

- Having strong social cohesion doesn’t mean the absence of conflict/disagreements, but it means having the means to peacefully settle these differences and achieve a resolution.
• Identifying concrete actions that the collective can adopt in handling internal conflicts is a positive step towards stronger social cohesion and a more progressive collective.

Ways Forward:

• The reflections and suggestions made by each participant in the Collective Feedback session will be taken as considerations in laying down conflict management mechanisms within the collective.

• The collective may discuss these suggestions in their next meeting. They may adopt some of the suggestions directly or modify some depending on how they, as a group, agree on their implementation.

Notes to Facilitators:

• The activities in this session would require participants to read and write. Since it’s mostly group work, have the group assign someone who will write down the group answers on the metacards.

• Ask someone who will take down notes of the suggestions/reflections in the Collective Feedback session. As indicated in the section on Ways Forward, the collective is tasked to discuss which suggestions to adopt as part of their conflict management mechanisms.

• Encourage as many participants to share/verbalize their views. Avoid calling on the same people; explain in the beginning that the learning session is a safe space where they can freely share their experience and opinions, as every input is valuable in building a stronger collective.
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Module 4: Group Access to Inputs (Effectiveness)
Covering collective purchasing, relationship with dealers
1 hour and 30 minutes

Objectives:
Upon completing this module, the participants are expected to:
1. Assess their ability to access inputs as aided by the collective, as well as the different barriers and opportunities present;
2. Reflect on the quality of relationships they have with dealers and suppliers;
3. Understand the underlying factors that determine the accessibility of inputs;
4. Recognize that maintaining positive relations with dealers and suppliers is an extension of strong social cohesion and a determinant to their individual livelihood’s success;
5. Identify areas of improvement both in the collective access to inputs and in improving relations with dealers/suppliers.

Activity 1: Time to take a seat; Time to take a stand (20-30 minutes)

Activity Procedure:
1. The participants will be asked to stand.
2. The facilitators will ask questions that the participants will individually answer. For each question related to accessing inputs and relations with dealers, the participant must take a seat/remain seated if their answer is affirmative/yes. If the participant’s answer is no, they must remain standing.
3. The facilitator will inquire as to why the individual answered yes/ no. Participants will then share their experiences that brought them to those answers.

Sample questions (to be modified by the facilitators depending on the livelihood available in the area)
1. Do I join the collective in negotiating for prices of specific inputs (facilitators to give examples of inputs); do you sit or take a stand?
2. I think that the current input prices are fair; do you sit or take a stand?
3. I am getting the best quality inputs from my current supplier; do you sit or take a stand?
4. I never had a disagreement with a supplier during the procurement of inputs; do you sit or take a stand?
5. The collective has aided me in my individual procurement of additional supplies; do you sit or take a stand?
6. I’ve been linked with better suppliers since I became a collective member; do you sit or take a stand?
*It is essential for the facilitators to tally each individual's answer to determine their grouping for reflection.

Processing and Reflection (after sharing): (30 minutes)
- Participants who mostly sat down will be grouped, same with those who mostly stood up during the activity.
- The group will discuss their answers amongst themselves as guided by the questions below:

Guide questions:
1. What enabled/disabled me in the collective negotiation of prices for inputs?
2. What made me satisfied/dissatisfied with the price and quality of the inputs I'm receiving at present?
3. How do I maintain a good relationship with my supplier/dealer? What caused my disagreement with my supplier?
4. Is the collective’s support in the procurement of inputs sufficient/insufficient, and how come?
5. Do I wish to be linked with better suppliers, and if so, do I have links to any?

Key Messages:
- The effectiveness of a collective in bargaining for high-quality inputs relies on its ability to enable access to all its members.
- The collective must constantly check on the individual experience, satisfaction, and expectations of each member to see whether the collective is functioning in its facilitative task to bridge individual entrepreneurs to the best quality supply of inputs.

Activity 2: Collective Feedback (30 minutes)

Materials:
- Metacards
- Marker/pentelpen

Activity Procedure:
1. After processing the first activity, the participants will remain with their reflection groups.
2. They will be asked to discuss the barriers and opportunities in accessing inputs and what they can do about it or who they can link with to facilitate access (ex. local partner or MAO)
3. They will be given time to discuss and list down ways on what the collective can maintain (in terms of collective procurement of inputs) and what needs to change (and concrete suggestions to change it).
4. Each group will be asked to present the metacards to the larger group of participants.

