TRAINING MANUAL

On rural sanitation planning and implementation

FOR

PROVINCE-LEVEL TRAINER

Hoa Binh. December 2014
EDITORS

VIHEMA
Nguyễn Huy Nga
Đường Chí Nam
Nguyễn Bích Thùy
Đỗ Mạnh Cường
Nguyễn Huy Cường
Phạm Hồng Quang
Nguyễn Công Huy
Nguyễn Thị Hồng

WSP
Nguyễn Diễm Hằng
Nguyễn Thị Hiền Minh
Trần Ngọc Thịnh

SNV & CODESPA
Javier Costa Garcia
Đoàn Triệu Thành
Nguyễn Thuỳ Hà
Inés Vázquez Ríos
Vinh Prag

Hoa Binh DoH
Trần Quang Khánh
Lê Xuân Hoàng
Trần Thị Ái Hường
Trần Minh Đức

Ngô Ngọc Tuân
Đặng Đình Thám
Raúl Ortiz de Lejarazu Machín
Nguyễn Bích Hạnh
PREFACE

Health workers of Center for Preventive Medicine of Hoa Binh Province can benefit from this manual when preparing the training course for District Health Workers. The District Health Workers will be the main responsible staff of the implementation of communication activities for behavior change at district level, with the objective of creating expanded impact to change rural population’s sanitation behaviors, thus contributing to improve health conditions of all rural households.

The Center for Preventive Medicine of Hoa Binh Province would like to express our sincere thanks to the Netherlands Development Organization (SNV) and CODESPA Foundation (CODESPA) for developing the materials, and the Water and Sanitation Program - World Bank, and the Vietnam Health Environment Management Agency - Ministry of Health, for their strong support and contribution to the development of this manual.
# LIST OF ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>BCC</td>
<td>Behavior Change Communication</td>
</tr>
<tr>
<td>CHS</td>
<td>Commune Health Station</td>
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<tr>
<td>CHW</td>
<td>Commune Health Worker</td>
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<tr>
<td>CPM</td>
<td>Centre for Preventive Medicine</td>
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<tr>
<td>CLTS</td>
<td>Community-Led Total Sanitation</td>
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<tr>
<td>DoH</td>
<td>Department of Health</td>
</tr>
<tr>
<td>HoV</td>
<td>Head of Village</td>
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<tr>
<td>INGO</td>
<td>International Non-Governmental Organization</td>
</tr>
<tr>
<td>MoH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>PCERWASS</td>
<td>Provincial Centre for Rural Water Supply and Sanitation</td>
</tr>
<tr>
<td>NTP</td>
<td>National Target Program</td>
</tr>
<tr>
<td>OD</td>
<td>Open Defecation</td>
</tr>
<tr>
<td>ODF</td>
<td>Open Defecation Free</td>
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<tr>
<td>OSS</td>
<td>One-Stop-Shop</td>
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<tr>
<td>PC</td>
<td>People’s Committee</td>
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<tr>
<td>RFG</td>
<td>Revolving Fund Groups</td>
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<tr>
<td>RWSS</td>
<td>Rural Water Supply and Sanitation</td>
</tr>
<tr>
<td>RWSS – NTP 3</td>
<td>National Target Program for Rural Water Supply and Sanitation III</td>
</tr>
<tr>
<td>SaniFOAM</td>
<td>Sanitation-Focus, Opportunity, Ability, Motivation</td>
</tr>
<tr>
<td>SNV</td>
<td>Netherlands Development Organization</td>
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<tr>
<td>USD</td>
<td>United States Dollars</td>
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<tr>
<td>VHW</td>
<td>Village Health Worker</td>
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<tr>
<td>VBSP</td>
<td>Vietnam Bank for Social Policies</td>
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<tr>
<td>VND</td>
<td>Vietnamese Dong</td>
</tr>
<tr>
<td>WB</td>
<td>World Bank</td>
</tr>
<tr>
<td>WSP</td>
<td>Water and Sanitation Program (World Bank)</td>
</tr>
<tr>
<td>WU</td>
<td>Women’s Union</td>
</tr>
<tr>
<td>VIHEMA</td>
<td>Vietnam Health and Environment Management Agency</td>
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Activity 27: Introduction of the Training posters and how to use them
Activity 28: Sanitation planning and latrine registration
Activity 29: Practice the 1st village meeting facilitation skills
Activity 30: Communication on loudspeakers

Part 9: Household visit by motivators
Activity 31: Introduction of the household visit by promoters

DAY 3
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Part 10: The 2nd village meeting
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Activity 34: Introduction of free sanitation newspaper
Activity 35: Registration for using OSS’s SERVICES AND RFG participation
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Activity 47: Monitoring and reporting
Activity 48: Training evaluation
I. INTRODUCTION

1.1. INTRODUCTION OF THE MANUAL

OBJECTIVES

According to the strategy for rural sanitation development of Hoa Binh province for the period of 2015 – 2020, activities for demand creation, sanitation market development and enabling environment strengthening are planned with the objective of creating expanded impact to change rural population’s sanitation behaviors, thus contributing to improve health conditions of all rural households.

This manual will provide to provincial health workers with the methodology, skills and knowledge to organize a training course for District Health Workers on sanitation activities implementation at district level and follow-up training for commune and Village Health Workers.

TARGET USERS

- The target group of this manual are provincial health workers, who will directly implement and organize the training course. In addition, mass organizations at provincial level such as Women’s Union, Youth Association, etc. also can use this manual for reference in designing training courses on rural sanitation programs or other related programs in their responsible area.

1.2. GENERAL INTRODUCTION

One of the Millennium Development Goals that Vietnam government has committed to is to guarantee the sanitation and water supply, and this goal has since then played an important role in the local socio-economic development. The Vietnamese Communist party, government and people have been trying to improve their infrastructure conditions and living conditions, thus contributing to poverty alleviation and to socio-economic development. However, many sanitation and water supply-related problems are still pending and their solutions will require more efforts from all stakeholders. Whilst considerable investments have been made to address these problems, Vietnam has not been able to achieve the planned targets. In many regions, basic water and sanitation facilities as well as sanitation behaviors are limited, and causing many negative consequences to the community and environment.

Despite intervention and support from local authorities, international and national organizations, communication activities have not been able to create the sufficient impact
on hygienic latrine use, hygienic and sanitation practices. Unhygienic latrine and its use are still very common in the rural areas, especially in mountainous regions with EMG, difficult transport conditions and underdeveloped economy. People in many places are still defecating in open air and using fresh feces as fertilizer for their paddy field or feeding for fishes. The transition to hygienic latrine at household level is slow.

Provinces with high hygienic latrine coverage are mostly lowland provinces, in the delta area of Red River, Central coastal area and Eastern South area. Meanwhile, this number is lower among provinces in the northern mountainous region, and Hoa Binh is one of the provinces with low hygienic coverage at nation level.

According to a recent assessment report carried out in Hoa Binh, the most common types of unhygienic latrine are bridge, bucket, hanging latrines, unimproved pit latrine and single vault latrine. Meanwhile, septic tank is the most popular type of hygienic latrine, followed by double vault and soakage pit latrine. However, the observation results indicated a number of deficiencies in latrine construction, use and maintenance, indicating that many of the hygienic types of latrines do not meet the MoH’s standards of hygienic criteria. The assessment also exposed a problem with the hygienic latrine-related information provision. Many households have reported that they have not received information about the construction techniques and prices of different types of latrine and they do not know where to access them. In recent years, the people have known of the hygienic latrines and their benefits through village meetings or loudspeakers communications. Nevertheless, these activities are still considered ineffective.

Besides people’s awareness, the household sanitation improvements are also affected by the supply chain for hygienic latrine construction, including construction materials, sanitary equipment suppliers, transporters, and masons with technical knowledge. In the local area, these suppliers are mostly of small scale, without the capacity to provide a complete latrine product. Meanwhile, the people are not aware of the specific price for their latrine construction. They would have to waste time and efforts to purchase different materials from different suppliers, even transport the materials by themselves. Local masons lack technical knowledge, which would cause negative impact on the latrine construction quality. Family members’ unawareness of how to use and maintain the latrine properly also contributes to the reduction of their latrine’s durability. All of the above-mentioned factors are the main causes for the low hygienic latrine coverage in Hoa Binh.

In order to reach sanitation targets and create more opportunity for the poor to access improved sanitation, the Centre for Preventative Medicine of Hoa Binh (CPM) has developed an Orientation for Rural Sanitation Development that consists of 3 main components: i) Enabling environment; ii) Behavior change and awareness raising communication; iii) Sanitation market strengthening.
The proposed activities in the provincial strategy have been shifted from the one-way, low-efficiency communication approach which has been used for years, to a participatory approach that aims to encourage households to participate in the improvements of their own sanitation conditions, bringing health benefits to not only their family members but also to the whole community and their surrounding environments.

In order to successfully implement the activities proposed in the rural sanitation strategy, the health workers and other stakeholders should participate in training courses to strengthen their capacity. Provincial health workers are responsible for organizing training courses for district promoters to ensure that they understand and can implement the training contents in the implementation of the plan’s activities.

1.3. INTRODUCTION OF THE TRAINING

OBJECTIVES

- The trainees will:
  - Understand the sanitation situation, the objectives, approach and main components in the sanitation program
  - Know which activity will be implemented at different level (district, commune, village) and how to carry out these activities
  - Have the necessary knowledge and skills for organizing the TOT training for district/commune level

PARTICIPANTS

- Trainer: Provincial Centre for Preventive Medicine’s staff
- Trainees: District Health Workers, Women’s Union’s representatives.
  - Trainees selection criteria
    - Teaching capacity, public speaking skill
    - Active, energetic and interested in working at grassroots levels
    - Plan to work for a long time in the local area
    - Can arrange time to participate in the sanitation program

TRAINING APPROACH

The key training approach is participatory approach in which trainees become the center of the training course.

The training will be designed and implemented following the “Experimental Learning Circle”, in which trainees can practice with several activities such as games, role-play, fishpond, big group and small group discussions, etc. Through these practices, trainees can analyze,
discuss and draw their own lessons in order to apply later in BCC activities. Besides, positive lecturing is also an approach to be applied flexibly in some contents of the training course.

**PREPARATION**

**Duration:** 4 days

**Preparation:**
- **Training hall:** Sufficient space for participants, including loudspeaker and lights
- **Village Health Worker implementation manual**
- **Communication materials:** Posters, leaflets, Product Menu, Village map, Sanitation newspapers.
- **Planning and monitoring materials:** Templates and forms
- **Seats arrangement:** 1 chair for each trainee. The chairs will be placed in a U-formation.
- **Stationery:** Board, markers, A0 & A4 sheets, colored & normal cards, scissors
## II. TRAINING PROGRAM

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Duration</th>
<th>Method</th>
<th>Results</th>
<th>Tools</th>
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<tr>
<td></td>
<td><strong>DAY 1</strong></td>
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<td></td>
<td><strong>Part 1: General introduction</strong></td>
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<tr>
<td>1</td>
<td>Opening</td>
<td>10 minutes</td>
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<tr>
<td>2</td>
<td>Introduction of the objectives of the training and participants</td>
<td>15 minutes</td>
<td>Presentation, Introduction game</td>
<td>• Trainees get to know each other&lt;br&gt;• Trainees understand the objectives and program of the training&lt;br&gt;• Create a friendly environment</td>
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<tr>
<td>3</td>
<td>Selection of the class management board; Development of the course’s regulation</td>
<td>10 minutes</td>
<td>Discussion</td>
<td>• Establish the regulations for training class&lt;br&gt;• Assign someone to be in charge of the regulation implementation</td>
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<tr>
<td>4</td>
<td>General introduction of the provincial rural sanitation strategy</td>
<td>20 minutes</td>
<td>Presentation</td>
<td>• Trainees understand the general overview of the sanitation program’s implementation plan&lt;br&gt;• Trainees know the objectives for the program at commune &amp; village level</td>
<td>Provincial strategy</td>
</tr>
<tr>
<td>5</td>
<td>Introduction of communication activities to be implemented</td>
<td>30 minutes</td>
<td>Presentation, Brain-storming</td>
<td>• Trainees know activities to be implemented in the local area in order to improve people’s awareness and develop the existing supply chain</td>
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</table>
## Summary of Part 1
5 minutes  Presentation

### Break

### Part 2: First village meeting

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<tbody>
<tr>
<td>6</td>
<td>Presentation skill</td>
<td>30 minutes</td>
<td>Group work Discussion</td>
<td>Trainees understand and can apply this skill in the training for promoters</td>
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<td></td>
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<td>Stationery</td>
</tr>
<tr>
<td>7</td>
<td>Listening skill</td>
<td>30 minutes</td>
<td>Group work Discussion</td>
<td>Trainees understand and can apply this skill in the training for promoters</td>
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<td>Stationery</td>
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<td>8</td>
<td>Observation skill</td>
<td>30 minutes</td>
<td>Group work Discussion</td>
<td>Trainees understand and can apply this skill in the training for promoters</td>
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<td>Stationery</td>
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<td>9</td>
<td>Questioning skill</td>
<td>30 minutes</td>
<td>Group work Discussion</td>
<td>Trainees understand and can apply this skill in the training for promoters</td>
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<td>Stationery</td>
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### Lunch

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<tbody>
<tr>
<td>10</td>
<td>Warming up</td>
<td>10 minutes</td>
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<tr>
<td>11</td>
<td>Persuasion skill</td>
<td>30 minutes</td>
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<tr>
<td>12</td>
<td>Situation handling skill</td>
<td>30 minutes</td>
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### Part 3: Sanitation meeting at district/commune level

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<tbody>
<tr>
<td>12</td>
<td>Introduce procedure for sanitation meeting at district and commune level</td>
<td>30 minutes</td>
<td>Presentation Questions &amp; answers</td>
<td>Trainees know how to organize the district meeting and the contents should be introduced</td>
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<td></td>
<td>Guideline for organizing the district meeting</td>
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</tbody>
</table>

### Break

12
### Part 4: Mural painting

| 13 | Introduce the procedure for mural painting | 30 minutes | Presentation | • Trainees learn how to implement the mural painting | Procedure for mural painting |

### Part 5: Clean Games

| 14 | Introduce the procedure for the Clean games | 30 minutes | Presentation Discussion | • The trainees know and can discuss how to organize the clean game effectively | Procedure for clean games |

### Part 6: Introduction of the sanitation supply chain in Hoa Binh

| 15 | The current local sanitation supply chain – Definition of sanitation marketing | 30 minutes | Questions & Answers | • Trainees understand the definition of marketing and sanitation marketing | PowerPoint |
| 16 | Introduction of the one stop shop model and OSS’s network: Benefit of establishment the OSS | 30 minutes | Questions & Answers Presentation | • Trainees understand the proposed supply chain model for the local area that aims to provide an affordable sanitation product to the population • Trainees understand the benefits of establishing the OSS network and OSS’ roles • Trainees know about the components in the OSS network | PowerPoint |

|  |  |  |  | Summary of the 1st day | 10 minutes |  |

### DAY 2

<p>|  | Review 1st day’s contents | 10 minutes |  |</p>
<table>
<thead>
<tr>
<th></th>
<th>Activity Description</th>
<th>Duration</th>
<th>Activity Type</th>
<th>Objectives</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Introduce the procedure for OSS selection</td>
<td>20 minutes</td>
<td>Presentation</td>
<td>• Trainees understand how to select the OSS and can be apply in implementing</td>
<td>Procedure for OSS selection</td>
</tr>
<tr>
<td>18</td>
<td>Introduce the procedure for masons selection</td>
<td>20 minutes</td>
<td>Brainstorming</td>
<td>• Trainees understand how to select the masons and can be apply in implementing</td>
<td>Procedure for masons selection</td>
</tr>
<tr>
<td>19</td>
<td>Introduce the procedure for Sales Agents selection</td>
<td>20 minutes</td>
<td>Brainstorming</td>
<td>• Trainees understand how to select the Sales Agents and can be apply in implementing</td>
<td>Procedure for Sales Agents selection</td>
</tr>
<tr>
<td>20</td>
<td>Introduction of the Product Menu</td>
<td>20 minutes</td>
<td></td>
<td>• Trainees understand the Product Menu’s structure and its use</td>
<td>Product Menu</td>
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<td>• Trainees know the prices and necessary materials for the hygienic latrine construction</td>
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<tr>
<td>21</td>
<td>Introduction of the Financial support for households</td>
<td>15 minutes</td>
<td></td>
<td>• The trainees know which type of credits are available for household to access</td>
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<tr>
<td>22</td>
<td>Roles of health workers in the development of the supply chain of Hoa Binh</td>
<td>20 minutes</td>
<td>Questions &amp; answers</td>
<td>• Trainees understand the responsibilities of health worker at different levels in supporting OSS and implementation of sanitation market strengthening activities</td>
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<td></td>
<td></td>
<td></td>
<td>Big group discussion</td>
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<td></td>
<td>Break</td>
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<td>Part 7: Village mapping</td>
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<tr>
<td></td>
<td>Activity</td>
<td>Duration</td>
<td>Activity Type</td>
<td>Objectives</td>
<td>Example</td>
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</table>
| 23| Introduction of village mapping                                          | 20 minutes | Presentation with visualization | • Trainees know the objectives of the village mapping and using the village map  
• Trainees know how to prepare and use the village map during the village meetings and make an improvement plan. | Village map's example    |
<p>| 24| Practice: Develop a village map with available data and information       | 30 minutes | Practice                       | • Trainees learn how to prepare a real village map                           | Village map's example    |
|   | (provided by trainer)                                                     |          |                                |                                                                            |                          |
| 25| Introduction of the 1st village meeting (objectives, new approach)       | 20 minutes | Presentation Visualization     | • Trainees understand the contents, activities and procedure of the meeting | Procedure for Village meetings |
|   | Contents of the 1st village meeting                                       |          |                                |                                                                            |                          |
| 26| Introduction of emotional posters                                         | 30 minutes | Presentation Demonstration     | • Trainees understand the emotional posters’ contents and when to use them during the 1st village meeting | Emotional posters       |
|   | Explain how to use them                                                   |          |                                |                                                                            |                          |
|   | Lunch                                                                     | 10 minutes |                               |                                                                            |                          |
| 27| Introduction of training posters and how to use them                     | 45 minutes |Presentation Demonstration     | • Trainees understand the training posters’ contents and when to use them during the 1st village meeting | Training posters        |
| 28| Planning and registration for latrine construction                        | 10 minutes | Practice                       | • Trainees learn how to fill in the registration form                       | Registration form        |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Duration</th>
<th>Activity Type</th>
<th>Notes</th>
<th>Notes</th>
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<tbody>
<tr>
<td>29</td>
<td>Practice implementing the 1st village meeting: Using emotional and training posters (Discussion part)</td>
<td>40 minutes</td>
<td>Role-play</td>
<td>• Trainees know how to communicate about the benefits of having hygienic latrines, the risks of not having hygienic latrines, how to prevent them and the criteria for having hygienic latrines</td>
<td>Training posters and Emotional posters</td>
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<td>Break</td>
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<tr>
<td>29</td>
<td>Practice implementing the 1st village meeting: Using emotional and training posters (Practice part)</td>
<td>50 minutes</td>
<td>Role-play</td>
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<tr>
<td>30</td>
<td>Communication on loudspeaker</td>
<td>30 minutes</td>
<td>Scripts listening Big group discussion</td>
<td>• Trainees know the contents, moments and implementation method of the communication activity via loudspeakers at commune and village level; and can provide training to promoters</td>
<td>Script records</td>
</tr>
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<tr>
<td></td>
<td>Break</td>
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<tr>
<td></td>
<td><strong>Part 9: Household visit</strong></td>
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</tr>
<tr>
<td>31</td>
<td>• Introduction of the Procedure for Household visit by Motivators</td>
<td>40 minutes</td>
<td>Presentation with visualization Questions Answers</td>
<td>• Trainees understand the objectives and the procedure of household visit • Trainees know which skills are required for the visit by motivators</td>
<td>Procedure for Household visit by motivators</td>
</tr>
<tr>
<td></td>
<td>• How to carry out a household visit by motivators</td>
<td></td>
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</tbody>
</table>

