

A Handbook (Draft) on

Participatory Organisational and Technical Assessment (POTA)

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United Mission to Nepal

Participatory Organisational and Technical Assessment Handbook (Draft I)

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Section One: Introduction

Participatory Organisational and Technical Assessment (POTA) is one of prerequisites that is carried out upon signing the potential partnership agreement between UMN's 'X' Cluster and the identified potential partner organisation. It is an assessment of existing and potential organisational and technical capacities of a potential partner organisation, conducted with the members, executive members and other stakeholders including the target community participants as identified by the partner organisation. The main purpose of POTA is to identify the partner organisation's needs for their organisational and technical capacity development. This will follow participatory action planning in order to address the identified needs.

Initially the organisational assessment and technical assessment were done in separate timeframe for which it required six to seven days. Based on learning from POTA in Dhading and Rupandehi in May 2006, TAT discussed about having a combined organisational and technical assessment in an integrated way. Rajmukut Bhushal and Shiva Rayamajhi first tried an integrated POTA with a school in Dhading in November 2006. This learning was further modified and a truly integrated POTA was carried out with two potential partner organisations in Rukum from 14 - 21 December 2006.

The purpose of this POTA Handbook is to help UMN's Technical Advisors and Officers to facilitate POTA with the partner organisations. This draft is not new but simply a consolidated tools and methods from the past experiences.

It is important to remember that this is very much based on POTA of an NGO partner and thus some of contents might not be applicable or relevant to other types of partners such as, cooperative, private company, hospital, and so on. Also, check list of AoW specific technical questions are to be added with this to get the information at appropriate sessions.

The duration may also be shortened to 3 days if efficiently managed.

1.1 Key Learning from previously carried out POTA

1. Integrated assessment: Organisational assessment and technical assessment were carried out in an integrated way which worked perfectly with two potential partner organisations in Rukum. Therefore, it was a kind of truly POTA (POA + PTA = POTA)
2. Shorter time: The POTA was designed for 4 days (7 hours a day) which could be shortened to three days
3. Preparation: A full day was spent in preparing the POTA sessions particularly clarifying the content and tools to be used at POTA and the roles and responsibilities of TOs and TAs who were present.
4. Coaching opportunity: Initial sessions were facilitated by either AoW Advisor or Organisational Development Advisor making the cluster TOs as co-facilitators. TOs were given opportunity to lead and facilitate the subsequent session whichever they would feel comfortable followed by necessary feedback.
5. Daily debriefing: It involved evening debriefing each day right after the POTA sessions among all TAs and TOs including the Cluster Team Leader (CTL) which provided good opportunity to all UMN staff with fresh feedback on the day's sessions (e.g. what went well, what went less effective, what and how could have been done, general insight on the day, and so on). Every one present in the debriefing must have to express their reflections of the day.
6. Daily morning preparation: Daily morning preparation between the team from Kathmandu and cluster TOs including CTL for an hour found to be very useful to plan the POTA sessions and facilitations effectively.
7. Ground reality: This process provided an opportunity to correct an outsider's bias of understanding the organisation's interest. Generally, we as an outsider consider local organisation's interest of work in our own way for example in Rukum we thought Seto Gurans would have focus in Education AoW, but during POTA it appeared that Seto Gurans in fact had focus on Women and Children related issue.

1.2 Tools used

The following tools were used in the POTA (See Appendix X for the detail about the tools):

1. Buzz questions
2. Entertainment and energisers
3. Plenary sessions
4. Quiz
5. Role Play
6. Shopping sessions
7. Small group work and discussions followed by presentations
8. Snow balling
9. Social / Resource mapping
10. SWOT
11. Timeline
12. Venn diagram

1.3 Materials Required

- A4 sheets
- Board markers and permanent markers
- Cardboard paper
- Dust bins
- Flip charts
- Locally available musical instruments
- Masking tape
- Meta cards in different colours
- Register books
- Scissors
- White board

Section Two: POTA Preparation

Once the POTA dates are fixed by the cluster team in coordination with the partner organisation and Technical Advisory Team, preliminary preparation is done by relevant TAs in TAT.

It requires a half day or a full day preparation in the cluster just a day before the POTA depending on the understanding level about POTA of the cluster team. This preparation has to involve the relevant Technical Officers in the cluster, cluster team leader and the advisors from TAT. The followings are the suggested schedule for pre POTA preparation at the cluster level which is based on the assumption that the no. of participants has been known and the cluster team has already gathered necessary information about the partner organisation to be assessed during rapport building:

2.1 Preparation schedule for the new cluster and with new officers

Objective:

- To clarify significance of POTA in UMN's partnership process
- To have overall picture of POTA process
- To ensure all facilitators know their roles in the process

Material required:

- White board
- Cardboard paper
- Flip charts
- Meta cards in different colours
- Board markers and permanent markers
- Masking tape

Facilitator:

- Cluster Team Leader
- AoW Advisors
- AoW Officers based in the cluster

Time Duration: 7:30 hours including 45mts. Lunch break and two tea breaks 15 mts each.

