



ENFANCE Foundation Inc.

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PULONG: Household Budgeting and saving

Facilitator's Guide Book

Last update : March 2015



Objectives: By the end of this session, the participants will be able to:

- Determine the difference between needs and wants
- Know the importance of planning and prioritizing family expenses
- Identify their ability to cut down on unnecessary and avoidable expenses
- Draw a daily budget and plan daily savings
- Know how to and want to open a savings account

Target population: group between 10 and 40 people

In charge: Family Counselor

Time: 2 hours

Session Plan :

Sr.	Activity	Method	Time	Required Tool	Code Tool	Total Pieces
1.	Introduction : Facilitator, ENFANCE Foundation and level of expectations	Speech and discussion with participants	15 Min	Big paperboard (Manila Paper)	----	1 Manila Paper
2.	Where do we spend our money?	Discussion	05 Min	Expense cards and plastic necklace.	A.	22 expense cards with 22 plastic necklace + 3 empty expenses cards and 3 empty plastic necklace
3.	How and where to cut down expenses ?	Carpet Game	10 Min	Tarpaulin	----	1 Tarpaulin or big plastic cover
4.	Knowing our needs and wants & wishes	Discussion and visualization	20 Min	Expense chart and expense cards	----	1 Expense chart with 3 empty columns and 8 rows
5.	Understanding the risk of not budgeting	Story with Pictures	10 min	Pictures of the story	B.	1 big set and 8 small set of 11 pictures
6.	Budgeting daily expenses	Group work and summary	25 min	Manila Paper	----	1 Manila Paper
7.	Savings or getting a loan ?	Expression of preference and discussion	10 Min	Boxes, fake bills of money, metacards	----	2 boxes and 80 fake bills of money, 2 metacards with written Option 1 and Option 2 on one side and Loan and Savings and the other side
8.	Difference between loan and savings	Story of a tree	05 min	Metacards of tree life	C.	5 metacards printed back and forth
9.	Promotion of Piso-Pisong Ipon	Discussion and presentation of PPI	15 min	Material to explain Piso-Pisong Ipon	----	Big Peso printed on carton, application form, passbook, Uplift ID, receipt, Copy of SEC



						accreditation and DSWD registration of ENFANCE
10.	Conclusion	Discussion	05 min	Leaflet about information on PPI and OPA	----	40 leaflet about PPI and OPA
	Total Time Required		2h			

Delivery at the end of the Pulong: short summary of Pulong's information

INTRODUCTION

Duration: 15 minutes

1. Presentation of the Facilitator and the participants

The facilitator will introduce her name and function. Then he/she will ask each of the participants to tell their name

2. Presentation of ENFANCE Foundation

ENFANCE Foundation (Encourage Families in Need and Care for Education) is a Pilipino NGO (Non-Government Organization) registered under the Security and Exchange Commission since August 2003, as non-stock, non-profit, non-sectarian organization (CN 200318186). It is also recognized since November 2005 by the Department of Social Welfare and Development (NCR-2005-R-455)
(*SEC/DSWD reg. Not to be included during the presentation, only when requested*)

ENFANCE is currently working in Baseco, Aroma Temporary House, Katuparan and Parola Binondo.

ENFANCE program, the Family Development Program provides support to the families by house-to-house visits, counseling, OPA (Oras ng Pagtanggap), information dissemination sessions (pulong), workshop and referral. For example, ENFANCE gives referrals to Vitas Health Center, GAT hospital, Mothers Clinic...

The Psychosocial Counselor assists the families to overcome their basic needs in family welfare, health, education & legal documents and economic stability, based on the services available in the nearby area and our partnerships in order for them to become self-reliant.

ENFANCE through a partnership with Uplift also supports Piso-Pisong Ipon savings account.

3. Level of expectation

Trainer will not explain all the following objectives at the start but only explain the theme of the training in short: **“Today we are going to discuss about the family income, how we spend our money & how can we save or not”**.

Starting of the training: Have you heard the word “Budget” in some context ? Such as “every year Government of Philippines prepares the budget”?

Then, the facilitator will give 3 small papers to the participants and ask them to write down their expectation



regarding :

- Training
- Participants
- Facilitator

They will then have to put their papers on a big chart and the facilitator will read them loudly (while summarizing them too)

PART I: PRIORITIZING EXPENSES

Duration: 35 minutes

Objectives

- Determine the difference between needs and wants
- Know the importance of planning and prioritizing family expenses
- Identify their ability to cut down on unnecessary and avoidable expenses

Method

- Sharing and discussion: the facilitator will collect participants' answer and then complete if necessary. Encouraging participation will help participants to remind the information and to express any misconceptions they could have on the topic.
- Game and summary of the game

Materials

- 22 expense cards put in 22 plastic necklace
- 3 extra empty necklace
- 1 Tarpaulin for the carpet game
- 1 Expense chart with 3 empty columns

