TRAINING MANUAL

FOR VILLAGE MOTIVATORS

On Behavior Change Communication and Sanitation Market Strengthening

Hoa Binh, December 2014
EDITORS

VIHEMA
Nguyễn Huy Nga
Dương Chí Nam
Nguyễn Bích Thủy
Đỗ Mạnh Cường
Nguyễn Huy Cương
Phạm Hồng Quang
Nguyễn Công Huy
Nguyễn Thị Hồng
Hoa Binh DoH
Trần Quang Khánh
Lê Xuân Hoàng
Trần Thị Ái Hương
Trần Minh Đức

WSP
Nguyễn Điểm Hằng
Nguyễn Thịnh Hiền Minh
Trần Ngọc Thịnh

SNV & CODESPA
Javier Costa Garcia
Đoàn Triệu Thành
Nguyễn Thuý Hà
Inés Vázquez Ríos
Vinh Prag
Ngô Ngọc Tuấn
Đặng Đình Thám
Raúl Ortiz de Lejarazu Machín
Nguyễn Bích Hạnh
PREFACE

Commune health workers of Hoa Binh Province can benefit from this manual when preparing the training course for Heads of Village and Village Health Workers. The Commune Health Workers will be the main responsible staff of the implementation of communication activities for behavior change at commune 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>Description</th>
</tr>
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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>
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<tr>
<td>HoV</td>
<td>Head of Village</td>
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<tr>
<td>INGO</td>
<td>International Non-Governmental Organization</td>
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<tr>
<td>MoH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>PCERWASS</td>
<td>Provincial Centre for Rural Water Supply and Sanitation</td>
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<tr>
<td>NTP</td>
<td>National Target Program</td>
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<tr>
<td>OD</td>
<td>Open Defecation</td>
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<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>
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<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>
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<tr>
<td>WU</td>
<td>Women’s Union</td>
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<tr>
<td>VIHEMA</td>
<td>Vietnam Health and Environment Management Agency</td>
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Activity 22: Practice the second village meeting

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Activity 23: Introduction and implementation of the 3rd village meeting

Activity 24: Planning the support for households living in difficult conditions

Part 7: Planning and Monitoring & reporting

Activity 25: Development of the implementation plan at village level

Activity 26: Monitoring and reporting

Activity 27: 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 Commune Health Workers with the methodology, skills and knowledge to organize a training course for village promoters on sanitation activities implementation.

TARGET USERS

- The target group of this manual are Commune Health Workers, who will directly implement and organize the training course for village promoters. In addition, leaders of commune PCs, commune mass organizations 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. Commune health workers are responsible for organizing training courses for village 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
  - Have the necessary knowledge and skills for a motivator to carry out different communication activities such as village meeting or household visit
  - Understand and develop the implementation plan for upcoming periods

PARTICIPANTS
- Trainer: Commune health worker
- Trainees: Village Health Workers and Village Motivators (Heads of Village and village Women’s Union’s representatives)

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

The training will be designed and implemented following “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 sanitation activities.

1.4. PREPARATION
Duration: 2 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 sticky tapes, scissors
## II. TRAINING PROGRAM