Schedule Overview:

Time	Content	Process	Material required
15 mts.	Participants' Introduction	Self introduction (only if everyone is familiar with everyone)	
30 mts.	POTA in UMN's context	<ul style="list-style-type: none"> • CTL or Advisor(s) to lead on this. • Explain what does POTA mean and what is its significance in UMN's partnership process. 	Flip chart and markers, UMN partnership guidelines
15 mts.	Sharing of POTA experience from other partners/clusters	CTL or Advisor(s) to lead this session	
30 mts.	What has been done at the cluster	CTL or TOs to explain the details and present the activities done on flip chart	Activity check list to be carried out prior to POTA
30 mts.	What key information exist during rapport building	CTL or TOs to present the available information that were collected before POTA	List of relevant information (checklist of information)
30 mts.	How to proceed with the partners	Get familiar with the nature of partner organisation and discuss how the process should be followed.	
30 mts.	Clarification about the POTA content - linkages between OA and TA	<ul style="list-style-type: none"> • Facilitator has to clarify the links between OA and TA. • Explain at what point of time AoW technical assessment has to be done. 	Organisational assessment topics and technical assessment topics (questions)
120 mts.	Orientation about different tools and methods to be used in POTA	<ul style="list-style-type: none"> • TAs to lead the session • Exercise on different tools 	Handouts on different tools
60 mts.	Designation of roles and responsibility (role play?)	Discuss which TO (or TA) to do what at different sessions. Exercise a role play on facilitation	

2.2 Preparation schedule for the cluster and officers who have already undergone the process

Objective:

- To have overall picture of POTA process with the identified partner organisation
- To ensure all facilitators know their roles in the process

Material required:

- White board
- Flip charts
- Meta cards in different colours
- Board markers and permanent markers

Facilitator:

- Cluster Team Leader
- AoW Advisors
- AoW Officers based in the cluster

Time Duration:

- 6:30 hours including lunch and tea breaks.

Schedule Overview:

Time	Content	Process	Material required
15 mts.	Introduction	CTL to lead this session	
30 mts.	What has been done at the cluster	CTL or TOs to explain the details and present the activities done on flip chart	Activity check list to be carried out prior to POTA
30 mts.	What key information exist during rapport building	CTL or TOs to present the available information that were collected before POTA	Checklist of information
30 mts.	How to proceed with the partners	Get familiar with the nature of partner organisation and discuss how the process should be followed.	
30 mts.	Clarification about the POTA content - linkages between OA and TA	<ul style="list-style-type: none"> • Facilitator has to clarify the links between OA and TA. • Explain at what point of time AoW technical assessment has to be done. 	Organisational assessment topics and technical assessment topics (questions)
120 mts.	Orientation about different tools and methods to be used in POTA	<ul style="list-style-type: none"> • TAs to lead the session • Exercise on different tools 	Handouts on different tools
60 mts.	Designation of roles and responsibility (role play?)	Discuss which TO (or TA) to do what at different sessions. Exercise a role play on facilitation	

Section Three: POTA Schedule

Day One: Building relation and know the participants' understanding about their organisation

1.1 Objectives:

- To introduce each other
- To give ownership of the assessment to the partner organisation
- To understand a brief history of the organisation
- To know the participants' general understanding about local community issues and needs and their efforts in addressing the issues/needs.
- To let the participants realise about the need for understanding the organisation's VMGO and their target location (including people) and works.

1.2 Tools to be used:

- Solidarity chain of hands
- Brief and informal speech by CTL and the chair of the partner organisation.
- Timeline
- Small group works and presentation
- Energisers and entertainment

1.3 Overview of Day I Schedule

Time	Content	Methodology
30 mts.	Welcome and introduction	Announcement, informal speech
30 mts.	Setting ground rules	Consensus building in plenary
15 mts.	Participants' expectations and objectives for the day	Brainstorming and presentation on flip chart
30 mts.	POTA and UMN's partnership process	Verbal presentation (role play may be used)
15 mts.	Tea	
15 mts.	Rationale of the organisation	Discussion in plenary
30 mts.	Timeline of key events	Timeline exercise in plenary
45 mts.	Lunch Break	
45 mts.	Community problem/issues, lessons learned and good practices	Three small group work
15 mts.	Tea	
20 mts.	VMGO in relation to target community's problem, needs and issues	Snow balling using meta cards
10 mts.	Entertainment/game	
60 mts.	Key activities (past, present and future)	Three small group work
15 mts.	Adjourn	
60 mts.	Debriefing and plan for the next day	Off the session