**DAY 3**
<table>
<thead>
<tr>
<th></th>
<th>Review the contents of the 2&lt;sup&gt;nd&lt;/sup&gt; day</th>
<th>10 minutes</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Practice Household visit by motivators</td>
<td>45 minutes</td>
<td>Work in group Role-play</td>
<td>• Trainees know how to apply the training contents into the household visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Procedure for Household visit by motivators Self-construction leaflets Product Menu</td>
</tr>
</tbody>
</table>

**Part 10: The 2<sup>nd</sup> village meeting**

<table>
<thead>
<tr>
<th></th>
<th>Contents and procedure of the 2&lt;sup&gt;nd&lt;/sup&gt; village meeting</th>
<th>30 minutes</th>
<th>Presentation</th>
<th>• Trainees can define the contents and participants for the 2&lt;sup&gt;nd&lt;/sup&gt; village meeting • Trainees know how to organize the 2&lt;sup&gt;nd&lt;/sup&gt; village meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Procedure for the village meeting Self-construction leaflets Village map Product Menu List of registration</td>
<td></td>
</tr>
</tbody>
</table>

34 | Introduction of Free sanitation newspapers | 15 minutes | Presentation | • Trainees understand the objectives and contents of the free newspapers and how to use it |
|   |                                             |            |              | Free newspapers |

**Break**

<table>
<thead>
<tr>
<th></th>
<th>Planning and registration to use OSS’ service and participate in the RFG</th>
<th>25 minutes</th>
<th>Practice</th>
<th>• Trainees learn how to fill in the registration form of using OSS’ services and participating in the RFG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Registration form</td>
</tr>
<tr>
<td></td>
<td>Practice: conducting the 2\textsuperscript{nd} village meeting</td>
<td>60 minutes</td>
<td>Group work Role-play</td>
<td>• Trainees know how to apply the training contents into the implementation of the village meeting</td>
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</tr>
<tr>
<td>Part 11: the 3\textsuperscript{rd} Village meeting</td>
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</tr>
<tr>
<td>37</td>
<td>Contents and procedure of the 3\textsuperscript{rd} village meeting</td>
<td>20 minutes</td>
<td>Presentation</td>
<td>• Trainees can define the contents and participants for the 3\textsuperscript{rd} village meeting</td>
</tr>
<tr>
<td>38</td>
<td>Planning the support for households living in extreme difficult situations</td>
<td>15 minutes</td>
<td>Practice</td>
<td>• Trainees learn how to fill in the registration form</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 12: Training methods and how to design a training course</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Warming up</td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Participatory approach and experimental learning circle</td>
<td>40 minutes</td>
<td>Presentation; Discussion</td>
<td>• Trainees understand the participatory approach and experimental learning circle</td>
</tr>
<tr>
<td>40</td>
<td><strong>Brainstorm method</strong>: theory and practice</td>
<td>40 minutes</td>
<td>Group work</td>
<td>• Trainees understand and can apply Brainstorming method in their training work</td>
</tr>
<tr>
<td></td>
<td><strong>Lecturing method</strong>: theory and practice</td>
<td>40 minutes</td>
<td>Group work. Role-play</td>
<td>• Trainees understand and can apply Lecturing method in their training work</td>
</tr>
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</tr>
<tr>
<td>42</td>
<td><strong>Demonstration method</strong>: theory and practice</td>
<td>45 minutes</td>
<td>Group work. Role-play</td>
<td>• Trainees understand and can apply Demonstration method in their training work</td>
</tr>
<tr>
<td>43</td>
<td><strong>Role-play method</strong>: theory and practice</td>
<td>45 minutes</td>
<td>Group work. Role-play</td>
<td>• Trainees understand and can apply Role-play method in their training work</td>
</tr>
<tr>
<td></td>
<td>Evaluation of the 3rd training day</td>
<td>10 minutes</td>
<td></td>
<td></td>
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</tbody>
</table>

**DAY 4**

|   | Review the contents of the 3rd training day | 10 minutes |                      |                                                 |           |
| 44 | **How to design a training course** | 60 minutes | Group work. Role-play | • Trainees can understand and design follow up training courses in communication | Stationery |
| 45 | **Practice: Design and practice a training class for commune/Village Health Workers** | 30 minutes | Group work Role-play | • Trainees know how to design and practice giving training class | Training manuals and communication materials |
|   | **Break** |            |                      |                                                 |           |
| 45 | **Practice: Design and practice a training class for commune/Village Health Workers** | 120 minutes | Group work Role-play | • Trainees know how to design practice giving training class | Training manuals and communication materials |
|   | **Lunch** |            |                      |                                                 |           |

**Part 13: Implementation planning – Monitoring and report**
<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up</td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 Developing the implementation plan at village level</td>
<td>45 minutes</td>
<td>Presentation; Discussion</td>
<td>• Trainees understand the contents and planning method for the communication plan at village level</td>
</tr>
<tr>
<td>47 Monitoring and Reporting</td>
<td>30 minutes</td>
<td>Presentation; Discussion</td>
<td>• Trainees understand how to carry out the monitoring and reporting activities: Activity’s implementer and contents, monitoring and evaluation indicators</td>
</tr>
<tr>
<td>48 Training Evaluation</td>
<td>15 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49 End of the training</td>
<td>15 minutes</td>
<td></td>
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</tr>
</tbody>
</table>
III. IMPLEMENTATION GUIDE

DAY 1

PART 1: GENERAL INTRODUCTION

OBJECTIVES

- Help trainees to get to know each other and create a friendly environment throughout the course
- Develop the regulations for the training class in order to establish discipline and maximize the training quality
- Trainees understand the objectives and program of the training
- Trainees understand the general overview of the provincial rural sanitation strategy
- Trainees know the objectives for the program at commune & village level
- Trainees understand the communication methods applicable in the local area in order to improve people’s awareness and develop the existing supply chain

PREPARATION

- Write the training’s main objectives on a large paper
- Prepare a Presentation with the following contents:
  * Current sanitation situation in the province, district
  * Main components in the provincial rural sanitation strategy
  * General objectives regarding the hygienic latrine coverage increase in the province and district
  * Specific objectives for the districts and communes in the province

ACTIVITY 1: OPENING

- Introducing to the Provincial CPM’s representative who will give an opening speech.

ACTIVITY 2: INTRODUCTION OF THE TRAINING OBJECTIVES AND PARTICIPANTS

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objectives of the training course</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduce the participants</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
1. Objectives of the training course
- The trainer will use an A0 sheet to write down all the main objectives of the training course and explain them to the trainees:
  - When the training is finished, the trainees will:
    - Understand the sanitation situation, the objectives, approach and main components in the sanitation program
    - Know which activity will be implemented at different level (district, commune, village) and how to carry out these activities
    - Have the necessary knowledge and skills for organizing the training for trainer at commune level

2. Introduction of the participants
- Introduction of the trainer: Self presentation
- Introduction of the trainees:
  - Suggest divide the class into 4 groups by counting 1, 2, 3, 4... Who have the same number will be in one group
  - Assign task for all the groups:
    - Discuss and find a way to introduce your group in the most interesting way.
    - Required information: Name, age, workplace and position
  - Ask the groups to introduce
  - Vote for the most interesting introduction

ACTIVITY 3: SELECTION OF THE CLASS MANAGEMENT BOARD AND DEVELOPMENT OF THE COURSE’S REGULATIONS

1. Select the class’ management board
- Ask:
  - In your opinion, what are the responsibilities of a class manager?
  - Who will be able to take these responsibilities?
- Trainees agree on the selection of a class manager and 1 art performance manager

2. Develop the course’s regulations
- Discuss with trainees to develop some regulations for the class.
- Discuss the punishments in case of violations, which should be friendly and fun. For example: Turn off the phone’s ringtone during class; Do not come late; Do not chat during class; Participate actively in the group-work, etc.
- Discuss the class’ time
  - Morning
  - Afternoon
ACTIVITY 4: INTRODUCTION OF THE PROVINCIAL RURAL SANITATION STRATEGY

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of the current sanitation situation in the province</td>
<td>7 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Introduction of the provincial sanitation strategy, its objectives and main components</td>
<td>8 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Discussion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. Present the current sanitation situation in the province
   - The trainees can start with a brief introduction of the objectives of the National Target program for rural water supply and sanitation:
     - *The National Target Program in Rural Water Supply and Sanitation (RWSS-NTP)* is the main government program to improve rural water supply and sanitation in Vietnam. The NTP3 also plays an important role in the Poverty alleviation and Development Strategy, as well as a fundamental tool for Vietnam in the achievement of The RWSS Strategy by 2020. The third phase of NTP (NTP3) started from 2012 with an objective of increasing the hygienic coverage in rural areas to 65% by 2015.
   - Ask trainees:
     - What is the current sanitation coverage of Hoa Binh?
     - What is the current coverage of hygienic latrines of Hoa Binh?
   - Ask 2-3 trainees to answer. Then provide the reported data on this information using the presentation (Slide no.3 and no.4: Current sanitation situation in Hoa Binh). Emphasize that the sanitation coverage in Hoa Binh is lower than the national average and point out those districts in the province with hygienic sanitation coverage lower than the province’s average.
   - Ask trainees:
     - In your opinion, what causes Hoa Binh’s hygienic sanitation coverage to be lower than the national average?
   - The trainer can summarize after the trainees have answered:
     - The sanitation coverage of the district is quite high but the hygienic coverage is lower than the provincial average. This number is highly variable among the communes, with a commune’s coverages being in proportion with its distance from the district center.
     - Most people have not understood the connection between latrine construction, use and maintenance and its impacts on their health and sickness. Many are not aware of the risks caused by untreated human feces.
     - The local authorities have been promoting latrine construction, not hygienic latrine specifically.
• The people face many difficulties during the latrine purchase, especially when investigating the prices for different types of latrine.
• The people do not have complete information about the market price of different types of latrine, and think that only septic tank latrine satisfies all the requirements of a hygienic latrine.
• The local masons lack technical skills for hygienic latrine construction, which leads to a disqualified construction quality.
• The people have not received detailed instructions on how to build, use and maintain a hygienic latrine, which causes a high rate of latrines to be damaged, degraded, and become unhygienic.

2. Introduce the provincial sanitation strategy
   - The trainer will introduce the Provincial strategy for Rural sanitation using the PP presentation (Slide no.4 – Presentation for the training for Province trainer).
   - The main contents to be explained are:
     • 3 main components in the provincial sanitation program: i) Demand creation; ii) Supply chain development; iii) Enabling environment strengthening. The sanitation program will promote private sector’s participation in the market development by applying a market-based approach, in which the market actors will encourage rural households to invest in hygienic latrine; the public authorities will accelerate the development of latrine-specialized businesses and integrate marketing activities in the communication campaign to create demands for hygienic latrine.
     • Overall objective of the program (Slide no.6) Increase the hygienic latrine coverage in Hoa Binh Province under an inclusive market-based approach.
       ▪ Indicator 1: Hygienic latrine coverage increased to 75% by 2020.
       ▪ Indicator 2: At least 30% of the villages are declared ODF in each of the intervention communes by 2020.
       ▪ Indicator 3: Gap in the hygienic coverage between poor households and the total average is reduced to 10 percentage points.
     • The objectives of each component: BCC, sanitation market development and enabling environment strengthening. (see slides from no.6 to 10)
     • Activities from province to village levels: Use slides from no.11 to 14 to introduce the activities for the 4 levels in the provincial strategy.

3. Discussion:
   - Ask trainees:
     o In your opinion, are the indicators for the targets established in the provincial strategy appropriated? If not, why?
   - Summarize the results: The trainer give summary from above discussion results: Emphasize the goals to achieve the coverage of hygienic latrine in the districts and districts commitment to achieve the planned goals.
ACTIVITY 5: COMMUNICATION ACTIVITIES TO BE IMPLEMENTED

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Definitions of behavior and Behavior Change Communication</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Basic BCC package</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Extended BCC package</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

- Write on board or A0 paper the 2 BCC activities to be applied in the sanitation program
- Explain that the package selection depends on the conditions and resources of each region.

1. Definitions of behavior and Behavior Change Communication
   - Behavior is how a person acts in daily life. Behaviors are based on one’s thoughts, knowledge, and experience, which have been collected from living, education or observation. Repeated behaviors become habits, which cannot be changed easily. Moreover, one’s behaviors are also affected by the surrounding community’s lifestyle and mindset, which hinder changes as well.

   - The Behavior Change Communication is a communication process that is based on behavioral analysis: the study of the relationships between behavior and the environment and the modification of these relationships in order to enable individuals to adopt new, more functional hygiene behaviors. BCC aims to strengthen the linkages between antecedents, behaviors, and consequences. Main steps of the communication process include assessing existing hygienic behaviors, planning for behavior change, training the needed skills to build and maintain desired behaviors, monitoring and maintaining change over time. Shortly, BCC on sanitation and hygiene is the approach that helps change people’s behavior from unhygienic to hygienic in construction, operation and maintenance of their latrine.

2. Basic BCC package

   Activities at village level:

   - **Face-to-face communication**
     - **Village meetings**: consists of 3 different village meetings with different subjects, contents, objectives and goals. For each meeting, the facilitator will use specific tools and materials. The detailed instructions for the implementation of this activity will be explained in the following parts of the training.
     - **Household visit**: there are 2 different types of household visit. One is carried out by motivators (Head of Village, Village Health Workers); one is carried out by the...
Sales Agents. The households to be visited are non-adopters or unhygienic adopters. For each type of visit, there will be different tools and materials to support the facilitator. The detailed instructions for the implementation of this activity will be explained in the following parts of the training.

- **Sanitation refresher meeting**: The sanitation contents will be integrated in the agenda of other regular meetings at village level to help local households update the data on sanitation status’ change, results of the sanitation program or new sanitation-related regulations

- **Mass media**
  - **Loudspeaker**: The village motivators will use the prepared and edited communication contents to broadcast on the village loudspeaker system at a specific time. The procedure for this activity will be distributed to the trainees during the training.

**Activities at commune level:**

- **Implementation meeting at commune level**: this is a meeting among the commune’s public agencies who take part in the sanitation program and Village Health Workers. In this meeting, the local sanitation situation will be updated and the plan for next year will be discussed. The stakeholders’ responsibilities and activities implementation method will also be announced.

- **Communication on loudspeakers**: a very useful channel for political communication in the local area. The commune loudspeakers will broadcast sanitation-related news, regulations, pioneer households or promoting the supply chain model, etc. at a specific time that is suitable to the local condition.

- **Supporting activities implementation at village level**: Commune Health Workers will support Village Health Workers in the preparation, implementation and facilitation of the activities at village level

- **Monitoring and reporting**: The CHW will be in charge of monitoring activities implemented by VHW, collecting reported data from village level, summarizing and reporting the commune’s sanitation situation to the district regularly.

3. **Extended BCC package**

This package includes all the activities in the basic package and some other additional activities. This package will have better communication impacts, but requires more time, human and financial resources than the basic package. The following activities are not included in the basic package:

**Activities at commune level:**

- **Murals painting**: The mural designs will be provided to the Commune Health Stations (CHS) or designed by themselves. Then the design will be painted by
local painters, on a wall in a place where crowds gather, such as the CHS or Commune People’s Committee’s building. The procedure for this activity will be distributed to the trainees during the training.