**Key Messages:**
- The collective should support the reinforcement of positive relationships between individual members and suppliers/dealers.
- The collective must recognize that the ability to access inputs for each member is dependent on their particular capabilities and the challenges they face.
- The aim of the collective is to make opportunities like high-quality inputs available to its members by providing support in the challenges faced by each member.
- The collective must take a proactive role in providing linkages to alternative input suppliers in case their members encounter difficulties in accessing inputs from their usual dealers.

**Ways Forward:**
- The reflections and suggestions made by each participant in the Collective Feedback session will be taken as considerations in improving the collective's strategy in purchasing inputs and supplies.
- The collective may discuss these suggestions in their next meeting. They may adopt some of the suggestions directly or modify some depending on how they, as a group, agree on their implementation.

**Notes to Facilitators:**
- The activities in this session would require participants to read and write. Since it's mostly group work, have the group assign someone who will write down the group answers on the metacards.
- Ask someone who will take down notes of the suggestions/reflections in the Collective Feedback session. As indicated in the section on Ways Forward, the collective is tasked to discuss which suggestions to adopt as part of the collective's strategy in purchasing inputs and supplies.
- Encourage as many participants to share/verbalize their views. Avoid calling on the same people; explain in the beginning that the learning session is a safe space where
they can freely share their experience and opinions, as every input is valuable in building a stronger collective.
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Module 5: Group Access to and Use of Extension Services (Effectiveness)
Covering linkage to business development service providers and financial providers (Effectiveness)
1 hour and 30 minutes

Objectives:
Upon completing this module, the participants are expected to:
1. Assess their level of access to extensive services, as well as barriers and opportunities present;
2. Identify which service they have utilized for their livelihood;
3. Reflect on how the collective can facilitate increased access to extension services for each member;
4. Identify services they can try to avail of additionally or in the future to help sustain the growth of their livelihood.

Activity 1: Step Power Exercise (20-30 minutes)

Activity Procedure:
1. The participants will be asked to line up at the end of the room.
2. The facilitators will make a rundown of extension services, business development services, and financial service products available in the particular area (refer to the gendered market maps developed).
3. The participants will be asked to step for every service they have availed of.

Sample statements (to be modified by the facilitators depending on the livelihood available in the area)
- Naka-attend na ako ng training na provided ng (insert name of BDS provider).
- Nakakuha ako ng coaching sessions na sponsored ng (insert name of BDS provider).
- Nagloan ako sa (insert name of FS provider) kapag kinakailangan.
- Mayroon akong insurance mula sa (insert name of FS provider).
- Naka-avail na ako ng anumang serbisyo mula sa (insert name of BDS provider).
- Naka-avail na ako ng anumang serbisyo mula sa (insert name of FS provider).

*Note that these questions are still to be modified by the facilitators depending on the available extension, BDS, FS products/services in the area.*

4. The facilitators will ask some of those who stepped to share their experience, as well as those who didn’t step in each statement.
**Processing and Reflection (after sharing): (30 minutes)**
- Participants will be divided into groups of two.
- Each tandem will reflect on the reasons why they availed of specific services.
- The group will discuss their answers amongst themselves as guided by the questions below:
  Guide questions:
  1. What enabled/disabled me to avail of specific services?
  2. Do these services sufficiently address my needs? How can they be improved?
  3. Did the collective play any role in their access to these services? How?

- Participants can share their reflections with the larger group.

**Activity 2: Collective Feedback (30 minutes)**

**Materials:**
- Metacards
- Marker/pentelpen

**Activity Procedure:**
1. After processing the first activity, the participants will remain with their reflection groups.
2. They will be given time to discuss and list down the following:
   - Needs that extension services address
   - Reasons why I accessed extension services
   - Suggestions on how the collective can facilitate access to extension services
   - Suggestions on how extension services can be improved
3. These metacards will be placed under each heading mentioned above.
4. The facilitators will then discuss the participants’ answers.