1.4 Day I Detailed Schedule

Time	Content	Process and suggested tools	Instruction to the facilitator	Material required
30 mts.	Welcome and introduction	<ul style="list-style-type: none"> • ODO or any TO lead the start by welcoming all the participants. • Welcome notes to be delivered by CTL by briefly mentioning about the objectives of POTA and UMN's partnership process. • Joint inauguration by CTL and chair person of partner organisation • Give a piece of Meta card to each participant and ask them to write their name and role in the organisation. • Ask the participants to glue the Meta card that they have written on different parts of the human body where they feel where they belong to. • Ask the participant to tell his/her name and designation and to explain why s/he glued her name at different part of the body. 	<ul style="list-style-type: none"> • For the inauguration, a solidarity chain of hands may be made by all the participants. CTL stands at one end of the chain partner organisation's chair stands at another end in front of the banner to be opened and jointly open the curtain. • While participants are writing their names on Meta card, stick a handwritten sketch of full human body on the wall. • Explain that an organisation can also be considered as a human body with different parts where different parts have different roles. (This helps to assess the level of understanding among the participants about their roles within the organisation. This also encourage individual participant to speak before their colleagues). 	<ul style="list-style-type: none"> • A chart written about the Title, Date and Organiser(s) of POTA in Nepali. • A sketch of full human body written on a card board paper.
30 mts.	Setting ground rules	<ul style="list-style-type: none"> • Let the participants decides about timing (start, tea, lunch and end) • Show arrows at different time on the chart and hang it at appropriate wall facing towards the participants. • Let the participants select the volunteers for daily POTA management responsibilities such as, Logistics Manager, Time Keeper, Evaluator and Report Presenter for Day I to Day II. • Facilitator sticks a chart paper on the wall and ask the participants to say Dos and Don'ts during POTA . 	<ul style="list-style-type: none"> • Facilitator can draw a picture of clock on chart paper and ask the participants for key timings. • Give a note book and ask the Report Writer and Presenter to record particularly subject s that were covered on the day, processes, and things they learned. • Write the responsibilities of participants for different days on flip chart and hang it on the wall. • If there are any thing to be clarified about the Dos and Don'ts ask the participant(s) what does that mean. 	<ul style="list-style-type: none"> • A drawing of clock on a chart paper. • Blank flip charts, permanent and board markers. • A small note book
15 mts.	Participants' expectations and objective for the day	<ul style="list-style-type: none"> • Ask the participants what do they expect from POTA and write the expectations they said on flip chart.. 	<ul style="list-style-type: none"> • Write whatever the participants say. 	Blank flip charts, permanent and board markers.

		<ul style="list-style-type: none"> Facilitator presents the overview schedule for the day and hang this out on the wall. 		
30 mts.	POTA and UMN's partnership process	<p>Handover the turn to next facilitator as planned. If possible let CTL lead this session.</p> <ul style="list-style-type: none"> Explain what POTA is and how UMN works with the partner organisation. Describe what is UMN's partnership process. 	<ul style="list-style-type: none"> Start with what does participatory mean Explain that POTA is a kind of looking at mirror for self(member) and for the organisation. Remind the participants about the date of signing the potential partnership agreement. Ask if they remember what significant activity is written in the agreement to be carried out between 3 and 6 months. Remind them about CSA, Action Planning and full partnership agreement. 	White board or black board and board marker or chalk.
15 mts.	Tea			
15 mts.	Rationale of the organisation	<ul style="list-style-type: none"> Start by asking how the participants chose their organisation's name Ask when the organisation was established 	Try to dig out the rationale behind the organisation's name. This will help to understand general vision and mission of the organisation.	Blank flip chart paper and permanent marker.
30 mts.	Timeline of key events	<ul style="list-style-type: none"> Invite one of the participants in front and let her/him state the key events related to the organisation. Ask the participants at what date what happened and what was/were the outcomes. 	<ul style="list-style-type: none"> Key events may start pre-registration of the organisation to date. Write the dates, events and outcomes on the flip chart (given in appendix 1.1) Always verify the information with other participants. If the participants don't remember the exact dates, year is enough or it may be linked with some political, social or natural incidents. Try to link the events whether they relate to our AoW. 	Blank flip chart paper and permanent marker
45 mts	Lunch Break			
30 + 15 mts.	Group work - community problem/issues, lessons learned and good practices	<ul style="list-style-type: none"> Split the participants into three small groups using some interesting techniques. Give one task to each group from the list below: (30 minutes including presentation) <ol style="list-style-type: none"> Problems, issues and how they were addressed. Lessons learned and their applications. Good practices and contributing factors 	<ul style="list-style-type: none"> Groups may be divided and named based on local nouns (e.g. in Rukum the participants were asked to say the number of VDCs that end with 'WANG', 'KOT', and 'KHOLA'.) and place their names in appropriate group. Select three group facilitators one for each group. The group facilitators clarify the tasks to be done. Group facilitator should also give 	Meta cards, blank flip chart and markers