- **Clean Games**: is an activity to be implemented at commune level. This event is a combination of a contest and a fair, which will be organized in a suitable place during half a day, including many games, quizzes, performances, and also marketing activities by sanitation providers. The procedure for this activity will be distributed to the trainees during the training.

**Activities at district and province level:**

- **Broadcasting on TV**: Take advantage of the television network to broadcast reports, technical instructions or news on sanitation.
- **Banners and billboards**: to be produced and placed at public places

### Summary of Part 1:
The trainer summarizes Part 1, reviewing main contents that the class have discussed and agreed upon by asking following questions to see whether trainees understand and remember what they have been introduced:

- **Could somebody mention the main challenges to increase the hygienic coverage?**
  (Lack of knowledge and technical assistance, lack of information on supply chain, lack of money, etc.)
- **Could somebody mention the households’ most important emotional drivers on sanitation?**
  (Benefits of hygienic latrine like comfort, cleanliness, respect, modernity, health, so on)
- **Which components recommended for sanitation and hygiene?**
  (BCC and Supply chain development)
- **Which BCC activities will be implemented at village level?**
  (Village meetings on sanitation, Household visits, Loudspeaker broadcasting)

### PART 2: TRAINING AND COMMUNICATION SKILLS
OBJECTIVES

- Trainees know the basic training and communication skills
- Through practice activities, the trainees will be more confident and experienced when using these skills
- The trainees can effectively implement training course for commune/Village Health Workers and participate in communication activities at grassroots level

PREPARATION

- Stationery: A0 sheets, markers, board, colored cards

ACTIVITY 6: PRESENTATION SKILL

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparation</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Practice</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Analysis and conclusion</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

1. Definitions of behavior and Behavior Change Communication
   - Divide the class into groups of 6-8 trainees
- Assign the presentation topics to each group and ask them to prepare the presentation. The topics must be brief, related to communication on hygienic latrine. Each group will have 3 minutes for their presentation

2. Practice
- Ask each group to carry out their presentation
- During one group’s presentation, ask other groups to observe for later comments

3. Analysis and conclusions
- After all the groups have concluded their presentation, the trainer can ask trainees to provide their comments on each group’s presentation. The comment criteria are:
  - Presentation content: Correct topic, illustration, examples and logic
  - Presentation effect: Attractiveness and persuasiveness
  - Presentation method: Confidence
- For good presentation skill, the facilitator should ensure the following things
  
  Prepare:
  - well prepare all the contents of the presentation in advance.
  - practice by himself/herself alone several times at home before the real implementation
  - prepare in advance and use visual aids during the presentation (drawings, photos, color cards, samples, etc.)

  Implement:
  ➢ Should:
    - speak slowly, but clearly and loudly enough for all participants to understand
    - use suitable intonation for each presentation content
    - well observe all participants to ensure that they can easily hear and see the materials, and understand the contents
    - Adequate movements and closeness to create a familiar feeling among participants
    - Create a friendly and relaxing atmosphere for participants and for the motivator. May start the session with small talks about banal topics or 1 – 2 performances
  ➢ Should not
    - Stay at the same spot throughout the presentation
    - Pay attention to only a small group or a specific person during the meeting
    - Use these words in the introduction: “I come down here from…”, “I have graduated from…”, “My position now is…”
- Ask trainees:
  - In your opinion, what should be done to improve the previous presentations?
- Summarize trainees’ ideas and conclude:
• The facilitator should prepare carefully his contents before the meeting. If the facilitator is inexperienced or unconfident of his capacity, he can practice at home a few times. At the meeting, the facilitator should talk loud and clearly, with expressive voice and good rhythm.
• The facilitator should practice at home many times before the real implementation. Take a deep breath before the presentation.

**ACTIVITY 7: LISTENING SKILL**

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<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Role-play</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Analysis, discussion and conclusion</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Practice the listening skill</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

1. **Role-play**
   - Ask 2 trainees to volunteer to participate in a role-play game. Ask both to have a conversation (one as a talker and the other as a listener)
   - Ask other trainees to observe the talk.

2. **Analysis, discussion and conclusion**
   - Ask trainee who act as the listener about what he/she has heard
   - Check the results with the talker to see how much information that the listener has captured
   - Ask the talker about his opinion of the listener and how talker’s reaction or behaviors have affected the talking process
   - Ask other trainees about their observation results
   - Conclude the ideas and summarize

   - The facilitator need good listening skill. Listening does not only mean listen clear, correctly but also shows respect and motivation towards the participants to express their opinions.
   - There are 3 different listening grades, from Information listening, to Feeling listening and Driver listening
   - To be a good listener, the motivator needs to:
     - show that he/she is paying attention to the people talking by using gestures like nodding head, smile, or by using appreciative phrases like “oh really, ah yes, of course, absolutely”
     - can take notes during listening to show that what people are telling is very important
     - can ask some short questions to clarify unclear things
3. **Practice the listening skill**  
   - Divide the class into 2 groups to sit in front of each other. One will be the talker and the other the listener and vice versa to practice the listening skill.

### ACTIVITY 8: OBSERVATION SKILL

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Role-play</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Analysis, discussion and conclusion</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Practice the observation skill</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

1. **Role-play**  
   - Ask 1 volunteer to stand in front of the class and tell a story  
   - Ask other trainees to observe for later comments

2. **Analysis, discussion and conclusion**  
   - Ask the volunteer whether he has used the observation skill when telling his story. If yes, ask what he has observed.  
   - Check the results with the class  
   - Ask the class if they have paid 100% attention to the story and how they think of the talker. Ask how the talker’s reaction affects their listening process  
   - **Conclude**  
     - The facilitator should choose a good standing place and know how to move during the meeting to observe the participants. Good observation will help the facilitator to manage better the participation of the household, avoiding cases when participants do not concentrate or do personal tasks during the meeting. Moreover, by observing, the facilitator can detect participants’ emotional reactions and adjust the contents or approach accordingly.  
     - In order to practice a good observation, the motivator should:  
       - select a good position to observe well all participants  
       - make reasonable movement during the event  
       - always ask himself/herself what participant is doing or thinking

3. **Practice the listening skill**  
   - Ask 1-2 trainees to volunteer to practice the observation skill in front of the class.
ACTIVITY 9: QUESTIONING SKILL

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Role-play</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Analysis, discussion and conclusion</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Practice the questioning skill</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

1. **Role-play**
   - Ask 1 volunteer to sit, showing the back to the class and then place a paper on his back.
   - Ask other trainees to make questions to help the volunteer guess the answer.

2. **Analysis, discussion and conclusion**
   - Ask trainees the reasons why their answers could not help the volunteer answer correctly, and why the winner’s answer could.
   - Ask trainees the importance of the questioning skill towards the participation results in the training or meetings.
   - Ask for the requirements of a question to be effective.
   - Summarize the answers:
     - The participants’ participation level in an event will depend greatly on the questioning skills of the motivator. Applying this participatory approach, the motivator will not always introduce or provide all knowledge and information to participants. The knowledge and information will be explored by the participants through guiding questions made by the motivator. A motivator with good questioning skills is the one who will ask much more than answer.
     - In order to have good questioning skills, the motivator should:
       - **Prepare:**
         - all questions based on the topics/contents of the event in advance
         - open or guiding questions such as: *How? Why? When?*
         - simple, clear and short questions that do not contain many meanings or require many answers
         - questions familiar to the real situation of the participants
       - **Implement:**
         - Always encourage participants to answer by telling them that all of their answers are highly appreciated and will contribute a lot to the discussion. There is no “wrong” answer.
3. **Practice the listening skill**  
   - Introduce a topic, such as: Instructions for households on hygienic latrine construction  
   - Divide the class into 3 groups. Ask each group to discuss and develop questions for households related to this topic.  
   - Let trainees explain their discussion results

**ACTIVITY 10: PERSUASION SKILL**

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<thead>
<tr>
<th>Step</th>
<th>Contents</th>
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<tbody>
<tr>
<td>1</td>
<td>Role-play</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Analysis, discussion and conclusion</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Practice the persuasion skill</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

1. **Role-play**  
   - Ask 2 trainees to volunteer for this part. 1 trainee will be a household without hygienic latrine, the other will be the VHW who will promote and convince the household to build a hygienic latrine  
   - Other trainees will observe and provide later comments.

2. **Analysis, discussion and conclusion**  
   - Ask trainees:  
     - *How did the VHW convince the household? Which communication part is persuasive? Which part not? Why?*  
   - Summarize the opinions and conclude:
     - The persuasion skill is an important skill to encourage households to make a decision to invest in hygienic latrine.  
     - To apply well the persuasion skills, the motivator should:  
       - **Prepare:**  
         - in advance good evidences in terms of real examples that usually happens in life. These evidences can be pictures, photos, video clips, newspapers or technical documents.  
       - **Implement:**  
         - Use affirmative voice/tone when speaking without showing hesitation.  
         - Combine speaking with using gestures (hand, eyes, head movements)
3. **Practice the persuasion skill**
   - Divide the class into 2-3 groups and ask the groups to discuss and prepare the information, evidences that will facilitate the household’s decision making
   - The groups present their discussion results

**ACTIVITY 11: SITUATION HANDLING SKILL**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Role-play</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Analysis, discussion and conclusion</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. **Role-play**
   - Ask 1 trainee to volunteer to act as a VHW who is facilitating a meeting with households to promote the hygienic latrine.
   - The trainer and other trainees will act as villagers and create some frequent situations. The facilitator should solve these situations.

2. **Analysis, discussion and conclusion**
   - Together with the trainees, analyze the situations and the facilitator’s solutions
   - Ask trainees
     - What are the frequent problems that can occur in the village meetings and how to solve them?
     - What should the facilitator do in order to solve the situation?
   - Summarize the opinions and conclude:
     - Situation handling skills will help the motivator to avoid losing control of the implementation. With good situation handling skills, the motivator should:
       * **Prepare:**
         - Foresee/estimate some situations that may happen during the event and prepare solutions in advance
       * **Implement:**
         - Avoid giving rash answers or imposing ideas on the participants.
         - Be honest. When being asked with questions or matters that he/she does not know, it is best to tell the truth and promise to answer later. Honesty will make participants trust him/her more.
         - If most of the participants show tiredness, lose concentration, the motivator should change the approach (intonation, presentation method) or pause the session with an entertaining activity like singing or playing small games.
In case someone tries to impose their ideas on other participants, or keep on talking about things unrelated to the meeting, do not show his/her disagreement. Try to interrupt politely like “Your answer is very interesting, thanks. However, I would love to listen to other participants’ opinion regarding this matter”, or “What you are telling is one of my concerns. However, due to our time limitation, we should postpone this to another occasion and try to continue with our current discussion”.

If someone is not paying attention, instead of saying “Please stop what you are doing and focus on the discussion”, it is better to ask, “We would love to listen to your opinion. Would you please help us out here?”
PART 3: IMPLEMENTATION MEETING AT DISTRICT/COMMUNE LEVEL

OBJECTIVES
- Trainees understand the objectives of the implementation meeting
- Trainees have the knowledge and skills to implement and facilitate the implementation meeting and develop the training contents on this meeting’s organization for DCPM and Commune Health Stations

PREPARATION
- Mural painting and Clean games procedures
- Communication and training materials
- Loudspeaker scripts
- Stationery: A0 sheets, markers, board, colored papers

ACTIVITY 12: INTRODUCE THE DISTRICT SANITATION MEETING

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce purpose, objective and approach of district sanitation meeting</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduce the participants and responsibility for organizing the meeting</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Introduce the contents and procedure for the meeting</td>
<td>15 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
1. **Introduce purpose, objective and approach of district sanitation meeting**  
   - Firstly, trainer asks:  
     - *Which activity the local authority should implement to report the sanitation situation of last year and plan the sanitation activities for next year?*  
   - Invite 1-2 trainees answer, then introduce the district sanitation meeting, focus on the reason why this meeting should be organized and which objective should be achieved  
   - Trainer explains that the sanitation meeting was the regular activity implemented by local, however, it is proposed that the meeting will be implemented with new approach, not only one-communication way, the participants can discuss, share the lessons learned together and give the recommendations to conduct the best implementation plan on sanitation

2. **Introduce the participants and responsible staff for organizing the meeting**  
   - Trainer asks:  
     - *In your opinion, who should be invited into this meeting, who will be responsible and facilitator for organizing the meeting?*  
   - Invite 1-2 trainees to answer, trainer can provide an explanation for the participants about the leader and the facilitator of the meeting (Please see the document "Manual for rural sanitation planning and implementation - Document for the Commune health staff)  
   - Trainers can ask:  
     - *Are there any new participants who were not invited in last sanitation meetings?*  
   - Trainees will identify new participants, then trainer will explain:  
     - *The reason for their participation is that they will take part in the implementation plan, such as the Women's Union, OSS' representative.*

3. **Introduce the contents and procedure for the meeting**  
   3.1. **Introduce the meeting contents**  
      - Trainer asks:  
        - *Basing on the mentioned objectives, what contents should be included in the meeting?*  
      - Suggest trainees to write their answers to the color card, each person can write only one idea, then paste the color card on the board  
      - Trainer will read out loud their answer and explain if necessary. After that, the trainer discusses with trainees and give summary of the meeting contents follows the procedure. (Please see the document "Manual for rural sanitation planning and implementation - Document for the district health staff).  
      - The main contents should be in the meeting are:  
        - Report on sanitation situation of last year
• The advantages and disadvantages in implementing
• Introduce the new approach as the materials will be used
• Introduce new activities of supply sanitation market strengthening and the financial solutions for households
• Introduce the sanitation objectives of the district
• Conduct the implementation plan for next period

- Trainer can request the trainees to say again which contents are new if compare with the sanitation meetings in last years

3.2. **Introduce the procedure for district sanitation meeting**
- Trainer write the name of 10 steps on the board (follows the procedure). The trainer can write 10 steps in color cards before, then read 10 steps and paste on the board
- After that the trainer will explain each step (Please see the document "Manual for rural sanitation planning and implementation - Document for the district health staff).

**Step 1: Introduction**
- Trainer will explain who will introduce purpose, agenda, participants and objectives of the training

**Step 2: Report on current sanitation situation of the district**
- Trainer can explain the step 2 follows the manual

**Step 3: Discussion in difficulties and issues in implementation of sanitation program**
- Trainer asks: How the facilitator can lead the meeting to create a friendly atmosphere for all participants so that they can discuss and say their opinion, point of view openly
- After trainees answer, trainer can say about method to lead this discussion: The facilitator can ask:
  o *What were the difficulties/issues you often face in implementing the sanitation activities?*
- After asking, the facilitator can distribute the color card to the participants with 3 different color for each following contents:
  o *What were the difficulties/issues you often face? (Difficulties-Issues)*
  o *How did you solve these? (Solutions)*
  o *How is the results? Why?*
- The facilitator read all the cards, emphasize the common difficulties and explain that it is the reason for applying the new approach in the sanitation program in 2015 to achieve the higher results

**Step 4: Introduction of the new sanitation approach and its materials and tools**
- Trainer explains this step follows the procedure
Step 5: Presentation of the One-Stop-Shop model  
- Trainer explains this step follows the procedure

Step 6: Presentation of financial solutions for HHs to obtain access to hygienic latrine  
- Trainer asks: Which support can poor families receive locally for improving their sanitation condition?  
- The trainees will give their answers. Then trainer make a summary about the financial solutions of the program for this households in 2015 (Please see the document Manual for rural sanitation planning and implementation - Document for the district health staff).

Step 7: Discussion on sanitation targets of the district  
- Trainer asks:  
  - Did the participants discuss the objectives on sanitation for district? How did they discuss?  
- Then, trainer explains the method for discussion the objectives of sanitation plan for district and for communes (follows the procedure). Especially, the trainer should emphasize the difference between the old and new ways of organizing a discussion and explain why it is important to discuss targets to achieve (the goal should be close to reality, without the discussion of local staffs, the goal was taken from the top down, it will be difficult for local authorities in the implementation process)

Step 8+9: Conduct the district implementation plan and assign the task and responsibility  
- Trainer explains what needs to be done in the meeting:  
  - The facilitator should introduce the activities suggested by province and then discuss with the communes about the implementing time, the responsibility and inform the budget that the district can receive from province  
  - The facilitator agree on implementation plan with participants including: the objectives that need to be achieved, implementing time, responsibility, involved stakeholders and cost estimation

Step 10: Conclusion  
4. Conclusion  
- Ask trainees to repeat the main contents of the district sanitation meeting, the materials used and the steps of organizing the meeting.
PART 4: THE MURAL PAINTING

OBJECTIVES

- Trainees understand the objectives and procedure for the mural painting
- Trainees have all the necessary knowledge and skills to organize and implement the mural painting as well as to conduct the training session on mural painting to Commune Health Stations.