**Key Messages:**

- Availability of services may not necessarily lead to access.
- Every individual member may have reasons behind their lack of access to existing service extensions. They may range from lack of knowledge, complicated features, or even control of outside parties like spouses (may be the case for financial products like loans or insurance that requires clients to pay a premium).
- The collective must be facilitative enough to bridge the gap between the individual members and the extension service providers. Bridging this gap will be instrumental in the growth of the members’ enterprise.
Ways Forward:

- The reflections and suggestions made by each participant in the Collective Feedback session will be taken as considerations in improving the collective’s strategy in accessing extension services.

- The collective may discuss these suggestions in their next meeting. They may adopt some of the suggestions directly or modify some depending on how they, as a group, agree on their implementation.

- The collective may update their list of extension services, business development and financial service providers as well as their available products. This list must be maintained and updated with information of each product/service, and steps on how to access them.

Notes to Facilitators:

- The activities in this session would require participants to read and write. Participants who don’t know how to read or write must be partnered with someone who has knowledge of reading and writing so they can support the ones who can’t write.

- Ask someone who will take down notes of the suggestions/reflections in the Collective Feedback session. As indicated in the section on Ways Forward, the collective is tasked to discuss which suggestions to adopt as part of the collective’s strategy in accessing extension services.

- Encourage as many participants to share/verbalize their views. Avoid calling on the same people; explain in the beginning that the learning session is a safe space where they can freely share their experience and opinions, as every input is valuable in building a stronger collective.
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Module 6: Group Access to and Management of Shared Demonstration Plots and Facilities (Effectiveness)

1 hour and 30 minutes

Objectives:
Upon completing this module, the participants are expected to:
1. Assess their level of access to the shared facilities, as well as challenges and opportunities present;
2. Determine the extent by which they engage in the management of the shared facilities;
3. Evaluate the quality of management of the shared facilities;
4. Reflect on how the collective facilitates the access of each member to the shared facilities;
5. Imbibe a sense of responsibility in the management and maintenance of the shared facilities.

Activity 1: Sa Pula, Sa Puti (20-30 minutes)

Activity Procedure:
1. The facilitators will divide the training area between pula and puti, as labeled by red and white.
2. The pula side corresponds to “access”, while the puti side corresponds to “manage”.
3. The facilitators will make a rundown of shared facilities available in the particular area (ex. dryer, grater, shredder). The participants must determine whether they access or manage the said facility by either going to the pula or puti side.
4. The facilitators can ask each participant about their experience in accessing/managing specific shared facilities (discuss ease of access, as well as constraints and challenges)

*Note that the facilitators will be the ones determining the list of shared facilities for this activity depending on the area of training and livelihoods involved

Activity 2: Collective Feedback (1 hour)

Materials:
- Metacards
- Marker/pentelpen
Activity Procedure:
1. After processing the first activity, the participants will be handed out metacards.
2. They will be given time to write down their reflections based on the activity.

Sample reflections may include:
- I haven’t been able to utilize the shared facilities fully, and I wish to access them more.
- I wish to have a more proactive role in the collective by joining the management of the shared facilities.
- Management of the shared facilities can still be improved by (participant to share suggestions on how to improve collective management of facilities), etc.
- My many household tasks (and other reproductive roles) disable me from traveling to and accessing shared facilities.

3. The facilitators may categorize the reflections based on the following categories:
   - Ease of access
   - Safety/security
   - Barriers/constraints
   - Other challenges

Key Messages:
- The collective must secure that all of its members have access to shared facilities.
- The collective must be able to identify and discuss the challenges faced by each member that hamper them from accessing the shared facilities.
- Upon identifying the accessibility challenges of each individual, the collective must seek ways to address them (if accessibility challenge is about the facility always being full with other collective members, the collective may think of employing a schedule for each member to use the facility to ensure that everyone will have an opportunity to use the shared facility at a time most convenient to them; if security is the concern, making the shared facility well-lit is also a solution the collective can resort to).
- Although not all members may have managerial tasks in light of the shared facilities, the other members must still have a “say” on how the shared facilities are run (Module 2 has suggested the assignment of a team primarily assigned in management and maintenance of the shared facilities, but this can be a revolving membership, meaning everyone will have a chance to be a member of the shared facilities management team, thereby extending the appreciation of responsibility to the whole collective).
- Just as the facilities are shared, so is the responsibility to maintain and keep the quality of service it renders to collective members.
Ways Forward:

- The reflections and suggestions made by each participant in the Collective Feedback session will be taken as considerations in improving the collective’s strategy in the access and management of shared facilities.