Facilitation

- 1) The facilitator will ask to the participants : “To be able to budget expenses, we first have to know where do we spend our money ?”
The facilitator will let the participants answer, will ask them to specify their answer if needed (for example, expenses for food can be divided between rice, vegetables and meat, expenses for education can be divided between lunchbox, transportation and miscellaneous school fees, ...) and will give the participant the expense cards corresponding to his/her answer (do not show the expense cards before they named them !)
If they mention an expense not written on the card, the facilitator can create a new one. Once a participant receive one expense card, he has to let the others answered (but he can help !). If there are less than 22 participants, they can get several expense cards each.
The facilitator can help the participants if they have trouble to name all the expenses written in the expense cards. Alternatively, he can also simply distribute all expenses cards to the participants and everybody has to pick one.
- 2) Once every participant has at least one expense card, the game can start



If there are participants without expenses cards, they will comment on the game and after the role will be switched

Ask participants to stand in a circle with their expense cards pins on their clothes with safety pins head & ask participant to attach it on their clothes with the help of safety pins.

Then the facilitator places a mat or a big Tarpaulin on the floor and says “this paper represents the income, you all represent one expense and all expenses want to be spent”. Then, he puts some music or count until 5 and asks the participants to all stand on the Tarpaulin when the music or the count stops. Expenses/Participants who are not on the Tarpaulin when the music stops will be eliminated. Then the facilitator will fold the Tarpaulin and play again until only one or two expenses/participants are still playing.

*During the game participants realize that everybody cannot fit on the mat. Then the facilitator asks them what did they observe (**what are the last expenses at the end and which expenses were first eliminated ? Are the most important expenses the one staying at the end ?** Some expenses only get enough space to keep one foot on the Tarpaulin, ...).*

As a conclusion, he can say “if we spend money too fast without thinking about other expenses, there may be no more place for very important expenses. This is why it is important to know which expenses are the most important and to plan how to spend money because expenses will always want to be spent and will take the part of the income if they can”.

He can play the game after if there is enough time and let participants discuss on which expenses has to go on the paper.

3) Knowing our needs and wants & wishes

The facilitator will ask every participant to remove their expense cards from their clothes and to classify them on the expense chart under 3 categories:

- *Vital expenses – The expenses which we cannot avoid i.e. Unavoidable expenses / Needs*
- *Important expenses – the expenses that are important but can somehow be cut down*
- *Other expenses - the expenses that are sometimes important but should stay exceptional*

Vital Expenses	Important expenses	Other expenses
Bigas	Ipon	Bingo
Gulay	Kuryente	Mga Laruan
Tubig	Pangkalinisan sa sarili	Mga Kamagitan sa bahay
Upa sa bahay	Pamasahe	Alak
Gastos sa Pangkalusugan	Damit	Sigarilyo
Baon Sa School	Karne	Piso-piso sa mga anak
Miscellaneous fees sa school	Gastos sa paglalaba	Cellphone/load
	Gastos sa pagluluto	Gastos sa utang
	Almusal	Candy / Junk food
	Gastos sa baby	Ibang inumin

Tips for Facilitators



- Use word “vital”, not “useful”, that can lead to many discussions and take a lot of time. It is difficult to define useful or not, it depends on the context.
- The facilitator can add that education is actually more an investment than an expense as it will allow children to have a work later and as a result, these expenses are vital.
- The facilitator should not discard the other expenses too fast but should say “It is important to have a drink or to a give gift for special event and also to sometimes play with friends but as we cannot spend too much of our time in playing and having fun, we cannot neither spend too much money in these expenses”. But it is important to have fun sometimes !

Lesson Learned

- Priority for the vital expense first. If spending for the vital expenses, spend for the important expenses. If spending for the important expenses, you can save even more or sometimes spend for the other expenses.
- Each time we want to buy or to pay for something, we have to think twice whether it is a vital, important or other expense.

PART II: BUDGETING DAILY EXPENSES

Duration: 35 minutes

Objectives

- Participant will draw a daily budget and plan daily savings

Method

- Story of Aya and Aya cards
- Group discussion and summary

Materials

- One big set of the 11 pictures for participants with explanation for facilitator
- 8 small set of the 11 pictures for a maximum of 8 groups.
- One paper board (Manila Paper)

Facilitation

- 1) The facilitator will read Aya stories to the participants
If attention of participants is low, the facilitator can ask two participants to come with him and to role-play the story while he is telling it (one participant can play Aya and the other will play the different role).
- 2) The facilitator will ask “How does Aya feel at the end of the day? Why is she lost ? Have you been in a similar situation before ?”
 - Aya has no money left.
 - She has spent all her money:



- Her savings left from the day before.
- The money she earned today.
- She had to borrow money from one friend.
- She is stressed because she doesn't have money left for food or school or electricity.
- She is not sure where the money is gone.

- 3) The facilitator will ask the participants to form several groups (around 5 participants per group). He will say that he has a time machine and the groups can go back to the morning when Aya wake up and help her by designing a daily budget, so that her outcome at the end of the day would be better !

The facilitator can help the participants by asking them to draw two columns : one with income, one with expenses.