PREPARATION

- Procedure for the mural painting
- Mural painting samples
- A0 sheets, markers, board
- Colored papers
ACTIVITY 13: INTRODUCTION AND IMPLEMENTATION OF THE MURAL PAINTING

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduce the purpose and objective</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Identify the actors involved</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Explain the procedure</td>
<td>15 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Introduce the purpose and objectives of the mural painting**
   - The trainer explains to the participants the idea to conduct the mural
   - The trainer asks:
     - *What do you think about the goal of conducting the mural painting?*
   - Then invite 1-2 trainees to answer. The trainer can write the answers into color card (short sentence in one card). Then the trainer discuss with the class to find out the purpose and objective of the mural painting:
     - to help households be aware of the sanitation campaign and its messages
     - to create demand of households on a hygienic latrine for their pride, modernity and respect
     - to make a clean village as a common goal for the community
     - to build awareness of households on government regulations

2. **Identify the actors involved in the process**
   - The trainer can ask:
     - *To achieve the above purposes and objectives, whom do you think should be involved in and where the mural should be painted?*
   - Write the name of the actors that people mention with their responsibilities and roles.
   - Discuss with trainees on the roles and responsibilities of the commune authority (CPC), CHS and local artists. For example, how they are going to cooperate, what each of them will do. (*See The procedure for mural painting: Roles and responsibilities*)

3. **Explain the procedure for mural painting**
   - The trainer explains that this procedure for mural painting includes 5 steps. The trainer writes 5 these steps in color card, hang them on the board or A0 paper and explain each step in detail:

   **Step 1: Select design**
   - The trainer can show mural design samples to trainees and ask them: "
     - *Why is design selection needed and which criteria should we have for selection of the design?*"
- Gather all opinions, write on board and quickly discuss to find out key criteria for a good sample:
  a. being attractive and suitable with the culture of local inhabitants
  b. reflect well the purpose of the sanitation program
  c. being easy for local artists to draw exactly (both the images and colors)
  d. all the characters/factors/icons in the painting can be seen clearly from a distance

**Step 2: Select place**

- Ask the trainees: where will the mural be, and what requirements/conditions are there at the mural site?
- The trainer discusses with the class on each idea and come to a conclusion on key criteria for a good place:
  - be in a public place where many people usually gather, like schools, health station, kindergarten, etc.
  - it has a good view where many people can easily see even in a long distance
  - it should be on a large flat concrete or brick surface with no (or very few/small) windows/doors.
  - the place should not be affected much by sunshine and other conditions (muddy, slope, etc.).

**Step 3: Select time**

- The trainer explains:
  o *This is an outdoor activity that will last for couple of days for implementation.* Therefore, weather conditions will affect the quality of the mural.
- Then the trainer can ask:
  o *When is the best time for mural painting?*
Gather all opinions and come to conclusion:
  - in dry season
  - on sunny days
  - check weather forecast before implementation

**Step 4: Find local artists**

- The trainer can ask:
  o *Who can draw and paint the mural in a good quality?*
    - a local painter
    - a teacher of drawing subject at primary schools
    - a staff of district/commune department for culture and information
  o *Is it easy to find the local?*
Step 5: Buy materials

*(See the procedure for mural painting)*

Step 6: Paint the mural

- The trainer can ask:
  - What should CHS do to ensure the mural painting is implemented in good quality?
- Gather all opinions and come to conclusion that during implementation, staff of CHS should be at the site to monitor and assist the artist to ensure that all technical requirements are followed exactly.

4. Conclusion

- The trainer can ask:
  - Which points need to be paid attention when you conduct the mural painting in your local?
- After the answer from trainee, the trainer should emphasize the main points for implementing the mural painting
PART 5: THE CLEAN GAMES

OBJECTIVES

- Trainees understand the objectives and procedure for the Clean Games
- Trainees have all the necessary knowledge and skills to organize and implement the Clean Games as well as to conduct the training session on Clean Games to Commune Health Stations.

PREPARATION

- Procedure for the Clean Games
- Stage scripts
- Scripts of game contest
- Quiz contents
- Agenda of the Clean Games
- A0 sheets, markers, board
- Colored cards
ACTIVITY 14: INTRODUCTION AND IMPLEMENTATION OF THE CLEAN GAMES

<table>
<thead>
<tr>
<th>Step</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduce the purpose and objective</td>
<td>3 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Identify the actors involved</td>
<td>2 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Explain the procedure</td>
<td>20 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Introduce the purposes and objectives of the Clean Games:**
   - The trainer explains to the participants the idea/introduction to conduct the Clean Games
   - The trainer asks:
     - What do you think about the goal of implementing the Clean Games?”
   - Then invite 10 trainees to write their answer in color card. The trainer analyzes the answers and discusses with the class to find out the purpose and objective of the mural painting:
     - Raising awareness of the hygienic latrine use and maintenance
     - Promoting sanitation and hygiene by using the element of education, entertainment, and competitiveness
     - Strengthening the feeling of community and solidarity within communities
     - Facilitating the interaction between product and service providers and customers
     - Familiarizing the households with different types of hygienic latrines, necessary construction materials, prices, and contacts of the suppliers

2. **Identify the actors involved in organizing the Clean Games**
   - The trainer can ask:
     - To achieve the above purposes and objectives, whom do you think should be involved in the Clean Games?
   - Write the name of the actors that people mention with their responsibilities and roles.
   - Discuss with trainees on the roles and responsibilities of the district CPM, commune authority (CPC), CHS, other commune mass organizations and OSS/SA. For example, how they are going to cooperate, what each of them will do. (*See The procedure for Clean Games: Roles and responsibilities*).

3. **Introduce the procedure of a Clean Games**
   - The trainer asks:
     - In your opinion, which activities related to sanitation, can be organized in the Clean Games?
- Write the answers/activities on the board. Then name the suggested activities for the Clean Games.
- The trainer introduces the steps to organizing the Clean Games. Write the 5 steps on the board and explain what needs to be done in each step.

**Step 1: Development of Agenda**
- The trainer can show trainees the agenda of the Clean Games and explain why it should follow that order. The linkage/consequence of steps/activities in the agenda:
  - Activity 1 and 2: participants know the purposes and objectives of the event
  - Activity 3: create a good atmosphere for all participant
  - Activity 4: provide participants with strong messages on sanitation
  - Activity 5: provide participants with knowledge and information about different technology options of hygienic latrine as well as knowledge of latrine construction, use and maintenance.
  - Activity 6: strengthen the solidarity of the community
  - Activity 7: provide participants with more information about different options of latrine materials and facilities.
  - Activity 8: give participants a cheerful and friendly feeling
  - Activity 9: encourage participants to make more efforts for their village to compete with others
  - Activity 10: closure of the event
- The trainer can ask trainees whether this order is consistent. If not, how can the agenda be restructured.

**Step 2: Date and time of the event**
- The trainer explains:
  - This is an outdoor activity that will last for couple of hours. Therefore, time and weather conditions will affect the quality of the Clean Games.
- Then the trainer can ask:
  - When is the best time for the Clean Games?
Gather all opinions and come to conclusion:
  - in dry season
  - on sunny days
  - in the evening (from 18:00- 21:00)
  - check weather forecast before implementation

**Step 3: Selection and setting up of the venue**
- The trainer asks:
  - Where should the Clean Games be organized?
- Discuss with trainees on the place where the Clean Games will be organized and requirements/conditions to be met.
- The trainer gathers all opinions, refers them to the procedure for Clean Games to conclude on key criteria for a good place (See the procedure for Clean Games).

Step 4: Select or develop the manuscripts and rehearse the performance
- The trainer explains that all the scripts should focus directly on sanitation topic.
- Introduce prepared scripts and ask trainees if they are good and familiar to local people.
- Ask if any trainee has other good ideas for the scripts
- Inform trainees that all villages are encouraged to develop their own script. However, these scripts should be checked by CHS before applying.

Step 5: Invite participants and ensure their participation
(See the procedure for Clean Games)
- The trainer will use the procedure for Clean Games to explain how to organize and implement all activities in the Clean Games, and ask trainees:
  - What do you think about contest games? Do you have any idea for contest game?
  - How about the rules of the game and criteria for winner?
  - What do you think about Quiz and its questions?
Write down all opinions, discuss and revise the procedure again.

4. Conclusion
- The trainer will ask to check whether all trainees fully understand the procedure of the Clean Games. If not, which points they do not understand. Ask some trainees as volunteer to give explanation again about those points if having.
- The trainer will ask if any difficulty can happen during implementation and organization of the Clean Games.
- All trainees will discuss solutions for these difficulties and add these solutions into the procedure as tips.
PART 6: INTRODUCTION OF THE SANITATION SUPPLY CHAIN IN HOA BINH PROVINCE

OBJECTIVES

- Trainees understand the definitions of marketing and sanitation marketing.
- Trainees understand the necessity of establishing and developing a sanitation supply chain that can provide affordable sanitation services to the community
- Trainees know of the proposed supply chain model (One-Stop-Shop model) and the components participating in the supply chain (Sales Agents, masons)
- Trainees understand and know to use the procedure and criteria to select the supply chain’s components

PREPARATION

- A PowerPoint presentation including the following contents (If a projector is not available, write down the contents on different colored papers)
  - Definition of marketing and sanitation marketing
  - Proposed supply chain model
  - Roles and benefits of actors in the supply chain. Their selection criteria and procedure
  - Supporting tools/materials and methods to improve their capacity
- Colored A4 sheets (10 sheets/color)
- Board, markers, A0 sheets
- Copies of the selection procedures to distribute to trainees

ACTIVITY 15: DISCUSSION ON THE CURRENT LOCAL SANITATION SUPPLY CHAIN – DEFINITION OF SANITATION MARKETING

Detailed agenda:

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<tbody>
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<td>1</td>
<td>Introduction of the local sanitation supply chain’s current situation</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Definition of Marketing and Sanitation Marketing</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Proposals to improve the latrine supply model</td>
<td>5 minutes</td>
</tr>
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</table>

1. Introduction of the local sanitation supply chain’s current situation

   - Ask trainees:
     
     - Please tell, nowadays, what does a family have to do if they want to build a hygienic latrine?
- Ask 10 trainees to write down their answers on colored cards, then paste the cards on the board, around a tag named “Household latrine” that has been placed previously. After that, the trainer, together with the trainees, will analyze the answers on the cards. Each card’s trainee will have to explain their answers. To facilitate the discussion, the cards can be divided into 2 groups: Group A includes answers regarding the people’s knowledge and information availability, while Group B includes answers related to sales and construction services provision.
- The trainer will summarize the current situation of hygienic latrine supply in the province:
  - Group A:
    - The people have to investigate the suitable type of latrine with their conditions, the necessary construction materials and the latrine’s price by themselves
    - The households must decide the latrine’s location by themselves
    - They have to find out the information on latrine use and maintenance by themselves
  - Group B:
    - The people must purchase different materials from different retailers as each retailer only offers some specific kinds of material.
    - Transporting materials takes a huge effort, whether through a service provider or by themselves
    - The people must hire a mason or self-build the latrine without knowing the technical requirements for the construction

2. Definitions of Marketing and Sanitation Marketing
- Ask trainees to find solutions for the mentioned problems in group A:
  - The information that households find out about the types of latrine, construction materials, prices, etc. is not always correct. In a recent study in Hoa Binh, most households consider that a hygienic latrine should be the most expensive type of latrine, costing about 10 million dong.
  - So, how can people know more about different types of latrine, including their construction materials, costs, requirements for their use and maintenance?
- Ask some trainees to answer and discuss with other members in the class.
- Suggestions for the problems in Group A:
  - Solution: It is necessary to have someone or an approach to disseminate the information of the latrine, their materials, price, use and maintenance.
- Ask some trainees to answer and discuss with other members in the class.
- Suggestions for the problems in Group A:
  - Solution: It is necessary to have someone or an approach to disseminate the information of the latrine, their materials, price, use and maintenance.
Emphasize:
It is very important to have a group of persons who disseminates this information. Who volunteers to play these persons to go to the households and promote the soap product?

- Role-play: Ask 2 volunteers to act as a pair of husband and wife, while the trainer (or another trainee) acts as a product promoter (for selling soap, for example). The trainer will ask some questions to convince the husband and wife to buy his soap.

- Suggestions for the questions: Do your family members use soap? When do you use soap? Have you used soap to wash hands? What benefits do you think that washing hands with soap will bring? The trainer will also explain the effects of washing hands with soap and benefits of having soap in the house.

- After that, ask trainees:
  - Do you know what kind of activity that we have done? Do you know what the objectives of this activity are?

- Conclude:
  - The role-play is a simulation of the marketing activity. Marketing is the methodology of communicating the value of a product or service to customers, for selling that product or service.

- Continue to ask 1 – 2 trainees. Summarize (Use slide no.2)
  - Sanitation marketing is a new approach that considers the sanitation to be a market in which the households play the role of “customers” who will pay for their own latrine facilitation.

### 3. Proposals to improve the latrine supply model

- Ask trainees to find the solutions for Group B’s problems:
  - How can local people save time, effort, money when purchasing and transporting the materials, as well as guarantee the construction quality?

- Invite some trainees to answer and discuss with the class on this subject

- Conclusion for the problems:
  - It is necessary to have a store where providing all the required materials for the latrine construction, also transporting, masonry services and warranty for the construction quality

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### ACTIVITY 16: INTRODUCTION OF THE ONE-STOP-SHOP MODEL AND ITS ACTORS

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<tr>
<th>Step</th>
<th>Contents</th>
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<tbody>
<tr>
<td>1</td>
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<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduction of the actors participating in the OSS network</td>
<td>15 minutes</td>
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<tr>
<td>3</td>
<td>Supporting activities for the OSS</td>
<td>5 minutes</td>
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<tr>
<td>4</td>
<td>Conclusions</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
1. Introduction of the One-Stop-Shop model
   - Explain the definition and benefits of the OSS model (use Slide no.3)
     o The One-Stop-Shop is a store that provides all related services to the hygienic latrine construction, including materials selling, transporting to customers’ place, to save costs and efforts for customers when purchasing the latrine, as well as other services such as providing advice on the suitable type of latrine, on latrine use and maintenance, warranties, latrine installation
   - Show the OSS graph (Slide no.4) for trainees and ask 1 trainee to describe the graph.

   - Emphasize that the masons and Sales Agents are the 2 main actors participating in the OSS network.
   - Ask trainees:
     o From this definition, can you tell what services will be provided by the OSS in order to offer hygienic latrine products to the market?
   - Summarize the OSS’ services (using Slide no.5)
     • Materials provision
     • Latrine construction and installation service
     • Transportation service
     • Financial support for households living in difficult conditions
   - Put more emphasis on the 4th service of the OSS, which is providing financial support to households, which can be deferred payment options, discounts for bulk orders, etc.

2. Participants in the One-Stop-Shop network
   - Explain the actors in the sanitation supply chain and the management of these actors (Use slide no.6)
   o The Sales Agent is the connection between the demand (the households) and supply the (OSS) sides, supporting the suppliers to provide the materials and services for the construction of the customers’ preferred latrine.
   o The mason network will be selected and managed by the OSS. After being selected, the masons will participate in the training courses on hygienic
latrines, their construction techniques and how to use and maintain them properly.

- With the objective of providing a complete service package for latrine construction, the OSS will have to manage their masons (who are responsible for latrine construction) and the Sales Agents (who will promote the latrine product) during the latrine provision process.

- So, what are the roles of these actors in the latrine supply chain?

  - Divide the class into 3 groups, each group gathers in one place
  - Ask the groups
    - In your opinion, what are the roles and responsibilities of each of these actors in the hygienic latrine supply?

- Ask each group to find the answer for one actor: i) OSS; ii) Sales Agents; iii) masons. Each group member is allowed to propose one most important idea, and write it on a colored card. All the cards will then be placed on the board.

Analyzing the Roles and responsibilities of the One-Stop-Shop

- The trainer will analyze some cards on the board, asking:
  - Why does the OSS have this role (or responsibility)?

- If the idea is not clearly explained, the trainer can ask its author to explain it. Group or discard those cards with duplicating ideas.

- Summarize the roles and responsibilities of the OSS (using slides no.25 and 26)
  - Invest in equipment required to provide affordable sanitation technologies when needed (for example making molds for concrete rings production), cement mixer, etc.
  - Buy all the necessary materials to provide hygienic latrines to households.
  - Access to finance when available working capital is not sufficient to provide customer-financing services required for expanding the market and attend poorer segments.
  - Learn how to build different types of latrines, understanding the integral latrine product, construction techniques and required materials.
  - Ensure the construction materials and sanitation products quality
  - Supervise and monitor so that associated masons providing services have the adequate technical skills to guarantee good quality latrine construction.
  - Organize the transportation, construction and handover, alongside with construction supervision and evaluation
  - Select actors in the supply chain: masons and Sales Agents
  - Provide required marketing and promotional material to Sales Agents, including instructions on latrine use and maintenance for customers.
  - Negotiate and pay commissions/fees to Sales Agents and masons
• Cooperate with local authorities to identify the areas for the implementation of promotion and marketing activities

Analyzing the Roles and responsibilities of the Sales Agents

- The trainer will analyze some cards on the board, asking:
  o Why does the SA have this role (or responsibility)?
- If the idea is not clearly explained, the trainer can ask its author to explain it. Group or discard those cards with duplicate ideas.
- Summarize the roles and responsibilities of the SA (using slides no.27 and 28):
  • Actively promote the latrine products and OSS services.
  • Look for customers and conduct households visits
  • Provide clear and complete information to customers about benefits of having hygienic latrines and use and maintenance requirements of each type of latrine.
  • Coordinate with local authorities and mass organizations to participate in community meetings promoting the OSS services and products (e.g. village meetings, revolving fund groups).
  • Inform households about the financing options provided by the OSS to acquire the latrine.
  • Link OSS with Revolving Fund Groups established by the Woman Union to facilitate group purchases on credit
  • Collect latrine orders, and coordinate the construction with OSS, masons and customers.
  • Hand-over the latrine
  • Collect feedback of customers for business owners
  • Collect payments from customers.