		<p>Work in plenary: (15 mts.)</p> <ul style="list-style-type: none"> • Ask the participants to jot down one problem or issue they see in their communities. • Then ask each individual participant what they have written and write these down on flip chart by the facilitator, but don't repeat. 	<p>paper and markers to their respective group.</p> <ul style="list-style-type: none"> • Let one participant says only one problem or issue, if repeated give opportunity to say another problem or issue. • Upon completing the writing, verify with the participants if they were correct. 	
15 mts	Tea			
20 mts	VMGO in relation to community's problem, needs and issues	<ul style="list-style-type: none"> • Ask the participants if they can state their organisation's vision, mission, goal and objectives. • If not systematically, ask the participants if they know the purpose or aims of their organisation in plenary. 	<ul style="list-style-type: none"> • If participants cannot state their vision, mission, goal and objectives, ask if it is important for them to know. • Use buzz question method to get information about this. • Stick the actual stated VMGOs of the organisation from their constitution at the end and let the participants visualise how closely they match with the stated VMGOs. 	<ul style="list-style-type: none"> • Blank flip charts and markers. • Registered constitution of the organisation
10 mts	Entertainment/game	Let the participants lead this session Facilitator may also lead any meaningful or entertaining game.		Local madal, flute or relevant materials for the game if required.
60 mts.	Group work on key activities (past, present and future)	<ul style="list-style-type: none"> • Ask the participants to split in the same three small groups. • Give task to each group discuss and list down the key works they accomplished in the past, the works that are being done at present and future works they plan/think to do. • Let the group has 30 minutes to work on and 5 minutes each group for presentation • Ask the participants to add, remove or refine the points presented. • Verify the presented activities with their stated objectives. 	<ul style="list-style-type: none"> • Facilitator asks TAs/TOs to work as resource persons for the group work. • The resource person asks the group to select scribe and presenter among them. • Facilitator sticks stated aims/objectives of the organisations and after. • Ask the participants if the listed activities are congruent with their objectives. • Dig out the information about partner's expertise and areas of interest. 	<ul style="list-style-type: none"> • Blank flip charts and markers. • Registered constitution of the organisation
15 mts	Adjourn			
60 mts.	Debriefing and plan for the next day	<ul style="list-style-type: none"> • One of the facilitators lead the session • Each individual states one or two things about 		

		<ul style="list-style-type: none">○ What went well on the day○ What needed to be improved○ What is overall impression.● Quick view on planning for next day's sessions.		
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Day Two: Governing structure, social inclusion, and the target group

1.1 Objectives:

- To understand the organisational structure
- To let the participant reflect about social inclusion in the organisation
- To understand the existing planning and reporting status
- To identify target group and locations

1.2 Tools to be used:

- Small Group works and presentation
- Group shopping session
- Brief lecture
- Question answer in plenary
- Energisers and entertainment

1.3 Overview of Day II Schedule

Time	Content	Methodology
15 mts.	Reporting & evaluation of Day I	Presentation in plenary
15 mts.	Handover of responsibilities & Day II schedule presentation	Announcement by participants to participants
60 mts.	Organisational Structure (roles of members, social inclusion, etc.)	Brief lecture, small group work and presentation
30 mts.	Planning Process (What, why, how?)	Question answer and brief lecture
15 mts.	Tea	
45 mts.	Planning cycle (steps, types and level of involvement)	Question answer, brief lecture and small group work
45 mts.	Lunch Break	
30 mts	Reporting (types, how often, who)	Question answer, brief lecture and small group work
15 mts.	Energiser	Games, songs
30 mts	Identification of target group & target locations	Skit/role-play, discussion, snow balling group discussion
15 mts	Tea	
45 mts	Identification of community problems and needs	Group discussion
15 mts.	Adjourn	
60 mts	Debriefing and plan for the next day	Sharing and discussion

1.4 Day II Detailed Schedule

Time	Content	Process and suggested tools	Instruction to the facilitator	Material required
25 mts.	Reporting and evaluation of Day I	<ul style="list-style-type: none"> Let the participant logistics manager start the session. The selected participant presents the report of Day I. The selected participant presents the evaluation of Day I session. 	<ul style="list-style-type: none"> Ask the participants to sit in different place with different companion from yesterday. The purpose of doing this is to allow the participants become more open. 	
5 mts.	Handover of roles & responsibilities for Day II	<ul style="list-style-type: none"> Roles and responsibilities are handed over to other participants as written on the flip chart. Facilitator to present the Day II schedule 	<ul style="list-style-type: none"> Ask the participants who are responsible for what for that day. Put the Day II schedule on wall 	<ul style="list-style-type: none"> Already prepared Day II schedule chart
15 mts.	Organisational structure	<ul style="list-style-type: none"> Let ODO moderate this session Ask the participants what structure means to them. Give one Meta card to each participant and ask them to write different parts of their organisation. Ask the participants to stick their Meta card on the flip chart as they see appropriate place. 	<ul style="list-style-type: none"> Write the responses of the participants about structure Give example of government structure of Nepal and link this structure with the organisation's structure 	White board, blank flip charts, board and permanent markers and meta cards.
30 mts.	Organisation structure: roles and responsibilities of members	<ul style="list-style-type: none"> Split the participants into three groups as per their position in the organisation e.g. EC members, Advisors and General Members Ask the groups to write their respective roles and responsibilities in the organisation within 20 minutes. Once the groups finish writing, ask each group members to go to another groups and check if the written roles are correct and adequate. Ask them to add or remove if they do not feel right. Facilitator asks the participants how they found their roles in the organisation. Ask them to write if there arose any critical issue that need to be addressed. 	<ul style="list-style-type: none"> Ask the participants to raise their hands as per their positions. If there are staff, ask them to sit in different group Give a couple of flip chart sheets and markers to each group Ask the group to assign one of them as a recorder 	Blank flip charts and markers.
15 mts.	Organisational structure: Social	<ul style="list-style-type: none"> Ask the participants to tell how is the social/ethnic composition within the 	<ul style="list-style-type: none"> There is no hard and fast template for this as it varies organisation to organisation. Refer 	Appendix 1.2 template and markers.