- 4) The facilitator will then ask every group about the daily budget they made
He will report every daily budget on a Manila Paper, will comment on them, say that everybody is different and that there are several good budgets, not only one. If some groups plan to save at the end of the day, he will ask them why and will remind the other groups that Aya started the day with some savings, which were very useful for her during the day.

Tips for Facilitators

The facilitator can encourage the group to share their own experience of budgeting and conclude on the fact that they make their own daily budget as they did for Aya to not finish in the same situation, as time machine are difficult to find !

Lesson Learned

- Planning expenses before spending money is very important !
- To better manage money, we should note down our expenses and incomes; this helps us plan ahead future expenses and incomes.
- Planning future expenses such as bills helps us manage daily expenses so that we keep enough for bills.
- **“Budgeting mainly consist in planning and managing available funds. Planning is important as we have limited resources to fulfill our unlimited desires.”**

PART III: THE IMPORTANCE OF SAVINGS

Duration: 35 minutes

Objectives

- Participant will know how to and want to open a savings account

Method

- Group discussion supported by pictorial charts and boxes

Materials



- Two boxes
- 80 fake bills of money
- 2 metacards with written Option 1 and Option 2 on one side and Loan and Savings and the other side
- 5 metacards of savings and trees 2-side printed
- One big Peso in carton

Facilitation

- 1) The facilitator will give one bill of fake money to all participants and then will describe two options to the participants

BEFORE, the facilitator will explain the Option like this :

Option 1	Option 2
“I will give you a lot of money right now and after you will have to give me small amount of money regularly”	“You will give me small amount of money regularly and after I will give you a lot of money”

Then the facilitator will put 40 fake bills of money in the box one and will ask every participant to come and chose either to take a bill from the box 1 or to put their bill in the box 2.

*When everybody has chosen, the facilitator will ask the participants if the Option 1 and the Option 2 exist in the real life and if yes, how do we call them. **THEN** he will reverse the metacards and show that Option 1 is loan and Option 2 is savings. He will comment quickly on the choices participants have made and will explain the difference between savings and loan.*

- 2) The facilitator will use the metacards of trees and money to explain the difference between savings and loan

*The facilitator will start with showing the picture ET-1 to ET-4 (**the facilitator will not use the picture ET-0 for explaining savings**) saying that at the beginning, a seed is very small and we do not think it could become a big tree but little by little, if we take care of the seed every day and we watch it, it will grow, slowly but surely and it will become a tree.*

Then the facilitator will reverse the cards and say that it is the same with savings : at the beginning, we see nothing but if we take care of our savings everyday and we invest on it, it will become a big thing !

Finally, the facilitator will show the picture ET-4 to ET-0 while saying that with a loan, it is the opposite : we get the big tree immediately, which is great, but after the tree become smaller and smaller and at the end, there are nothing let but a dried soil on which it is very hard to grow a new seed.

Then he will reverse the cards and show that it is the same with the money and at the end, we have a broken jar and when we put money on it, it disappears because of the interest we still have to pay.

- 3) The facilitator will ask the participants : “do you already have a savings account ? If not, why ?” and then he will describe the Piso-Pisong Ipon and how to open it
 - About the Program (Banking, promotion and Follow-up system)
 - Schedule of Collector
 - Process of Withdrawal
 - PPI transactions



- Condition and terms
- Responsibility of collector and PPI beneficiary.
- Differences of PPI to Uplift program(PPI officer and Uplift staff)

Tips for Facilitators

If some of the participants are member of Pantawid Program, you can encourage them to save the money they get every two month in order to not spend all of it too fast

Lesson Learned

- Write your future goals (WHAT? WHEN? HOW MUCH?) so that you can know why, how long and how much you save to achieve them.
- As soon as you earn money, keep some aside, even if it is small. It is an efficient way to save: you are not tempted to spend it. Don't save what is left from the income after spending, but spend what is left of the income after saving. Remember: **INCOMES – SAVING = EXPENSES**
- Save regularly, each time you earn money. Regular little savings end up growing better than irregular saving. It is also less “painful” to keep aside a little amount every week or month than a big amount from time to time.
- Taking a loan is losing money and is bad for the future

CONCLUSION

Duration: 5 minutes

Ask participants :

- What did they learn from the training?
- What are the main learning that they will use in their lives?

The facilitator will end the discussion by summarizing the restitution of the participants and by adding if necessary:

1. It is not possible to spend money in all expenses, we have to prioritize and to think twice before spending money.
2. If we have small income, it is even more important to draw daily or weekly budget to still have money for the vital expenses at the end of the day
3. Savings regularly is very helpful when the income is irregular, so that when we earn less, we still have money to eat and pay the bills for the day
4. Regular savings, even small, can turn into a big tree and can help us to achieve our dreams. So it is important to know why we are savings and how much do we want to save.

Finally, the facilitator will end the Pulong by :

- **Giving** a short summary paper of Pulong's information
- **Reminding** the topic and the schedule of the next Pulong.
- **Providing** the timetable of OPA