Analyzing the Roles and responsibilities of the masons

- The trainer will analyze some cards on the board, asking:
  o Why does the masons have this role (or responsibility)?
- If the idea is not clearly explained, the trainer can ask its author to explain it. Group or discard those cards with duplicating ideas.
- Summarize the roles and responsibilities of the masons (using slides no.27 and 29):
  • Know construction techniques, especially those of hygienic latrine construction
  • Provide professional latrine construction, and maintenance service according to the Ministry of Health construction standards
  • Give advice to households on hygienic latrine use and maintenance
3. **Supporting activities for the OSS**
   - Emphasize
     - *In order to support the sanitation market of the province, OSS’ activities should be strengthened. The following activities were proposed in the provincial rural sanitation strategy: (Use slide no.13)*
     - Establishment of the OSS network and its participants
     - Capacity building
     - Access to customers
     - Communication materials support
     - Latrine construction quality supervision

4. **Benefits of using the services from One-Stop-Shop**
   - Ask 1-2 trainees to answer:
     - *In your opinion, what are the benefits of using the One-Stop-Shop’s services?*
   - Conclude the benefits for households when using the OSS’ services (use slide no.12)
     - *When using the OSS’ services, the households can obtain the following benefits:*
       - Have access to low-cost innovative sanitation technology
       - Save time for materials purchase, transporting and masons hiring
       - Save efforts when transporting materials
       - Discount opportunities when buying in bulk or when participating in promotion program or sanitation events
       - Deferred payment policy
       - Receive a complete hygienic latrine with quality guarantee from the OSS
**DAY 2**

**ACTIVITY 17: ONE-STOP-SHOP SELECTION**

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</tr>
<tr>
<td>2</td>
<td>Introduce the procedure for OSS selection</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Conclusion</td>
<td>5 minutes</td>
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</table>

1. **Criteria for OSS selection**
   - Ask the trainees before explanation of the procedure:
     - In your opinion, to become an OSS, who provides a complete service for hygienic latrine for households, what criteria should the OSS live up to?
   - Let the trainees write their ideas on the color cards. Then put the color cards on the board
   - Discuss the OSS selection criteria: The trainer discusses with trainees about their ideas, then chooses the cards that have the same meaning with the criteria from the procedure
   - The trainer adds more criteria, which the trainees have not mentioned. Then the trainer discusses with the trainees to split the cards into 2 different groups: one for mandatory criteria and one for secondary criteria (See the Manual for rural sanitation planning and implementation for District Health Worker)
   - Note: As this is a completely new content for the trainees, it may be difficult for the trainees to answer without suggestions. Here are some suggestive questions that trainer can use to encourage trainees’ participant:
     - Is the criterion of currently selling construction materials necessary? Why?
       The OSS need to currently sell at least 2 types of construction materials. If these retailers are selected, they can easily expand their portfolio and then provide the complete latrine product.
     - Do existing construction materials retailers provide credits to their customers? Why do customers need credits? Do the OSS need to provide credits for the customers?
       The OSS will be encouraged by the sanitation program to provide credits for households who buy hygienic latrine.
     - Should we select OSS from existing retailers with many or few customers? Why?
       The OSS with many customers from different communes is a retailer well-known with the community.
   - Trainer explains the OSS selection criteria (use Slide no.14)
   - Explain:
• A set of questions is developed to support qualifying an OSS whether he/she meets these criteria. The questions are included in the OSS selection procedure in your Manuals.

- Ask trainees to use the manual and invite 1 trainee to read all the questions.
- Explain the selection method: The selected OSS meet all the mandatory criteria and achieve the highest scores with the secondary criteria.

2. Introduction of the OSS selection procedure

- Ask the trainees:
  - In your opinion, who will have main responsibility in OSS selection process?
- Invite 1-2 trainees to answer, then trainer can summarize: CHW and DHW will be responsible for OSS selection because the OSSs will work in sanitation field. District CPM and commune health center should be responsible for managing, providing the OSS with the information of household latrine, so the OSSs can know about the market opportunity.
- Trainer introduces 6 steps to select OSS, explain to the trainees how the steps will be implemented, who implements it (See the Manual on rural sanitation planning and implementation for District Health Worker)

- Introduce the OSS selection results during the trials in 2 districts of Kim Boi and Mai Chau (Slides no. 16 and 17)
  - OSS Phạm Quốc Lập: Quyết Thắng village, Bao la commune, Mai Châu
  - OSS Phạm Tuấn Anh: Thôn Mỏ village, Chiềng Châu commune, Mai Châu
  - OSS Nguyễn Thị Khải: Tiểu Khu village, Đồng Bảng commune, Mai Châu
  - OSS Bùi Văn Lả: Vĩnh Đồng commune, Kim Bôi
  - OSS Bùi Văn Bé: Thượng Bì commune, Kim Bôi
  - OSS Quách Trọng Kế: Nam Thượng commune, Kim Bôi

- Emphasize that the OSS selections were following correctly the criteria and procedure. It is necessary to pay attention to the existing retailers’ location before...
selecting the OSS to avoid the concentration of all the OSS in a specific area, thus limiting the reach of the OSS’ services to the local households.

3. Conclusion:
- Trainer asks a trainee to repeat the criteria for OSS selection and name 6 steps in procedure for OSS selection
- Ask trainees: How is the collaboration of OSSs with district CPM and commune health center after the OSSs were selected?
- Invite trainees to answer and conclude this collaboration as following:
  • During the implementation of the rural sanitation program, district CPM should monitor the OSS through the report system and the regular meetings; They will provide OSSs the information of the current situation of household latrine in commune and district
  • The OSSs also should provide the district CPM and commune health center with the number of households who used the OSS’s service and also the activities of Sales Agents and masons

ACTIVITY 18: MASONS SELECTION

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Criteria for masons selection</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduce the procedure for masons selection</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
1. Masons selection criteria
   - Before explaining the selection procedure, ask trainees:
     - In your opinion, are there any requirements to become the masons for OSS? What are these requirements?
     - Who will be responsible for the selection?
   - Write down trainees’ answers to the board
   - Discuss the mason selection criteria: Briefly discuss with the trainees on their ideas. After that, select only the ideas that coincide with the criteria in the procedure and add the missing criteria that have not been mentioned. Emphasize that these criteria are to be used in the mason selection. Divide the criteria into 2 groups: Mandatory criteria and secondary criteria. (Use slide no.20 to present the criteria) (See more details in the Mason selection procedure – Manual on rural sanitation planning and implementation for District Health Worker).
   - Explain the reason of establishing mandatory criteria:
     - Criterion 1: To live permanently in the commune and not working seasonally in the city or district town
       The selected masons who regularly work in other districts/provinces will possibly not have time to complete their role in the local area.
     - Criterion 2: To be a respected member of the community
       A respected mason will be trusted and listened, and then he can easily convince others.
     - Criterion 3: To have experience in construction
       An experienced mason in construction is a mason who has mastered basic construction techniques and can quickly acquire the hygienic latrine construction techniques from the training course.
   - Explain:
     - A set of questions are developed to support qualifying a mason whether he/she meets these criteria. The questions are included in the Mason selection procedure in your Manuals.
   - Ask trainees to use the manual and invite 1 trainee to read all the questions.
   - Explain the selection method: The selected masons are who meet all the mandatory criteria and achieve the highest scores with the secondary criteria.

2. Selection procedure
   - Ask trainees:
     - In your opinion, who will be the main responsible for the selection?
   - Summarize:
     - The masons selection in the responsibility of the Commune Health Workers and OSS owners as the mason is a main actor participating in the OSS
After that, explain six main steps in the mason’s selection procedure to the trainees (See more in the Manual on rural sanitation planning and implementation for District Health Worker).

3. Procedure summary
   - Ask trainees to repeat the mason selection criteria
   - Ask:
     - How will the masons and OSS owner cooperate after the mason’s selection?
   - Summarize:
     - The OSS will cooperate with the D-CPM to organize the training course on latrine construction techniques for masons
     - Both actors will agree upon the salary and the work quality required by OSS
     - The OSS can select new masons if the existing cannot guarantee the work quality

ACTIVITY 19: SALES AGENTS SELECTION

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<th>Step</th>
<th>Contents</th>
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<tbody>
<tr>
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<td>Criteria for Sales Agents selection</td>
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</tr>
<tr>
<td>2</td>
<td>Introduce the procedure for Sales Agents selection</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. Criteria for Sales Agents selection
   - Before explaining the selection procedure, ask trainees :
     - In your opinion, are there any requirements to become Sales Agents for OSS? What are these requirements?
     - Who will be responsible for the selection?
   - Write down trainees’ answers to the board
   - Discuss the Sales Agent’s selection criteria: Briefly discuss with the trainees on their ideas. After that, select only the ideas that coincide with the criteria in the procedure and add the missing criteria that have not been mentioned. Emphasize that these criteria are the one to be used in the Sales Agents selection. Divide the criteria into 2 groups: Mandatory criteria and secondary criteria. (Use slide no.22 to present the criteria) (See more details in the Sales Agents selection procedure – Manual on rural sanitation planning and implementation for District Health Worker).
   - Explain the reason of establishing mandatory criteria:
     - Criterion 1: Have good communication skills
     One of the Sales Agents’ responsibilities is to visit local households to promote the benefits of having a hygienic latrine, explaining different types
of hygienic latrine and convince households to improve their sanitation conditions by using the services provided by the OSS. Therefore, the Sales Agents are required to have communication skills like presentation skill, persuasion skill, etc., in order to encourage customers to listen, share their opinions and motivate them to make the change.

- **Criterion 2: To be a respected member of the community**
A respected Sales Agent in the community will be trusted and listened, and then he can easily convince others.

- Explain:
  - A set of questions are developed to support qualifying a Sales Agents whether he/she meets these criteria. The questions are included in the Sales Agents selection procedure in your Manuals.
- Ask trainees to use the manual and invite 1 trainee to read all the questions.
- Explain the selection method: The selected Sales Agents meet all the mandatory criteria and achieve the highest scores with the secondary criteria.

### 2. Selection procedure
- Ask trainees:
  - In your opinion, who will be the main responsible for the selection?
- Summarize:
  - The Sales Agent’s selection in the responsibility of the Commune Health Workers and OSS owners as the Sales Agent is a main actor participating in the OSS network. The OSS will manage and coordinate their Sales Agents.
- After that, explain 5 main steps in the Sales Agent’s selection procedure to the trainees (use slide no.23) (See more in the Manual on rural sanitation planning and implementation for District Health Worker).

### 3. Procedure summary
- Ask trainees to repeat the Sales Agents selection criteria
- Ask:
  - How will the Sales Agents and OSS owner cooperate after the mason’s selection?
- Summarize:
  - Both actors will agree upon the commission rates
  - The OSS will explain clearly their deferred payment and discount policies
  - The OSS will explain to the Sales Agents about the product order process and their requirements on work quality
  - The OSS can select new Sales Agents if the existing cannot guarantee the work quality
**ACTIVITY 20: INTRODUCTION OF THE PRODUCT MENU**

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<th>Step</th>
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<tr>
<td>1</td>
<td>Definition of the Product menu</td>
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</tr>
<tr>
<td>2</td>
<td>Detailed introduction of the Product menu</td>
<td>10 minutes</td>
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<tr>
<td>3</td>
<td>How to use the Product Menu</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
1. Definition of the Product Menu

- Ask trainees:
  - When selling a specific product, do you have to bring it out for presentation? Can you bring the latrine product to anywhere for presentation? If you cannot, what should you do to present your latrine product?
- There will be different answers from the trainees. The trainer will let all of the trainees answer and then introduce the Product Menu that will be used for the sanitation program in Hoa Binh, using the Slide no.43 in the presentation.

2. Detailed introduction of the Product Menu

- The trainer can show the Product Menu to some trainees:
- Ask trainees:
  - What is the information included in this Product Menu?
- Write down trainees’ answers on the board. Correct wrong answers.
- The main contents in the Product Menu include:
  - Information of 4 types of hygienic latrine: Septic tank, Soakage pit, Double vault, Ventilation improved pit:
    - Characteristics
    - Advantages
    - Cautions and Latrine use
    - Construction materials
    - Construction prices (including prices for self-construction and alternative materials options)
- After that, ask some trainees to read out loud the supporting information of each type of latrine in the Menu.

3. How to use the Product Menu

- Ask trainees:
  - In the beginning of this training, I have introduced some activities for the market-strengthening component. In which activity do you think that the Product Menu can be used?
- Have some trainers to answer, then explain:
The Village promoters will use the Product menu to introduce the latrines during Village meetings.

The Sales Agents will use the Product menu to introduce and promote these latrines during the Household visit for Product marketing.

- Explain how to use the Product Menu using the Product Menu guide.

ACTIVITY 21: FINANCIAL SUPPORTING OPTIONS FOR HOUSEHOLDS TO IMPROVE THEIR SANITATION CONDITION

<table>
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<th>Step</th>
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<tbody>
<tr>
<td>1</td>
<td>Sanitation market supporting activities</td>
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</tr>
<tr>
<td>2</td>
<td>Roles of the health worker in each communication activity</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Conclusion</td>
<td>5 minutes</td>
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</table>

- Ask trainees:
  - For households living in difficult situations, what support is provided to help them improve their family’s sanitation conditions?
- Ask trainees to list out the supports by the sanitation program
- Explain:
  - The latest provincial strategy has removed the financial support for household to build hygienic latrine, as these policies are not efficient. Currently the banks and OSS can provide the following supports for these households:
    - Deferred payment policy by OSS to each household
    - Deferred payment policy for members of RFG
    - VBSP’s loan program

ACTIVITY 22: ROLES AND ACTIVITIES OF HEALTH WORKERS AT ALL LEVEL IN THE SANITATION MARKET DEVELOPMENT COMPONENT

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<tr>
<th>Step</th>
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<tbody>
<tr>
<td>1</td>
<td>Sanitation market supporting activities</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Roles of the health worker in the sanitation market supporting activities</td>
<td>15 minutes</td>
</tr>
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</table>

1. Sanitation market supporting activities:
   - Ask trainees to call back the contents provided in the last parts
     - Please list out the provincial sanitation market developments included in the provincial strategy
   - Write down their answers on the board
2. Roles of the health worker in the sanitation market supporting activities

- Ask
  - Based on the implemented activities, please explain the roles of the health workers in each of the sanitation market supporting activities.

- Review and ask this question for each activity. Write down trainees’ answer on the board. After each household has answered, the class will discuss to agree upon the roles of the Sales Agents.

- Use slide no.23 to conclude the roles of the health workers in the sanitation market development.

- The following suggestions are for the trainer to explain better the roles of the health staff:
  - The health workers are responsible for the implementation of Capacity building activities for the actors in the supply chain.
    - Establishment of the OSS and its participants: the district/province health staff will have the main decision of the OSS selection. After that, the health workers will select the masons and Sales Agents together with the OSS and WU.
    - Capacity building: district/province health workers will organize training courses for the OSS and other participants on sanitation market for OSS and other communication skills such as marketing skill, business planning skill, and latrine construction skill.
  - Health workers at all level will implement/supervise the demand creation activities
    - Household visit
      - Collect the list of household visits
      - Regular reports
    - RFG meeting
      - Collect the list of RFG members
      - Regular reports from SA and OSS
    - Communication events
      - Meeting and activities implementation with OSS
    - Financial support for households
      - Form saving groups to ask for VBSP’s loan during the village meetings.
      - Regular reports from RFG to the SA and OSS
    - Support for OSS
      - Policy advocacy for financial policies for OSS
      - Develop communication and promotional materials
PART 7: VILLAGE MAPPING

OBJECTIVES

- Trainees understand the objectives of preparing the village map and how to use it during the village meetings
- Trainees have the knowledge, skills, and methodology to facilitate the training for staff at lower levels on village mapping
- Through practice activities, the trainees will be more confident and experienced when using the village map

PREPARATION

- Village mapping procedure
- Village map example
- Information of the village’s sanitation situation
- Board, markers, A0 sheets
- Copies of the selection procedures to distribute to trainees
ACTIVITY 23: INTRODUCTION OF THE VILLAGE MAPPING

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<td>Explain the procedure</td>
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<tr>
<td>2</td>
<td>Explain map and practice with stickers</td>
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<tr>
<td>3</td>
<td>Map analysis and conclusions</td>
<td>15 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Planning for improving the sanitation situation</td>
<td>10 minutes</td>
</tr>
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</table>

1. **Explain the procedure**
   - Show the map without the stickers.
   - Describe the objectives, roles and responsibilities, target, and main steps in the implementation of the village map as included in the Procedure on Sanitation Village Mapping in the implementation manual.
   - Explain the different legends in the map.

2. **Explain map and practice with stickers**
   - Explain that you will practice simulating the preparation of a village map.
   - Bring a list of households from a monitoring booklet and ask a participant to put stickers in the map.

3. **Map analysis and conclusions**
   - Once all stickers have been included, ask the participants:
     - **What are the main conclusions from the map?**
   - **Conclusion**: Highlight the risks of building hygienic latrines near rivers or water sources (all but septic tanks), and point out those latrines that are already built near rivers, streams, lakes or ponds. Point out those areas in the map with high household density and conclude that those are high-risk areas if the number of hygienic latrines is high and what the strategy should be if they do not have enough land to build far from each other.
   - Explain the Step 5 *Assessment on the current sanitation situation in village* of the *Procedure for Village meetings on household sanitation* in the implementation manual.
   - Simulate the steps 6 and 7 of the *Procedure for Village meetings on household sanitation*.

4. **Planning for improving the sanitation situation**
   - Mark in the map those who volunteer to improve their latrine status.
   - Make a list of those participants willing to be visited.
ACTIVITY 24: PRACTICE THE VILLAGE MAPPING ACTIVITY

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<td>1.</td>
<td>Assign the task for the groups</td>
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<tr>
<td>2.</td>
<td>Groups work</td>
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<tr>
<td>3.</td>
<td>Group presentation</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Feedback</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Assign the task for the groups**
   - Participants of the training will be divided by village. Assign the task to the groups:
     - Each group will prepare and practice drawing their own village map using the real information of the village (that is available to HoV and VHW). Then each group’s representative will practice using the map in a village meeting.
     - Distribute the stationery to the groups (A0 size papers, markers, color stickers)

2. **Groups work**
   - While the groups are discussing and drawing the map, the trainer can support them by asking suggestive questions about the details to be drawn, presentation method, and task distribution among group members.