	inclusion in the organisation	<p>organisation and write the number of different ethnic/caste background of the members at different level.</p> <ul style="list-style-type: none"> • Ask the participants how they feel about social inclusion in their organisation. • Encourage them if they see need for doing something in this regard. 	<p>the template in Appendix 1.2 for example.</p> <ul style="list-style-type: none"> • Ask the participants about ethnic/caste composition in their district/community and check if it is reflected in their organisation. • Allow 5-10 minutes break after this session with the provision of an energiser. 	Constitution of the organisation to verify roles and responsibilities of different members.
30 mts.	Planning process (what, why, how)	<ul style="list-style-type: none"> • Ask the participants what plan means to them and write the response on a chart paper. • Ask the participants why planning is important. and how it is done 	<ul style="list-style-type: none"> • Take any example from day-today life about any thing that involves planning. This may be a planning about some key family event. 	Blank flip chart paper and markers.
15 mts.	Tea Break			
45 mts	Planning cycle (steps, types and level of involvement)	<ul style="list-style-type: none"> • Explain different steps of planning by showing a planning cycle chart. • Give one Meta card to each participant and ask to write what they did or have to do for planning. • Ask them to stick the Meta card they have written at appropriate place on the planning on the cycle. • Ask and explain from where we start planning (mention about identification of target group and their needs, resources), who is responsible for plan, who decides, what is important in planning, etc. 	<ul style="list-style-type: none"> • Ask the participants first what do they mean by planning cycle then only show the planning cycle chart and explain how it works. • Ask the participants what type of plan they make and who else is involved • Explain from where we start planning • Use appendix 1.3 for template to write about 	Planning cycle chart, template in appendix 1.3, and blank flip chart paper and markers
45 mts.	Lunch Break			
30 mts	Reporting (Types, how often, who)	<ul style="list-style-type: none"> • Ask the participants what do they mean by report. • Ask what types of report they produce, how often and who writes, and so on. • Use appendix 1.4 to write about different types of report and other responses as written in the template. 	<ul style="list-style-type: none"> • Explain why reporting is important. 	Appendix 1.4 and markers
15 mts.	Games and songs	<ul style="list-style-type: none"> • Let participants use this session 		
30 mts.	Identification of target group and target location	<ul style="list-style-type: none"> • Start with asking questions who are their target groups, where do they work, who decides about the target group and target locations. 	<ul style="list-style-type: none"> • While asking co-facilitator writes the responses on flip chart. • While asking the questions do not let the 	Flip chart sheets and markers.

		<ul style="list-style-type: none"> Ask the participants how the target groups and locations were identified, is there any criteria to identify target group, etc. 	participants be defensive.	
15 mts.	Tea Break			
45 mts	Identification of community problems and needs	<ul style="list-style-type: none"> A 5 minutes skit show prepared with the help of local participants, then ask the participants what they saw and what were the key points then lead the discussions for about 10 minutes. Using snow balling method ask the participants to write on key problems/issues in their communities and target areas/groups. Ask the group leaders to present what they have written. Allow the participants to make comments, add the points and remove or revise the points presented. 	<ul style="list-style-type: none"> Before the session starts in the morning, facilitator asks some of the participants to play in a brief skit that has to reflect local community problem they feel. For group work, distribute Red and Blue Meta cards (could be any two) one to each participant randomly and ask to write two problems or issues on Red card and target area and group on Blue card. Ask the participants to form a group of 4 or 6 (depending on the size of total participants) with two or three of the same colour card and share with each other. Give White and Yellow Meta cards to each group and ask to write needs on White card and target area and group on Yellow card. Divide the participants into two groups (may be named Sundar and Hariyali as the participants suggest). Ask both groups to write problem/needs and target area/group on separate cards they have. Ask the group to select on female and one male leader. Ask the group to give white cards (could be another colour) to female leader and yellow cards to male leader. Ask the group to keep one colour card with them and give another colour card to another group. Ask each group to write the points from the cards they have on the flip chart. 	
15 mts.	Adjourn	<ul style="list-style-type: none"> Handover the stick to the sessions manager from the participants and conclude the day. 		