- The collective may discuss these suggestions in their next meeting. They may adopt some of the suggestions directly or modify some depending on how they, as a group, agree on their implementation.

- A shared-facilities management team must be established within the collective (in case there’s still none) which may be revolving in nature, to give every member the opportunity and responsibility to take on management tasks of the shared facilities in their area.

Notes to Facilitators:

- The activities in this session would require participants to read and write. Since it’s mostly group work, have the group assign someone who will write down the group answers on the metacards.

- Ask someone who will take down notes of the suggestions/reflections in the Collective Feedback session. As indicated in the section on Ways Forward, the collective is tasked to discuss which suggestions to adopt as part of the collective’s strategy in access and management of shared facilities.

- Encourage as many participants to share/verbalize their views. Avoid calling on the same people; explain in the beginning that the learning session is a safe space where they can freely share their experience and opinions, as every input is valuable in building a stronger collective.
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Module 7 Links with other Livelihood Groups, Agencies, and Access to Finance (Sustainability) Covering working with livelihood groups in other barangays, dependency on external support, access to finance or informal savings
1 hour and 15 minutes

Objectives:
Upon completing this module, the participants are expected to:
1. Identify the different service providers outside the collective and the program that can provide support for their respective livelihoods;
2. Assess the quality of services available;
3. Evaluate the ease of access to these services, as well as challenges and opportunities present;
4. Reflect on how the collective can facilitate linkages to these service providers.

Activity 1: Identifying community support- services (30 minutes)

Materials:
- Manila Paper
- Pentel Pen/Marker

Activity Procedure:
1. The facilitators will group the members depending on their residence/barangay or zone/purok
2. Each group will be asked to list down livelihood groups (in other barangays, nearby municipalities), agencies, informal savings/financial services available to them.
3. The group members will encircle those they have already accessed in the past or are currently accessing and put a box on those they plan on availing of if the need arises.
4. Each group will present and share their experiences (include opportunities, constraints, challenges) in accessing these services.

Activity 2: Collective Feedback (45 minutes)

Materials:
- Metacards
- Marker/pentel pen

Activity Procedure:
1. After processing the first activity, the participants will be handed out metacards to each group.
2. They will be given the time to discuss and write down which of the services presented by the groups should the collective pursue active engagement and facilitation.
3. The groups may also suggest ways to tap these services/groups (if no linkages have been made yet, and assign liaison person/s who can create linkages).
4. The groups shall then present to the participants.
5. The suggestions of each group must be parked for consideration of the collective.

**Key Messages:**

- The collective must actively seek to form linkages outside of their communities and the usual actors/service providers.
- One of the primary considerations of the collective is to facilitate linkages to as many viable options for their members.
- The collective must also be able to monitor and assess the quality of these services and the engagement of their members so they may provide support in making access to such services more accessible and less hassle-free (by making a simple list of organization contacts, which the collective can routinely update so that members can have information on additional extension services/financial service providers).
- The collective must constantly check on its members to identify root causes of accessibility challenges and be more proactive in supporting members overcome these challenges.

**Ways Forward:**

- The reflections and suggestions made by each participant in the Collective Feedback session will be taken as considerations in improving the collective’s strategy in developing outside linkages with extension service providers and other livelihood groups and agencies.
- The collective may discuss these suggestions in their next meeting. They may adopt some of the suggestions directly or modify some depending on how they, as a group, agree on their implementation.
- A team in charge of creating a directory of extension service providers and other livelihood groups and agencies can be established. Aside from maintaining the directory, they will also act as liaison officers, who can facilitate linkages between collective members and additional extension service providers, livelihood groups, and other agencies.
Notes to Facilitators:

- The activities in this session would require participants to read and write. Some of the participants don’t know how to read or write. Since it’s mostly group work, have the group assign someone who will write down the group answers on the Manila paper/metakards.

- Ask someone who will take down notes of the suggestions/reflections in the Collective Feedback session. As indicated in the section on Ways Forward, the collective is tasked to discuss which suggestions to adopt as part of the collective’s strategy in developing outside linkages with extension service providers and other livelihood groups and agencies.

- Encourage as many participants to share/verbalize their views. Avoid calling on the same people; explain in the beginning that the learning session is a safe space where they can freely share their experience and opinions, as every input is valuable in building a stronger collective.