3. **Group presentation**
   - After the groups have finished their map, the maps will be shown for comments on the completeness and design.
   - Ask 2-3 groups one after another to act as HoV/VHW and practice using the map during a village meeting. Other groups will act as households.
   - Ask the trainees who are acting as households to do 2 tasks:
     - Participate actively in the meeting as real households; maybe even create some situations so that the facilitating group can practice the situation-handling skill.
     - Participate as participants of the training to observe the presentation method and skills to provide feedback and comments later.

4. **Feedback**
   - After each group’s presentation, the class will offer their comments. The trainer will provide the final summary.
PART 8: INSTRUCTIONS FOR FIRST VILLAGE MEETING

OBJECTIVES

- Trainees understand the objectives of the 1st village meeting and the procedure to carry out the meeting, as well as the tools and materials to be used
- Trainees have the knowledge and skills to implement and facilitate the meeting using the participatory approach
- Trainees have the knowledge, skills and methods to guide staffs at lower levels on implementing a village meeting using the participatory approach
- Through practicing, the trainees are accustomed to and confident of organizing a training or implementing a village meeting

PREPARATION

- Procedure for village meeting
- Emotional posters
- Training posters
- Stationery: A0 sheets, markers, board, colored cards

ACTIVITY 25: INTRODUCTION OF ACTIVITIES AND THE CONTENTS OF THE 1ST SANITATION VILLAGE MEETING

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of the meeting’s objectives</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Introduction of participants</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction of the meeting contents</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>The differences of the approaches</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. Introduction of the meeting’s objectives
   - Explain the purposes and objectives of the first village meeting:
     - to help all households know about the real situation on sanitation in their village
     - to help households to realize the benefits of a hygienic latrine that can bring back comfort, cleanliness, respect to households as well as help them to save money from diseases treatment.

2. Introduction of participants
   - Ask trainees
     - Who do you think should participate in the meeting to achieve the above purposes and objectives?
- Write down the name of the actors is each of the activities.
- Discuss with trainees on the roles and responsibilities of the HoV and VHW in the meeting. For example, how they are going to cooperate, what one will do when another is carrying out the activity. (see procedure for village meetings: Roles and responsibilities)

3. Introduction of the meeting contents
- Explain the proposed contents for the 1st village meeting (Other ideas, or will be used for the 2nd or 3rd village meetings or will be discarded (the trainer should explain why the idea is not suitable for the meeting).

4. The differences of the approaches
- Ask trainees about the differences between the first village meeting on sanitation and the other village meetings that took place before:
  - The previous village meetings were conducted in one-way direction communication. The topic on sanitation was only one among many other topics and just focused on health issues. There was no presence of private sectors.
  - The first village meeting on sanitation will be carried out in a participatory way, only talking about sanitation and hygiene topic and focused on many other drivers besides health, like comfort, cleanliness, respect, etc. The participation of the private sector will provide households with much information on latrine construction like technical options, prices, and other services.
- Introduce the meeting process and explain why the village meeting should follow this order:
  - Firstly, it is better to start motivating households with how their lives will improve and the different benefits they can enjoy, instead of telling what the government has decided what they have to do.
  - The way the regulation should be explained is linked with the explanation about what makes a latrine unhygienic. If it is unhygienic, it is sure that it is not comfortable for the family, not good for the health of convenient for the community (environment).
  - The village map helps the community to visualize, according to the criteria previously explained, what the situation of the village is in terms of sanitation. This is used to introduce the concept of social responsibility on sanitation.
ACTIVITY 26: INTRODUCTION OF THE EMOTIONAL POSTERS AND HOW TO USE THEM

The trainer will implement following steps with clear explanation:

1. **Introduction of the posters**

   Hang up all 3 emotional posters of set 1 in the following order: 1) Benefits for household; 2) Being respected by relatives and community; 3) Benefits for the Community.

   - Explain to the trainees the purposes of the emotional posters and how to use them in the first village meeting, including the order of each poster when being hung up:
     - The emotional posters will help households realize the benefits of a hygienic latrine for their family in terms of comfort, cleanliness, respect, pride and community spirit.
     - To use these emotional posters at the first village meeting, the facilitator should understand thoroughly the meanings of each poster and have some prepared stories as real examples to tell the households about the posters.
     - The facilitator should ask households to tell what they see, what they understand, what they think about the posters first before giving any explanation. This will help get the fresh emotion from households.
   - After having the answers, the facilitator should then explain the meanings of each poster combining with telling the real story about its concept. *(See the Commune Implementation Manual for these stories)*
   - Ask if any household wants to improve or to build a hygienic latrine after watching and discussing about the emotional posters

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of the posters</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Role-play</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Summarize steps</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Questions &amp; answers</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
2. Role-play
   - Conduct a village meeting role-play on using the emotional posters as in Step 2 of section 3 of Procedure for village meetings on household sanitation
   - Tell the trainees:
     - You are going to play the role of the Village Health Worker during a sanitation village meeting using a participatory approach. You already know the purposes and meanings of the posters, how to hang them and all the stories as examples to tell households. Please prepare and practice as a village promoter in using the posters.
   - Divide the class into small groups of 6-7 people for discussion and preparation. After that, invite 1-2 trainees to come up to practice.

3. Summarize steps
   - Comments and lessons drawn:
   - Ask the class to observe how the invited trainee practices and to give their comments.
   - Ask trainees to summarize the steps the facilitator has carried out to introduce these posters to the class. Write answers on the board or A0 paper. The class will try to list all the steps:
     - hanging the posters in the correct order and checking if the participants can see the posters,
     - asking the open questions, taking note of the answers,
     - summarizing and widening the concepts,
     - telling a story,
     - making follow-up questions and concluding.

4. Questions and answers
   - Ask trainees if they have questions on how to conduct the activity. Use the Procedure for Village meeting as reference to answer the trainees’ questions.
ACTIVITY 27: INTRODUCTION OF THE TRAINING POSTERS AND HOW TO USE THEM

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of the training posters</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Role-play</td>
<td>25 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Comments and conclusions</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Questions &amp; answers</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Introduction of the training posters**
   - The trainer will explain the purposes, meaning of the training posters and the process how to use these posters at the first village meeting:
   - Explain the difference in hanging the training posters as compared to the emotional posters (Each poster is used separately, starting with the Facts poster at first, the 4 types of hygienic latrine at second, the hygienic criteria on construction at third and finish with the hygienic criteria on use and maintenance at last.
   - Explain the structure of each poster and the content in it:
The Facts poster includes both icons and text. It will tell people information as facts that might happen every day but people do not know, do not pay attention to or do not believe. This poster is structured in a logical way, from human faeces to diseases, then people who are affected most, consequences of being affected, economic and health benefits if having a hygienic latrine.

The 4 types of hygienic latrine poster will introduce briefly about 4 recommended hygienic latrines by MOH including VIP, Double vault, Soakage pit and Septic tank.

The two posters of hygienic criteria on construction as well as on use and maintenance includes of 3 main parts. The top introduces all criteria for all types of latrines in general. The middle introduces all criteria for dry and wet latrines. The bottom introduces all criteria for specific types of latrine.

A latrine is considered hygienic if it can meet all of its criteria stated in 3 parts.

2. Role-play
   - Conduct a role-play by:
     ✓ Dividing the class into small groups of 6-7 participants.
     ✓ Require all groups to discuss and prepare how to apply one of the assigned posters as a village promoter.
     ✓ Implement the role-play by trainees

3. Comment and conclusion on the role-play by each group
   (see the Procedure for village meetings on sanitation)

4. Questions and answers:
Ask trainees for their understanding:
   o How many criteria for the construction of a double vault latrine are there? And what are they?
   - Then ask:
     o What does a household who wants to build a septic tank need to do to guarantee that the latrine will be hygienic?
   - If the trainees are not very clear about the use of the poster, explain what they do not understand and clarify any questions they have.
   - Ask trainees if they have any further question on how to conduct the activity. Show them the section of the manual where they can find the guide they need to conduct this session

ACTIVITY 28: SANITATION PLANNING AND LATRINE REGISTRATION

- Introduce the registration form with all data fields and how to fill the form.
- After that, the trainer asks 1 or 2 trainees to practice filling the form and helps them to check and correct if there are any errors.
- Explain to the trainees that they can ask the households with following question:
  o *We all discussed and agreed that a hygienic latrine brings back many benefits for our family. Which households decide to build/upgrade your latrine within 1 month from this meeting?*

- Explain to the trainees that they should request households who decide to build/upgrade latrine to register their name in the registration form.

<table>
<thead>
<tr>
<th>SN</th>
<th>Name of HHs</th>
<th>Date and time of the first visit</th>
<th>Date and time of the second visit</th>
<th>Contact number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bui Van A</td>
<td>05/12/2014</td>
<td>05/1/2015</td>
<td>091xxxx</td>
</tr>
<tr>
<td>2</td>
<td>Bui Thi B</td>
<td>07/12/2014</td>
<td>07/1/2015</td>
<td>0166xxx</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<td>4</td>
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</tbody>
</table>

**ACTIVITY 29: PRACTICE THE 1ST VILLAGE MEETING FACILITATION SKILLS**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organize groups and assign tasks</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Group work</td>
<td>25 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Role-play (group presentations)</td>
<td>45 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Feedback and conclusions</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **Organize groups and assign tasks**
   - Small-group practice: Divide the class into 3 groups of 7-8 persons each.
   - Assign tasks to the groups. Each group will prepare and facilitate a part in the 1st village meeting according to the following distribution:
     o Group 1 facilitates from the beginning to the end of the presentation of the emotional posters
     o Group 2 facilitates the next part to the end of the presentation of the training posters
     o Group 3 facilitates the last part
   - Distribute the stationery and posters to the groups
   - While the groups discuss and prepare for their presentation, the trainer can support them by asking open questions for the contents to be presented, the presentation method, and tasks distribution among members of the group.
2. **Group work**
Let the groups discuss and write down their ideas.

3. **Role-play (groups presentation)**
- After the groups have completed their preparation, 1 member will act as a facilitator to present a poster, while others act as participants.
- Ask the trainees who are acting as participants to do 2 things:
  - Participate actively in the meeting; maybe even create some situations so that the facilitating group can practice their situation-handling skill.
  - Observe the presentation method and skills to later provide feedback and comments.

4. **Feedback and conclusions**
- After each presentation, the class will provide their feedback. The trainer will summarize the feedback, including his own. The feedback should focus on the following points:
  - *Are the poster’s contents completely transferred to the participants?*
  - *Are the questions for the participants simple and understandable?*
  - *Is the facilitator’s presentation attractive?*
  - *Has the facilitator reached all the participants in the meeting?*

**ACTIVITY 30: COMMUNICATION ON LOUDSPEAKERS**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of the communication on loudspeakers</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduction of the loudspeaker scripts</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. **Introduction of the communication on loudspeakers**
   - Explain:
     - *Loudspeaker is a communication channel of commune and village level, mostly used for announcing short messages on the local sanitation situation, invite households to participate in the village meetings or other community activities, as well as to disseminate information on hygienic latrine construction, use and maintenance.*
   - Let trainees discuss over the selection of contents to be broadcasted at commune level, village level and broadcasting time.
2. **Introduction of the loudspeaker scripts**

- Let trainees listen to the recorded scripts for the communication activities at commune level
- Distribute the copies of loudspeaker scripts to the trainees. Explain to them with details about the broadcasting time and frequency.
PART 9: HOUSEHOLD VISIT BY MOTIVATORS

OBJECTIVES

- Trainees understand the objectives and procedure of the household visit
- Trainees have all the necessary knowledge and skills to carry out the household visit, using the specific tools
- Trainees can raise households’ awareness, create demand and connect them to services that can help them obtain a hygienic latrine

PREPARATION

- Procedure for the household visit by motivator
- Training leaflets (Facts, Criteria for construction, Criteria for Use and maintenance)
- Self-construction leaflets
- Product menu
- A0 sheets, markers, board
- Colored cards

ACTIVITY 31: INTRODUCTION OF THE HOUSEHOLD VISIT BY PROMOTERS

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General introduction to the household visit</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Proposed contents of the household visits</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Necessary skills for a motivator during a household visit</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **General Introduction to the household visit**
   - The trainer will introduce in general about household visits: there are two types of household visits, one is implemented by village promoters (HoV, VHW) and the other by SA.
   - The trainer will introduce the purposes and objectives of household visits and the process how to carry out this activity:
     - Household visits by promoter aim to help households, who have not had a hygienic latrine to realize benefits of a hygienic latrine, to change their awareness and to come to decision to build or upgrade their latrine.
     - Household visits is the second main communication channel together with the village meetings. The visits will be carried out right after the 1st village meeting.
• The promoter only visits households who have no plan for building or upgrading their latrine, or households who have a plan to build/upgrade their latrine by themselves, not through OSS or RFGs. While the SA will visit households who registered to build their latrine via OSS or RFGs.
• When implementing household visits, promoters should strictly follow all steps in the Procedure for household visits. (see the Procedure for Household visits by promoter)

2. Proposed contents of the household visits
Emphasize that the purpose is to motivate people to invest in hygienic latrines by facilitating them with the options that they could have from a user’s perspective.
- Explain and give examples as tips about who and what additional topics the motivator can explore to make the presentation more convincing:
  • Talking with a lady as the household owner, the promoter can talk about how hygienic latrine can help protect/reserve the relation between husband and wife (the bad smell of unhygienic latrine can ruin the relation)
  • If a household has a daughter, the promoter can talk about the future marriage of their daughter if they have a hygienic latrine
- Explain why the household visit should be carried out as follows:
  • to start motivating households about how their lives will be improved and the different benefits they can enjoy, instead of telling what the government has decided and what they must obey.
  • to adapt the solutions offered based on the specific context/condition of each household.
  • to inform them about the different options they could have for financing the investment in a latrine.

3. Explain necessary skills for a motivator during a household visit
- Ask trainees:
  o In your opinion, what will be the necessary skills for a motivator during a household visit?
- Ask 1-2 trainees to answer
- Summarize:
  o It is necessary to employ all the following skills: presentation skill, listening skill, observation skill, questioning skill, providing and detecting feedback during the household visit. Caution: One of the most important factors that decide the success of a household visit is the capacity of transforming the visit by a village staff into a friendly visit. In order to achieve this, the motivator should pay attention from the contacting step, the greetings step to the approach to be used during the meeting.
- After the explaining the whole procedure, check if the trainees have understood the contents by asking following questions:
4. **Conclusion**

- If the trainees are not very clear about the use of any of the materials, explain what they do not understand and clarify any questions they have.

- Ask trainees if they have questions on how to conduct the activity. Show them the section of the manual where they can find the guide they need to conduct this session.

- Let the class discuss and explore the solutions for all doubts expressed by trainees.

- Discuss with the class on those steps that have been reported as difficult. Find the causes and solutions.

- Let trainees discuss on matters to be kept in mind, possible situations and their solutions.

---

**Summary of 2nd day**

- Ask trainees to repeat the provided knowledge during the day.
- Evaluate the training and organizing method of the 2nd day in order to improve the work quality in the next days.
DAY 3

ACTIVITY 32: PRACTICE HOUSEHOLD VISITS BY PROMOTER

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of the materials to be used</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Role-play</td>
<td>45 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Discussion</td>
<td>20 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Conclusion</td>
<td>5 minutes</td>
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</tbody>
</table>

1. **Introduction of the materials to be used**
   - The trainer will explain materials that will be used during the visits:
     - *Product menu*
     - *Self-construction leaflets*
     - *Latrine stickers*

2. **Role-play**
   - Divide the class into 3 groups of 7-8 persons.
   - Ask all groups to prepare, develop the questions for households and practice the household visit, based on the procedure.
   - Distribute the stationery and materials to the groups.
   - While the groups are discussing, the trainer can support them by asking suggestive questions regarding the questioning method and the visit’s steps.
   - After the groups have finished their visiting process, the trainer will ask each group to practice the visit by role-playing. There will be 1-2 trainees acting as households, 1 trainee as HoV and 1 as VHW. These actors will act as in a household visit, completing all the steps in the process, from greetings to closing the visit.

3. **Discussion**
   - While the group is acting, ask other trainees to observe and later provide feedback on the implementation, the approach and skills that have been used for the introduction to the visit’s objectives, for asking questions, handling situations, etc.
   - Trainer adds some comments at the end.
   - Depending on the timing, the trainer can have 2-3 groups practice.

4. **Conclusion**
   - Summarize the HH visit activity
PART 10: THE 2ND VILLAGE MEETING

OBJECTIVES

- Trainees understand the objectives and procedure for the 2nd village meeting
- Trainees have all the necessary knowledge and skills to organize and implement the 2nd village meeting, using the provided communication tools and materials.