60 mts.	Debriefing and plan for Day III	<ul style="list-style-type: none">• One of the facilitators lead the session• Each individual states one or two things about<ul style="list-style-type: none">○ What went well on the day○ What needed to be improved○ What is overall impression.• Quick view on planning for next day's sessions.		
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Day Three: Identifying resource management, social mapping and stakeholder analysis

1.1 Objectives:

To make the participants aware how resources could be optimally used

- To understand capacity in terms of resources - physical, financial, human and policies.
- To identify locally available resources and resource gap
- To identify relevant stakeholders and possible links with them

1.2 Tools to be used:

- Topic related games
- Group work
- Quiz
- Social and resource mapping
- Mobility mapping
- Seasonal calendar
- Energisers and entertainment

1.3 Overview of Day III Schedule

Time	Content	Methodology
30 mts.	Reporting & evaluation of Day II	Presentation in plenary
55 mts.	Resource management (Physical and Financial)	Mental game, discussion in plenary and quiz and energiser 10 mts.
45 mts.	Resource management (Human)	Group work and presentation
15mts.	Tea	
30 mts.	Local resources (availability and access)	Group work
15 mts.	Maximum output game	
30 mts.	Social & Resource mapping (instruction and indices)	Group work
45 mts	Lunch Break	
90 mts.	Social & Resource mapping, (filling in the map)	Group work
15 mts	Tea	
30 mts	Social & Resource mapping, (sharing)	Group shopping
5 mts	Adjourn	
60 mts.	Debriefing and plan for the next day	Feedback session

1.4 Day III Detailed Schedule

Time	Content	Process and suggested tools	Instruction to the facilitator	Material required
25 mts.	Reporting and evaluation of Day II	<ul style="list-style-type: none"> Let the participant logistics manager start the session. The selected participant presents the report of Day II. The selected participant presents the evaluation of Day II session. 	<ul style="list-style-type: none"> Ask the participants to sit in different place with different companion from yesterday. The purpose of doing this is to allow the participants become more open. 	
5 mts.	Handover of roles & responsibilities for Day II	<ul style="list-style-type: none"> Roles and responsibilities are handed over to other participants as written on the flip chart. Facilitator to present the Day II schedule 	<ul style="list-style-type: none"> Ask the participants who are responsible for what for that day. Put the Day III schedule on wall 	<ul style="list-style-type: none"> Already prepared Day III schedule chart
45 mts. (15+15+15)	Resource management (concept, physical, and financial resources)	<ul style="list-style-type: none"> Start the session asking to do a mental exercise about optimum use of resources to get more things done within the limit of available resource. (Use one circle and three straight lines exercise) Ask the participants as many as rooms within the circle by arranging three straight lines in whatever way. Explain briefly about types of resources (physical, human and financial). Get the information about the physical resources that the organisation has and ask if they are planning to increase in future. Carry out a quiz on financial resources for 15 minutes and give candies to those who give correct answer. After quiz, ask the participants what good they found and what needed to be improved regarding financial resource of the organisation. 	<ul style="list-style-type: none"> Ask the participants how many rooms they have made. The answers vary. Then ask the participants what did they learn from that exercise. Explain that using the straight lines and one circle different people come up with different outputs. Therefore, it is always important to achieve more by efficiently using the available resources. Ask the participants what does resource mean to them and write down the answers on flip chart paper. About physical resources, ask what physical resources they have, were they enough, etc. Financial resource can be a sensitive one to the participants and the EC members may be defensive to respond this. In order to make this inquiry comfortable, arrange a quiz where judges should be key EC members and ask the questions to rest of the participants. A little preparation with key EC members is required in the morning to list the questions related to financial position, policies, budget, decision making, etc. related to the organisation's finance. 	<p>Flip charts and markers</p> <p>Financial policies, plan, budget and report of the organisation.</p>

10 mts.	Energiser	The facilitator or the participant may lead this		
45 mts.	Human resource	<ul style="list-style-type: none"> Split the participants into 3 to 4 groups depending on the diversity of their interest areas (AoW) e.g. Food Security, Education, Women Development, Organisational Development, and so on. Give 25 minutes for group work and ask the group to write what types of training, skills they have learned and what additional skills do they need using the template in Appendix 1.5. Let the group leader present their findings in plenary. 	<ul style="list-style-type: none"> Decide the organisation's interests (AoWs) based on their VMGO and the list of activities they have carried out or are being carried out. Assign the group facilitators(TAs or TOs) for each group. Ask the groups what they have done with the skills they learned and the skills they need in future to do the works. 	Flip chart as given in Appendix 1.5 Markers
15 mts.	Tea Break			
20 mts. (5+5+10)	Local resources - availability and access	<ul style="list-style-type: none"> Ask the participants to write the locally available resources by discussing in pair. Ask the participants to list the skills they have in relation to the locally available resources. Split the participants into 2-3 groups and ask to write on flip chart about the available resources and how they can be used (accessed) and the list of existing skills and their use as given in Appendix 1.6 	<ul style="list-style-type: none"> Encourage the participants to list whatever resources they are available in their communities and how they can be accessed to fulfil their needs. Also ask them to list all the skills they learned from various training and how they could be utilised. Use the template in Appendix 1.6 for this session. 	Flip chart as given in Appendix 1.6 and markers.
15 mts	Game	<ul style="list-style-type: none"> Split the participants into 2 group Ask the groups to make the longest line by using the things they have (e.g. pen, shawl, pen, jacket, etc.). Ask the participants how was the game and what did they learn. Explain that the results may not be the same given time and resources. 	<ul style="list-style-type: none"> Give 10 minutes for the group to plan and make the lines. Stop the groups adding the things and measure the length. Give some candies to the winning group after measuring the length. 	Any thing that the participants have
30 mts.	Social and Resource mapping	<ul style="list-style-type: none"> Split the participants into two groups Ask one group to work on social mapping and another group on natural resource mapping Assign one facilitator for each group to facilitate the discussion and mapping. 	<ul style="list-style-type: none"> Have maps of the cluster ready the day before. Explain the tasks to the group about mapping. Group facilitators help the groups to identify social and natural resource items and 	Already prepared sketches of cluster maps and different colour markers.