PREPARATION

- Procedure for the village meetings
- Product Menu
- Village map
- List of registration for latrine construction (using OSS’ services, through RFG or self construction)
- A0 sheets, markers, board
- Colored cards

ACTIVITY 33: INTRODUCTION AND IMPLEMENTATION OF THE 2ND VILLAGE MEETING

<table>
<thead>
<tr>
<th>Steps</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Purpose and objectives of the second meeting</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Actors involved in the second meeting</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Proposed contents for the 2nd village meeting</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Purpose and objectives of the second meeting**
   - Explain the purposes and objectives of the second village meeting:
     - to help all households know about the regulation of Ministry of Health on hygienic latrine
     - to help households to know different options of hygienic latrines construction both in technical and financial options
     - to provide households information on supply chain with OSS model and its policies

2. **Actors involved in the second meeting**
   - Ask trainees:
     - *Who do you think should participate in the meeting to achieve the above purposes and objectives?*
- Write the name of the actors that people mention for each of the activities.
- Discuss with trainees on the roles and responsibilities of the HoV and VHW, SA, RFG in the meeting. For example, how they are going to cooperate, what each of them will do. *(see The procedure for second village meetings: Roles and responsibilities)*

3. Proposed contents for the 2nd village meeting
- Explain the common points and differences between the second and the first village meeting:
  - follow the same approach.
  - have involvement of SA and RFG, not only HoV and VHW as in the first meeting.
  - have different contents/topics
- Introduce the meeting content and process and explain why the village meeting should follow this order:
  - The village map update can be used at the beginning of the meeting as a way to keep motivating households to invest in latrines. You can talk about the collective need of having a clean village and how that will affect everyone’s health.
  - The need of having a regulation for the village in hygienic latrines needs to be explained as a way to assure the improvements of people’s life in the community and as a social responsibility of everyone.
  - Market actors know better than the health network how to explain the products and options that customers could have for investing in hygienic latrines.
  - Households are usually concerned about how to get enough funds to build a latrine. Thus, explaining financing options will encourage them to invest in them.
- The trainer should explain all implementation steps of the second village meeting to trainees:
  - Introduction/opening speech: motivator should brief households about the first village meetings with key points discussed and agreed, especially about the benefits of hygienic latrine to families and community.
  - Introduction of MoH regulation on sanitation:
    - The motivator should prepare in advance regulations from MoH on sanitation to introduce to households. Ask if households fully understand and agree with these regulations or not?
    - The motivator can make the example about the regulation on helmet wearing and compare it with hygienic latrine construction. If a person does not wear a helmet when riding on motorbike, he/she can have an accident and harm himself only. That person is breaking the law and will be fined. If a household has no hygienic latrine,
they can create a disease that might kill many people. Is this household breaking the law? Should they be fined?

- **Introduction of the Product Menu:**
  - The trainer can ask the participants “Which kind of hygienic latrines do you know”, then invite 2-3 participants to answer.
  - The trainer hangs the 4 types of hygienic latrine poster, ask the participants to see and answer how they understand about each type of hygienic latrine.
  - The trainer summarize and correct the contents of the poster for 4 types of hygienic latrine
  - The trainer explain that this poster can be used by the motivator to show the people in the meeting the 4 types of hygienic latrine.

The trainer shows the “**Product menu**” and the “**Product menu guide**” and explains that the SA should use and follow it to introduce more detail on the types of hygienic latrine

- **Introduction of OSS :**
  - The trainer ask participants “You were introduced the OSS model, could you tell us again what is the OSS model”, invite 1-2 participants to answer.
  - Then the trainer shows the guide: “**The One-Stop-Shop Model**” and explain that the OSS/SA should use and follow it to introduce the OSS model.

- **Introduction of financial options:**
  - The trainer can ask “It is easy for the poor HH to invest to improve/build their latrine? If not, how we can provide support to these HH?”
  - Then the trainer explains that the poor HH can have financial support from the sanitation program. The trainer shows the “**Financial solutions for households to obtain access to hygienic latrine**” and explain that the SA should use and follow it to introduce the financial options.

**4. Conclusion**

- The trainer can ask the participants:
  - Which materials and content should the motivator use and introduce to the people in the second meeting?
  - Invite 1-2 participants to give answer and the trainer give the summary on it
ACTIVITY 34: INTRODUCTION OF FREE SANITATION NEWSPAPER

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce the free sanitation newspaper</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Organize and summarize in board</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Introduce the free sanitation newspaper**
   - Show trainees the pre-designed free sanitation newspapers (distribute the papers if they are already printed, if not, show on the projector).
   - Explain the objectives of the free newspapers:
     - The free newspaper is a more sophisticated type of leaflet, being designed like a newspaper that focuses on sanitation-related topics. The free newspapers will be distributed by HoV and VHW to the participants at the village meetings. By reading the free newspapers, households can inform themselves of the sanitation topics, raise their awareness on sanitation matters.
   - Together with trainees, analyze the material and conclude
     - Depending on the local authorities’ financial capacity, the free newspapers can be printed in large quantity and distributed to households through the village meetings, and then the households can share the free newspapers with their neighbors, friends or relatives. In the opposite case, the free newspapers can be placed in the village meeting hall’s library, and the HoV can introduce it to the households after the village meetings.
   - Ask trainees:
     - *How can we use the free newspaper in an effective way? Where and when?*

2. **Organize and summarize in board**
Summarize the trainees’ answers and write all opinions on the board.
   - Facilitate the discussion of the trainees on how, where and when to use the free newspaper.
**ACTIVITY 35: REGISTRATION FOR USING OSS’S SERVICES AND RFG PARTICIPATION**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce the HH visit forms</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Registration list for RFG and hygienic latrine construction</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Planning to improve the latrine status of the HH</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Introduce the HH visit form:**
   - The trainer introduces the “Sales Agents/motivators HH visit form” and explains how to fill it. (See the Manual for village promoters)

2. **Registration list for RFG and hygienic latrine construction**
   - Explain to the trainees that they can ask the households the following question:
     - *We all discussed and agreed that a hygienic latrine brings back many benefits for our family. All households already have information about OSS and RFGs. Which households decide to build/upgrade your latrine, and which households want to use OSS’s services or finance through RFGs?*
   - Explain to the trainees that they should request households who decide to build/upgrade latrine and among them who want to use OSS or RFGs’ services to register their name in the Sales Agents/motivators HH visit form.
   - Emphasize that the motivators should check the registration form after being filled by households and then announce name of the households who registered to build/upgrade their latrine.

3. **Planning to improve the latrine status of the households**
   The trainer explains how to show the HHs who registered to build/upgrade their latrine in the village map

4. **Conclusion**
   - Conclude the meeting implementation, and complete the missing contents to make a procedure as explained in the Procedure for village meetings (2\textsuperscript{nd} village meeting).
   - Replace, modify and adjust existing contents with trainees’ ideas if they are better.
   - Ask trainees:
     - *Which difficulties do we often face in facilitating the second village meeting and how can we solve or avoid them?*
     - Collect trainees’ ideas and group them into a Cautions section for the procedure.
   - Summarize the main points of the 2\textsuperscript{nd} meeting’s contents and procedure
<table>
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</tbody>
</table>
ACTIVITY 36: PRACTICE THE SECOND VILLAGE MEETING

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organize groups and assign tasks</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Group work</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Role-play (group presentations)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Feedback and conclusions</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **Organize groups and assign tasks**
   - The trainer splits the participants into 3 groups of 7-8 persons each.
   - Assign tasks to the groups. Each group will prepare and practice on introducing different options of hygienic latrines using the Product Menu.
   - Distribute the stationery and the product menu to the groups.

2. **Group work**
   - While the groups discuss and prepare for their practice, the trainer can support them by asking open questions for the contents to be presented, the presentation method, and tasks distribution among members of the group.

3. **Role-play (group presentations)**
   - After the groups have completed their preparation, 1 member will act as a SA to introduce latrine options using the product menu, while others act as households.
   - Ask the trainees who are acting as households to do 2 things:
     - Participate actively in the meeting; maybe even create some situations so that the facilitating group can practice the situation-handling skills.
     - Observe the presentation method and skills to later provide feedback, comments.

4. **Feedback and conclusions**
   - After each practice, the class will provide their feedback. The trainer will summarize the feedback, including his own. The feedback should focus on the following points:
     - Can households understand and know all different options of hygienic latrine construction?
     - Are the questions for the participants simple and understandable?
     - Is the SA’s presentation attractive and convincing?
     - Has the SA reached all the households in the meeting?
     - Can anything help improve the presentation of the SA?
PART 11: THE 3RD VILLAGE MEETING

OBJECTIVES

- Trainees understand the objectives and procedure for the 3rd village meeting
- Trainees have all the necessary knowledge and skills to organize and implement the 3rd village meeting, using the provided communication tools and materials

PREPARATION

- Procedure for the village meetings
- Village map
- Case studies on the best practice in latrine use and maintenance
- Awards, certificate or promotion paper of commune or district authority
- A0 sheets, markers, board
- Colored cards

ACTIVITY 37: INTRODUCTION AND IMPLEMENTATION OF THE 3RD VILLAGE MEETING

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce the purpose and objectives of the second meeting</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Introduce the actors involved in the second meeting</td>
<td>3 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Explain the proposed contents for the 2nd village meeting</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Conclusion</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

1. **Introduce the purpose and objectives of the second meeting**
   - Explain the purposes and objectives of the third village meeting:
     - to review and update village sanitation situation
     - to discuss and share experience in latrine use and maintenance
     - to recognise and reward achievements of households on sanitation
     - planning to help difficult households in hygienic latrine construction

2. **Introduce the actors involved in the second meeting**
   - Ask:
     - *Who should participate in the meeting to achieve the above purposes and objectives?*
   - Write the name of the actors that people mention for each of the activities.
- Discuss with trainees on the roles and responsibilities of the commune authority, HoV and VHW, SA, RFG in the meeting. For example, how they are going to cooperate, what each of them will do. (see The procedure for third village meetings: Roles and responsibilities)

3. Explain the proposed contents for the 3rd village meeting
- Explain the common points and differences between the second and the first village meeting:
  - follow the same approach
  - have involvement of commune authority
  - have different contents/topics
- Introduce the meeting content and process and explain why the village meeting should follow this order:
  - The village map update can be used at the beginning of the meeting as a way to keep motivating households to invest in latrines and to recognise achievements of the village.
  - Case studies on best practice households on latrine construction, use and maintenance as lessons for other households to follow.
  - Presence of local authority with awards, promotion paper, certificate will encourage households on latrine construction.
  - Support vulnerable or difficult households to build hygienic latrine so that the village can achieve the target on ODF.
- The trainer should explain all implementation steps of the third village meeting to trainees:
  - Introduction/opening speech: the motivator should emphasize on big achievements of the village and introduce the presence of local authority as an honor of the village.
  - Experience sharing on latrine use and maintenance:
    - motivator should prepare in advance case study on best practice of households in the village or ask those households to share to other households. Emphasize on the reasons and motions that help those households to achieve the success.
  - Discussion on the reasons why some households still do not have hygienic latrine and how to help them. The motivator can ask:
    - After 2 village meetings, we all know about the benefits of a hygienic latrine. We also know about technical and financial options for latrine construction through the services of OSS and RFGs. What are the reasons some households still do not have a hygienic latrine?
  - The promoter can invite 1 or 2 of these households to explain this situation
  - All households will discuss to see whether the reasons given are reasonable or not
  - Discuss the solutions.

4. Conclusion
- Ask:
Which content and materials will be used in the third village meeting?
- Then the trainer summarizes again the contents and materials used.

**ACTIVITY 38: PLANNING THE SUPPORT FOR HOUSEHOLDS LIVING IN DIFFICULT CONDITIONS**
- Introduce the planning form with all data fields and how to fill the form.

<table>
<thead>
<tr>
<th>Name of household</th>
<th>Key issues</th>
<th>Supports needed</th>
<th>Who can help</th>
<th>When to help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha Thi A</td>
<td>Single old widow</td>
<td>No labour</td>
<td>Youth Union</td>
<td>Jan 2015</td>
</tr>
<tr>
<td>Nguyen Van B</td>
<td>Extremely poor</td>
<td>Local materials for VIP (bamboo, canvas)</td>
<td>Mr. C, Mrs. D</td>
<td>Feb 2015</td>
</tr>
</tbody>
</table>

- After that, the trainer asks 1 or 2 trainees to practice filling the form and helps them check and correct if there are any errors.
- Explain to the trainees that they should discuss carefully with the households and the helpers about what should be helped, when to help, etc.
- Emphasize to the trainees that they should check the planning form after being filled then read it loudly so that all households can hear and become witnesses for these commitments.
- Ask trainees if there is any content/topic missing in this meeting
- Conclude the meeting, and complete the missing contents to make a procedure as explained in the Procedure for village meetings (3rd village meeting). Replace, modify and adjust existing contents with trainees’ ideas if they are better.
- Ask trainees:
  - Which difficulties do we often face in facilitating the third village meeting and how can we solve?
  - Collect trainees’ ideas and group them into a Cautions section for the procedure.
- Summarize the main points of the 3rd meeting’s contents and procedure
PART 12: TRAINING METHODS

OBJECTIVES

- Trainees know different training methods, have practice and learn to apply in the implementation of training courses on sanitation communication
- Quality of the training courses conducted by local trainers are improved

PREPARATION

- Full set of BCC materials
- Case studies
- A0 sheets, markers, board, color cards
- Colored masking tapes

ACTIVITY 39: PARTICIPATORY APPROACH AND EXPERIMENTAL LEARNING CIRCLE

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disadvantages of one-way training method</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduce participatory approach and experimental learning circle</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>

1. Disadvantages of one-way training method
   - Ask 1-2 trainees:
     - Please describe the communication method that we often use
   - Summarize the normal method, which is basically a one-way training method: trainer providing information and trainees passively obtain the information

2. Introduce participatory approach and experimental learning circle
   - Introduce a new approach by telling a story about a kid and the red chilli:
     - A kid, when first saw a red chilli, thought that it must be very delicious. He ate it and immediately knew that it is very hot. Then he jumped to a conclusion that whatever fruit which is red should be hot and refrained from eating red fruit since then. However, once he saw some people eating the strawberry without any problem. He got curious and tried to eat it; the strawberry is sweet and aromatic. He finally made a conclusion that: There are different types of red fruits, some are hot, some sweet.
   - Explain the process by which the child learnt about the fruits, following 4 main steps: Experience – Analyze – Conclude - Apply
   - Ask trainees to identify the 4 steps in the story:
     - Experience: The child ate the chilli
b. Analyze: The child knew that the chilli was hot

c. Conclude: Red fruits are hot

d. Apply: The child refrained from eating red fruits.

This is one circle of experimental learning, this learning process will not stop with only one circle, but during our life, the circles will naturally take place one after another.

- Ask:
  o Please compare the one way communication method vs. the new learning-by-doing method and find the pros and cons of each method.

- Refer to the communication approach by asking if this approach implies a learning process. Help trainees reach the conclusion that the communication approach is also a learning process. If this approach applies the learning-by-doing method in combination with a participatory approach, the communication effects will be improved.

**Conclusion:** With the learning-by-doing method, the trainees will understand better and more deeply and easily remember the training contents. However, this method requires the trainer to have certain skills, and more training time. For an effective communication, it is recommended to employ the participatory approach.

The trainer can prepare this table, then can show and explain about the effective of applying the participatory methods in the training

<table>
<thead>
<tr>
<th>Knowledge Acquisition</th>
<th>Information retention</th>
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<tbody>
<tr>
<td>Tasting 1%</td>
<td>Listening 20%</td>
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<tr>
<td>Touching 1,5%</td>
<td>Watching 30%</td>
</tr>
<tr>
<td>Smelling 3,5%</td>
<td>Listening and Watching 50%</td>
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<tr>
<td>Hearing 11%</td>
<td>Self-presenting 80%</td>
</tr>
<tr>
<td>Seeing 83%</td>
<td>Self-presenting and doing 90%</td>
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</tbody>
</table>

**ACTIVITY 40: BRAINSTORMING METHOD**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce the process of applying the brainstorming method</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Identify the advantages and disadvantages of this method</td>
<td>10 minutes</td>
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<tr>
<td>3</td>
<td>Practice</td>
<td>20 minutes</td>
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</table>

1. **Introduce the process of applying the brainstorm method**
   - The trainer explains the definition of brainstorm method
Brainstorm is the method that helps to give trainees a chance to self-clarify key points during the training course. It does not require very precise answers but things that quickly arise in mind of trainees.

- Then the trainer can say which activities the trainers applied in previous session in the training (write the idea in the clor card or on the board)
- The trainer asks:
  - What need to be done in this method:
- This question will help the trainees to remember what they had to do in the activity before, e.g. The trainer raises the question, collects the idea of the trainees, ...
- After getting answers from the trainees, the trainer can introduce and explain the steps that need to be done in applying the brainstorm method in detail
  - Brainstorm method consists of 3 main steps:
    1. Ideas creation
    2. Ideas classification
    3. Ideas assessment
  - Trainer should be clear about these 3 steps. Each step has its own principles.