		<ul style="list-style-type: none"> • Give already sketched maps of the cluster to the groups. • Groups spend about 25 minutes to identify the social and natural resource items and signs to put on maps. 	<ul style="list-style-type: none"> • corresponding signs to show them on maps. • Once the group finishes legends of the map stop for the break. 	
45 mts	Lunch Break			
90 mts.	Social and Resource mapping	<ul style="list-style-type: none"> • Group facilitators continue to facilitate the respective groups in mapping • Upon completion, ask the group to place their maps on the wall. 	<ul style="list-style-type: none"> • Follow PRA method while you facilitate the group. • 	
15 mts.	Tea Break			
30 mts.	Social and resource mapping sharing	<ul style="list-style-type: none"> • Allow participants see the social and resource maps and make corrections if needed by shopping the other group.. 	<ul style="list-style-type: none"> • Let the maps remain as they are and ask the participants that they could check the maps any time next day as well. 	
10 mts	Adjourn	<ul style="list-style-type: none"> • Handover the stick to the sessions manager from the participants and conclude the day. 	<ul style="list-style-type: none"> • Remind the participants that the following day will be the final day. 	
60 mts.	Debriefing and plan for Day IV	<ul style="list-style-type: none"> • Review the critical issues that have been written • Check if any key information, priorities and interests have not been addressed, if so plan for next day. 		

Day Four: Identify stakeholders, conduct SWOT of the organisation and wrap up the assessment

1.1 Objectives:

- To identify the relevant stakeholders and relationship
- To analyse strengths, weaknesses, opportunities and threats of the organisation of the works they do
- To consolidate the final reflection

1.2 Tools to be used:

- Plenary discussion
- Small group works and presentation
- Feedbacks and concluding remarks

1.3 Overview of Day IV Schedule

Time	Contents	Methodology
30 mts.	Reporting & evaluation of Day III	Presentation in plenary
45 mts.	Stakeholder analysis	Discussion in plenary and individual work using meta cards
15 mts.	Tea Break	
90mts.	Area of Work presentations	Presentation in plenary with questions
45 mts.	Lunch Break Tea	
90 mts.	Technical and organisational SWOT	SWOT and BEEM analysis in small groups
15 mts.	Tea Break	
30 mts.	Technical and organisational SWOT	Group shopping
15 mts.	Evaluation and reporting of Day IV	Presentation in plenary
15 mts.	Participants' evaluation	Marking on chart by the participants
15 mts.	Concluding remarks	Informal notes by UMN and Partner organisation people

1.4 Day IV Detailed Schedule

Time	Content	Process and suggested tools	Instruction to the facilitator	Material required
25 mts.	Reporting and evaluation of Day III	<ul style="list-style-type: none"> Let the participant logistics manager start the session. The selected participant presents the report of Day III. The selected participant presents the evaluation of Day III session. 	<ul style="list-style-type: none"> Ask the participants to sit in different place with different companion from Day III. 	
5 mts.	Handover of roles & responsibilities for Day IV	<ul style="list-style-type: none"> Roles and responsibilities are handed over to other participants as written on the flip chart. Facilitator to present the Day IV schedule 	<ul style="list-style-type: none"> Ask the participants who are responsible for what for that day. Put the Day IV schedule on wall 	<ul style="list-style-type: none"> Already prepared Day IV schedule chart
45 mts.	Stakeholder Analysis	<ul style="list-style-type: none"> Ask the participants to close their eyes for a moment and think of stakeholders what they might be. Let the participants say what they have thought of. Give circular Meta cards and ask the participants to write the name of one stakeholder related to their organisation. Place the card with partner organisation's name at the centre of a flip chart and ask the participants to stick their cards around their organisation on the flip chart. Ask the participants to show the relationship between their organisation and the ones they put around by writing arrows showing the direction (one side, dual, multiple, etc.) Place a flip chart as per the template given in Appendix 1.7 to identify list of stakeholders, collaborative works with them and the supports they expect between each other. 	<ul style="list-style-type: none"> Facilitator to write on the board or chart paper what the participants said about stakeholder. Facilitator may give different colour Meta cards for different types of stakeholder such as NGO, GO, INGO, School, Political parties, and so on. Ask the participants what do they understand by relationship between their organisation and the stakeholders, whether it is for just correspondence, training, services, partnership, and so on. Ask the participants how do they feel about the stakeholder. <p>Follow Venn Diagram tool for this exercise.</p>	Flip charts and markers and chart as per Appendix 1.7.
15 mts.	Tea Break			
90 mts.	AoW presentation	<ul style="list-style-type: none"> Make a brief presentation about all areas of works that UMN is involved in. Allow some questions from the participants for clarification. 	<ul style="list-style-type: none"> As far as possible, let the relevant TA or TO make the presentation. Link the AoW with UMN's overall goal and strategies. 	Flip chart paper and markers and some interesting data as well as posters related to