**Step 1. Ideas creation**
- Number of answers is more important than quality of answers
- Accept all ideas, even abnormal or unvaluable ideas
- Do not judge or critise any idea

**Step 2. Ideas classification**
- Gather all similar ideas into groups
- Arrange groups of ideas in a logical structure
- Give an umbrella name to each group of ideas

**Step 3: Ideas assessment**
- Make assessment on ideas
- Make assessment on structure of idea groups

- After explanation, the trainer can ask:
  - When can the Brainstorm method be applied?
- Invite 1- 2 trainees to answer and the trainer come to following points:
  1. When a discussion is needed before concluding a matter
  2. When encouragement is needed for a big number of ideas/opinions
  3. When new solutions are needed for matters that can not be solved in normal way
  4. When creative ideas are needed
2. **Identify advantages and disadvantages of the brainstorm method**

Now the trainer can simulate this method for the trainees

- The trainer asks:
  - After introduction of this method, could you identify the advantages and disadvantages of the brainstorm method?
- The trainer requires the trainees to think and write their answer on color cards, emphasizing that only one idea should be written on one card with a short sentence. The advantages will be written in one color and the disadvantages in other color
- The trainer requires the trainees to hang their cards on the board.
- The trainer reads each card, analyzes it and sometime the trainer can invite the owner of the card to analyze it, discuss with the trainees to classify and group all cards into groups of similar content. Asking all trainees if they agree with this grouping
- The trainer asks whether trainees agree with these ideas/opinions. Why do they agree or not agree?
- Mark the ideas which receive more agreements of trainees and conclude

**Conclusion:** The trainer can prepare this table on A0 paper and show it to conclude the advantages and disadvantages of the method

### Advantages and disadvantage of Brainstorming method

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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</thead>
<tbody>
<tr>
<td>• Mobilise most thinking ability of each individual of trainees</td>
<td>• Many ideas are maybe not very useful</td>
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<tr>
<td>• Find out new solutions that did not exist before</td>
<td>• To be able to select good ideas, all trainees have to judge. This requires a sensitive reaction and constructive behavior</td>
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<tr>
<td>• Trainees are encouraged and they actively participate in the training</td>
<td>• Many people find it is very difficult to reach out of the box to really have creative ideas</td>
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<td></td>
<td>• It takes longer time</td>
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</tbody>
</table>

3. **Practice:**

- Ask for a volunteer as a trainer to apply the brainstorm method with the class
- The question for applying the method:
  - Why are there still many households who do not have hygienic latrine?
- Let the volunteer answer
- Ask the trainees for their comments on the volunteer’s implementation skills
- Conclusion of the trainer
ACTIVITY 41: POSITIVE LECTURING METHOD

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce the process of applying the positive lecturing method</td>
<td>8 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Identify the characteristics of the positive lecturing method</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Conclusion</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

1. **Introduce the process of applying the positive lecturing method**
   - The trainer explains the definition of the lecturing method

   Lecturing is the method in which trainer directly provides information and knowledge to trainees through his/her speech with or without using training aids like beamer, handouts, demonstration model, etc.

   - The trainer explains the main step of the lecturing method: Lecturing method consists of 2 main steps:
     1. Prepare the lecture
     2. Provide the lecture

2. **Identify the characteristics of the positive lecturing method**
   - The trainer split the class into 3-4 groups and require each group to discuss about the characteristics of this method: When the method can be applied, advantages and disadvantages of this method
   - The groups have 10 minutes for discussion. The trainer distributes stationery such as Ao paper, markers... During discussion the trainer should go to each group to see if they need help or explanation of the trainer.
   - After discussion, each group should send a representative to present their results
   - After presentation of each group, the trainer ask the trainees to give comments and to discuss

3. **Conclusion**
   - After discussion, the trainer can summarize the main points for the discussed contents:
     - *When can the lecturing method be applied?*
       1. When trainees are in big number
       2. When the training content is long while time for it is limited
3. When the training content is originated from scientific report/studies or from
4. Government regulation/law that no more discussion or change can be made or needed.

**Advantages and disadvantage of the lecturing method**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Easy to present a topic to all trainees at the same time</td>
<td>• Trainees become passive in learning</td>
</tr>
<tr>
<td>• Can present a long topic in a short time</td>
<td>• Trainees can perceive and remember part of the content</td>
</tr>
<tr>
<td>• Training aids/equipments are not compulsorily required</td>
<td>• Trainees depend too much on trainer as the only source of information/knowledge</td>
</tr>
<tr>
<td>• Can gather all trainees at one place</td>
<td>• Even trainees can learn some knowledge, it is very difficult for them to apply in practice later</td>
</tr>
<tr>
<td></td>
<td>• All trainees have to learn at the same speed</td>
</tr>
</tbody>
</table>

**Cautions:**
To reduce disadvantages of this training method, during the lecture, the trainer should:

- write down key points on the board to help trainees easily understand and remember
- make stops after each main part of the content for questions and answers
- use visual training aids like beamer, pictures, drawings, posters to illustrate for lecturing contents

**ACTIVITY 42: DEMONSTRATION**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce the process of applying the demonstration method</td>
<td>25 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Practice</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. **Introduce the process of applying the demonstration method**
   - The trainer introduces the method

Demonstration is the method in which all trainees can observe and watch fully a whole implementation process of an activity carried out by trainer or another trainee or through visual aids.
- The trainer introduce the main steps of Demonstration method: This method consists of 4 main steps:
  1. First demonstration implementation/show
  2. Second demonstration implementation/show
  3. Practice by trainees
  4. Comments and conclusion
- The trainer asks: When Demonstration method can be applied? Invite 1-2 person to answer and summarize with this main points:
  1. When the content/activity requires strong skills in implementation or regards to technical requirements
  2. For practical content/activity
- The trainer can prepare this below table and introduce the trainees to the Advantages and disadvantage of Demonstration method

### Advantages and disadvantage of Demonstration method

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create interest of trainees</td>
<td>Need a careful preparation</td>
</tr>
<tr>
<td>Trainees can learn by seeing</td>
<td>Require strong skill of demonstrator</td>
</tr>
<tr>
<td>The whole implementation process is visualised that helps trainees learn and apply easily</td>
<td>It is difficult for trainees to watch carefully if they are too crowded</td>
</tr>
<tr>
<td></td>
<td>Need documents for reference</td>
</tr>
</tbody>
</table>

2. **Practice**
- Trainer starts by saying:
  - *Right now, I will introduce you a demonstration implementation of Hand washing with soap. Please watch carefully what I will do.*
- Trainer carries out all steps of washing his hands with soap in a normal speed that he usually does without any explanation.
- Trainer tells trainees:
  - *You have just watched me washing my hands with soap. Now I will redo it once. Please watch carefully all my actions*.  
- Trainer practices again in a slow speed, washing and explaining what he is doing, how and why he has to do like that.
- Trainer invites 1 or 2 trainees to practice washing his hands. Ask all other trainees to observe and find if that trainee misses any step or does any thing not properly.
- All trainees will give comment on Demonstration method and the way how to apply this method in their training courses.
ACTIVITY 43: ROLE-PLAY

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce the process of applying the role-playing method</td>
<td>15 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Practice</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

1. **Introduce the process of applying the role-playing method**
   - The trainer introduces the method

   Role-play is the method in which trainees will play the role in a supposed situation. It will help trainees to practice the knowledge/content they learned so that they become familiar to it.

   - The trainer introduces the main steps of the Role-play method: This method consists of 4 main steps:
     1. Select actors for role-play
     2. Assign tasks to actors- Script of the play
     3. Role-play implementation
     4. Comments and conclusion
   - The trainer asks:
     - *When can Role-play method be applied?*
   - Invite 1-2 persons to answer and agree with them:
     1. When the content/activity requires strong skills in implementation
     2. When the content/activity involves more than 2 actors
   - Ask the trainees about the advantages and disadvantage of the Role-play method. Then the trainer can show the table (that will be prepared before the training) and explain:

   **Advantages and disadvantage of the Role-play method**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Create interest of trainees</td>
<td>o Trainees lack of self-confidence to implement</td>
</tr>
<tr>
<td>o Encourage participation of trainees</td>
<td>o Requires longer time for implementation</td>
</tr>
<tr>
<td>o Create a “Real world” in the training class</td>
<td>o It is difficult for actors to fully achieve both performance and training contents</td>
</tr>
<tr>
<td>o Trainees can apply theory into practice immediately</td>
<td></td>
</tr>
</tbody>
</table>

Role-play is the method in which trainees will play the role in a supposed situation. It will help trainees to practice the knowledge/content they learned so that they become familiar to it.
2. Practice
- The trainer discuss with the trainees to choose the idea (should be related to sanitation) to do the role-play
- Trainer ask for a volunteer to lead the role-play with the agreed idea
- Let a volunteer to do it
- Comments of trainees and trainer on how the actors performed; which parts of the content/script were done well and which were not; skills of the actors, etc.

Conclusion: trainer together with all trainees will draw lessons on cautions and tips when practice a role-play.
DAY 4

ACTIVITY 44: HOW TO DESIGN A TRAINING COURSE

Objectives
- Trainees know how to design a training course and to prepare it
- Trainees have enough knowledge and skills to design, prepare well the follow-up training courses for commune and village level

Preparation
- Sample of a training agenda
- Training courses’ evaluation forms
- Training materials including all procedures and guidelines
- A0 size papers, markers, board
- Colored tape

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Design a training course</td>
<td>20 minutes</td>
</tr>
<tr>
<td>2</td>
<td>2. Preparation for a training course</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>3. Practice</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

1. Design a training course
- Ask:
  - You have participated in many training courses as a trainer or a trainee. What is your opinion on the contents/topics to be identified for design of a training course?
  - Trainees will answer: objectives, target group, time, budget, content of lectures, materials and manuals, supporting aids, etc.
  - Write down all opinions on board and comes to conclusion:
    - Why do we conduct the training course? (Training objectives)
    - Whom do we train? (Target group)
    - When and where to conduct the training? (Time and place)
    - What do we train about? (Content)
    - How do we implement the training? (Approach and process)
  - Continue with the questions:
    - Why do we have to identify clearly the training objectives?
      - To know what we expect to achieve, whether we achieve or not and at which extent we can achieve.
    - Why do we have to identify clearly target group of the training?
      - To be able to select appropriate approaches and contents for a higher effective
Why do we have to identify time and place of the training?
- To be able to well plan for the training implementation

Why do we have to identify contents of the training?
- That means we have to prepare well all lectures so that we can implement the training fully and correctly

Why do we have to identify approaches and process of the training?
- That means we have to develop a detailed agenda of the training. This will help trainer to follow exactly the progress of the training and ensure its quality.

2. Preparation for a training course
   - Ask:
     - Which preparation steps are needed to have a good training course?
   - Trainees will give many opinions. Trainer collects and writes down on the board and make a conclusion: besides making a good design of the training, following contents/activities are also needed:
     - Who will be involved in preparation and organization of the training? Roles and responsibilities of related stakeholders? (Who makes decision on the training? Who prepares and sends invitation? Who organizes the training? Who is the trainer?)
     - Where does the budget come from? (Which source? How to have this budget? How much? Cost norms applied for trainer and trainees?)
     - What should be purchased or prepared in advance? (Materials, tools, equipment, stationery?)

3. Practice in design of a training course
   - Trainer will request trainees to work in small groups. Each group will be given a training session to practice designing a detailed lecture and its training curriculum.
   - During small group working, trainer will provide support/advice to each group so that they can design it well. Pay attention to development of guiding questions for the lecture.
   - When all groups finish their training design, they will one by one present results of their group work. Trainer and other trainees will observe and give comments to improve it.
   - Trainer will give his own remarks to help trainees improving their skills in lecturing design.
ACTIVITY 45: TRAINING COURSE FACILITATION

Objectives
- Trainees can apply the methodology, skills and knowledge acquired to practice to be a trainer.
- Through practicing, the trainees are accustomed to and confident of organizing a training.

Preparation
- Sample of a training agenda
- Training courses’ evaluation forms
- Training materials including all procedures and guidelines
- A0 size papers, markers, board
- Colored tape

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture preparation</td>
<td>20 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Lecture implementation</td>
<td>110 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Comments</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. Lecture preparation
   - The trainees will be divided into 2 groups. Each group will use the lectures prepared from Activity 44 to prepare the training.
   - The other group members will discuss the implementation, task assignments and the cooperation during the lecture.
   - The groups will prepare the stationery, supporting materials for their lecture.

2. Lecture implementation
   - Each group will present their lecturing part. Other trainees will have to observe and take notes on training approaches, training skills applied, and contents of the training.
   - If it is possible, the trainer can record the practice and show later to the class so that the trainees can analyses and draw lessons on strengths and weaknesses of each individual/group.

3. Lecture implementation
   - After the groups have finished their lecturing, the trainees will provide their feedback and comments on each group’s lecture.
   - The trainer will also help the class analyze the practice and provide general tips or cautions on approaches, methods, skills and contents of a training to help trainees to strengthen their own knowledge and skills.
PART 13: PLANNING AND MONITORING & REPORTING

OBJECTIVES

- Trainees understand the contents and required steps for the development of the implementation plan, the M&E plan for communication activities at commune and village levels
- Trainees have all the necessary knowledge and skills to carry out the implementation plan, and the M&E plan at village and household levels

PREPARATION

- Plan form
- M&E form
- List of villages
- A0 sheets, markers, board
- Colored cards

ACTIVITY 46: DEVELOPMENT OF THE IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain how to develop a plan</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Group work</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Group presentation</td>
<td>15 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Feedback</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Explain how to develop a plan**
   - Ask trainees:
     - *As you have been always participating in the development and implementation of various plans each year, could you tell us what contents a communication plan at village level will have?*
   - Trainees will have different answers: objectives, targets, time, place, budget, communication activities’ contents, communication materials and tools, etc.
   - Write down these answers on the board. And comment that all of their answers will be the main contents in a communication plan. In short, to develop a communication plan is to find the answers for the following questions:
     - For what and why do we develop this plan? *(Objectives)*
     - For whom will we develop this plan? *(Targets)*
     - When and where will we implement this plan? *(Time and place)*
     - What will be implemented? *(Communication contents)*
     - How will we implement? *(Communication approach)*
- Continue to ask
  o *Why do we define the communication objectives?*
    - Defining the communication objectives is to know what we want, know if the objectives are feasible, and to what extent we can achieve these objectives.
  o *Why do we have to define the communication targets?*
    - To improve the communication impacts by selecting adequate contents and approach for each activity.
  o *Why do we have to define the time and place?*
    - To have a better plan and preparation for the communication activities implementation.
  o *Why do we have to define the communication contents?*
    - To have a better preparation which helps the ensure providing the contents complete and correctly.
  o *Why do we have to define the communication approach?*
    - To help the targets understand, remember better the communication contents. This will improve the targets’ behavior and awareness.

- Emphasize that all of these mentioned steps and items are important. The most important part is the last 2 items. The content should be developed into a syllabus with as much details as possible, even with specific questions for each step. Many motivators have skipped the questions preparation and have failed to ask the important questions during the activity. A detailed agenda or communication plan will also help the motivators to have a better control over the contents, approach, process and duration of the communication session.

2. **Group work**
   - Divide the class into 3-4 groups of 7-8 persons to discuss and develop the communication plan for their village

3. **Group presentation**
   Each group will send one person to introduce the working group results

4. **Feedback**
   - Together with the trainees, review the groups’ results and provide feedback for improvements.
**ACTIVITY 47: MONITORING AND REPORTING**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The importance of the M&amp;R activity</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Define activities to be supervised and reported</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Define the M&amp;R indicators</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4</td>
<td>M&amp;R guide</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **The importance of the M&R activity**
   - Ask trainees
     - *Why do we have the M&R activity in a sanitation program?*
   - Summarize trainees’ answers and write the correct answers on an A0 sheet. For incorrect answers, explain why and write them on the board.
   - Emphasize again the objectives of the M&R activity

2. **Define activities to be monitored and reported**
   - This step will also help trainees to remember the activities they are going to implement:
   - Ask trainees
     - *In your opinion, what activities at local level will be supervised and reported?*
   - Ask trainees to write each activity on a colored tag; the name should be short and in big letters.
   - After 5 minutes, ask trainees to place their answers on the board
   - Analyze and discuss with trainees to group the tags into 3 main groups: capacity building, Behavior Change Communication and supply chain strengthening.
   - Emphasize again that these are the activities in the implementation plan that have been introduced in the previous sections. These will be the M&R activities that health workers at all level should implement.

3. **Define the M&R indicators**
   - Explain the indicators:
     - *There are 2 types of indicators: Activities indicators and Results indicators*
       - *The activities indicators shows the activities’ quality and quantity*
       - *The Results indicators show the results of the whole process, after implementing all the activities in the program*
   - The trainer can prepare before the class an A0 sheet with all the activities and indicators, so that he can explain directly using this sheet.
4. **M&R guide**

- Use the table “Regulations on M&R activities for health workers at different levels” previously printed/written on an A0 sheet to explain to trainees about the M&R requirements. Explain how to measure the indicators and complete the table.
- Caution: This is a training class for commune/village staff workers, so the M&R activities at commune and village levels should be highlighted. The activities at district level should be limited at providing information so that the trainees know what M&R activities will be carried out by district staff.

<table>
<thead>
<tr>
<th>Level</th>
<th>M&amp;R activity</th>
<th>Report</th>
<th>Activity report</th>
<th>Result report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Village</td>
<td><em>Supervise the households’ hygienic status</em></td>
<td>HH latrine’s monitoring booklet</td>
<td>Activity general report Household latrines General report</td>
<td>Quarterly report</td>
</tr>
<tr>
<td>Commune</td>
<td>Participate directly in the activities at village level Supervise using reports, interviews, observation <em>Supervise all villages in the commune, participate in at least 1 village meeting and 10 household visits/village</em></td>
<td>Report form</td>
<td>Activity general report Household latrines Report on number of household’s latrine</td>
<td>Quarterly report</td>
</tr>
<tr>
<td>District</td>
<td>Participate in the activities at commune and village levels Supervise using reports, interviews and observation <em>Supervise all communes in the district and 1/5 of the villages in the communes. At least 5% of local households have new or upgraded latrines</em> Supervise 2 times/year</td>
<td>Report form</td>
<td>Activity general report Household latrines Report on number of household’s latrine</td>
<td>Quarterly report</td>
</tr>
</tbody>
</table>
ACTIVITY 48: TRAINING EVALUATION

1. Evaluate the training’s contents
   - Ask trainees to repeat the contents provided throughout the training, by asking the following questions:
     o What information have you obtained from this training?
     o What are the main contents of the village meetings?
     o What are the benefits of a village map?
     o What contents will the motivators provide during a household visit?
     o What is the OSS model? What will the benefits of this model for the households?
     o What are the supporting actors for the OSS model? What are their roles?
     o What do the motivators have to do to prepare for their supervision and reporting tasks?

2. Ask trainees to complete the Training evaluation form

3. DCPM’s representative will have a closing speech