			<ul style="list-style-type: none"> Do not give too many details about AoW so that the participants won't get confused. Tell the participants to approach cluster office if they want to know details. 	AoWs.
45 mts.	Lunch Break			
90 mts.	Technical and organisational SWOT analysis (small group work)	<ul style="list-style-type: none"> Explain briefly what is SWOT and why it is for. Split the participants into four small groups with mix of members. Give one task to each group to discuss and write about strengths, things to be improved (weaknesses) within their organisation, opportunities and threats to their organisation in their work. 	<ul style="list-style-type: none"> Explain the participants about SWOT and clarify that Strengths and Weaknesses are internal to their organisation and Opportunities and Threats are out side their organisation which might affect their work. You can also explain about BEEM tool where B and E is to build on and eliminate from the existing strengths and weaknesses of the organisation respectively. E and M is to exploit the possible opportunities and minimise the threats to their organisation's works. 	Blank flip chart paper and markers
15 mts	Tea Break			
20 mts.	Technical and organisational SWOT analysis	<ul style="list-style-type: none"> Ask the participants in various groups to shop around the works of other groups. 	<ul style="list-style-type: none"> Ask the participants to add, remove or revise any points they see necessary while shopping. 	Flip charts of SWOT prepared by the groups
15 mts.	Reporting and evaluation of Day IV	<ul style="list-style-type: none"> Let the participant logistics manager start the session. The selected participant presents the report of Day IV. The selected participant presents the evaluation of Day IV session. 		
15 mts.	Participants' evaluation	<ul style="list-style-type: none"> Ask the participants to mark on the chart as given in Appendix 1.8 		Appendix 1.8 chart paper
15 mts.	Concluding remarks	<ul style="list-style-type: none"> Facilitator thanks the participants for their participation and contribution throughout the assessment. One UMN representative makes brief notes by encouraging the participants. One representative from the partner organisation makes brief notes about the assessment. 	<ul style="list-style-type: none"> Facilitator may allow some time for entertainment, e.g. songs etc. 	

APPENDIX I Templates to be used in POTA

These templates may be revised as per need and context.

1.1 Timeline of key events

Year (Date)	Key Events	Impacts

1.2 Social and Gender Inclusion in the organisation

Type of Members	Numbers				Ethnic (Caste)				
	Total	Male	Female	Disabled	Dalit	Janjati	Brahmin	Chhetri	Others

1.3 Planning

Type of Plans	Frequency	Who makes?	Who get involved	For Whom

1.4 Reporting

Type of Reports	When/ How often ?	Who writes	Who else involved	What for?

1.5 Human Resource

Name of the training	When	Duration	No. of participants			Who Provided	How the skills have been used
			Total	Male	Female		

1.6 Local Resource

What are locally available	What you can do?

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1.7 Stakeholders Analysis

Name of Stakeholder	What have been done together	Organisation's expectation	Stake holder's interest

1.8 Participants' Evaluation

Particular	Tick		
	Good	Okay	Not relevant
1. How did you find the subject matters of the workshop?	Good	Okay	Not relevant
2. How did you find the facilitations?	Good	Okay	Boring
3. How did you find the venue?	Good	Okay	Uncomfortable
4. How did you find timing?	Appropriate	Short	Long
5. How did you find food?	Good	Okay	Bad
6. Did you meet your expectation?	Yes	Partially	No

Appendix II Tools (to be extracted from other sources)

1.1 Small group discussion facilitation

1.2 PRA - Historical time lines, social mapping, resource mapping, seasonal calendar and Venn diagram.

1.3 Stakeholder Analysis

1.4 SWOT and BEEM analysis

1.5 Debriefing

Appendix III POTA Report Template

Executive Summary

1. Background
2. Objective of POTA
3. Overview of Schedule
4. Findings:
 - 4.1 Organisational status (structure, planning, systems and policies)
 - 4.2 Technical Status (VMGO, accomplishment, existing skills and knowledge, gaps)
 - 4.3 SWOT
5. Conclusion
6. Recommendations

Appendices: (group works, maps, informative tables)