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Duration</th>
<th>Method</th>
<th>Results</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening</td>
<td>10 minutes</td>
<td></td>
<td></td>
<td>DCPM’ speech</td>
</tr>
</tbody>
</table>
| 2   | Introduction of the objectives of the training and participants       | 15 minutes| Presentation       | • Trainees get to know each other  
• Trainees understand the objectives and program of the training  
• Create a friendly environment | Introduction game             |
| 3   | Selection of the class management board; Development of the course’s regulation | 15 minutes| Discussion         | • Establish the regulations for training class  
• Assign someone to be in charge of the regulation implementation | Brain-storming                |
| 4   | General introduction of the implementation plan at commune level      | 20 minutes| Presentation       | • Trainees understand the general overview of the sanitation program’s implementation plan  
• Trainees know the objectives for the program at commune & village level | Commune’s implementation plan |
<p>| 5   | Introduction of communication activities to be implemented           | 30 minutes| Presentation       | • Trainees know activities and approach to be implemented in the local area in order to improve people’s awareness | Commune’s implementation plan |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Duration</th>
<th>Activity Type</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summary of Part 1</td>
<td>5 minutes</td>
<td>Presentation</td>
<td>and develop the existing supply chain</td>
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<tr>
<td></td>
<td><strong>Part 2: First village meeting</strong></td>
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<tr>
<td>6</td>
<td>Necessary communication skills for the village meetings</td>
<td>30 minutes</td>
<td>Presentation</td>
<td>- Trainees know what skills are required to carry out the village meetings</td>
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<tr>
<td></td>
<td><strong>Break</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Village mapping</td>
<td>20 minutes</td>
<td>Discussion</td>
<td>- Trainees understand the objectives of the village mapping&lt;br&gt;- Trainees know how to develop and use the village map in the village meetings and how to develop the sanitation improvement plan</td>
</tr>
<tr>
<td>8</td>
<td>Practice: village mapping</td>
<td>45 minutes</td>
<td>Practice</td>
<td>- Trainees know how to develop the village map&lt;br&gt;</td>
</tr>
<tr>
<td>9</td>
<td>The 1&lt;sup&gt;st&lt;/sup&gt; village meeting</td>
<td>30 minutes</td>
<td>Discussion Brainstorming Presentation</td>
<td>- Trainees understand the contents in the 1&lt;sup&gt;st&lt;/sup&gt; village meeting’s procedure&lt;br&gt;</td>
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<td></td>
<td><strong>Lunch</strong></td>
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<tr>
<td>10</td>
<td>Introduction of emotional posters&lt;br&gt; Explain how to use them</td>
<td>45 minutes</td>
<td>Presentation Example</td>
<td>- Trainees understand the emotional posters’ contents and when to use them during the 1&lt;sup&gt;st&lt;/sup&gt; village meeting&lt;br&gt;</td>
</tr>
<tr>
<td>11</td>
<td>Introduction of training posters and how to use them</td>
<td>45 minutes</td>
<td>Presentation Example</td>
<td>- Trainees understand the training posters’ contents&lt;br&gt;</td>
</tr>
</tbody>
</table>
and when to use them during the 1st village meeting

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Sanitation planning and latrine registration</td>
<td>10 minutes</td>
<td>Role-play</td>
<td>Trainees know how to fill the Latrine registration form</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td></td>
<td></td>
<td>Latrine registration form</td>
</tr>
<tr>
<td>13</td>
<td>Practice: 1st village meeting</td>
<td>60 minutes</td>
<td>Practice</td>
<td>Trainees can organize and facilitate the 1st village meeting</td>
</tr>
<tr>
<td></td>
<td>1st village meeting procedure</td>
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<td>1st village meeting procedure</td>
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<tr>
<td></td>
<td>Village map, Posters</td>
<td></td>
<td></td>
<td>Village map, Posters</td>
</tr>
<tr>
<td>14</td>
<td>Communication on loudspeakers</td>
<td>30 minutes</td>
<td>Discussion</td>
<td>Trainees know the contents’ time and how to implement the loudspeaker broadcasting in the commune and village</td>
</tr>
<tr>
<td></td>
<td>Loudspeaker scripts’ records</td>
<td></td>
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<td>Loudspeaker scripts’ records</td>
</tr>
<tr>
<td></td>
<td>Evaluation of the 1st day</td>
<td>15 minutes</td>
<td>Discussion</td>
<td>Trainees evaluate the training methods and course’s organization and propose improvements for the next days</td>
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</tbody>
</table>

End of 1st training day

DAY 2

Part 3: Introduction to the sanitation supply chain in Hoa Binh

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Review the contents of the 1st day</td>
<td>15 minutes</td>
<td>Questions &amp; Answers</td>
<td>Trainees review the contents of the day before</td>
</tr>
<tr>
<td></td>
<td>The current local sanitation supply chain – Definition of sanitation marketing</td>
<td>40 minutes</td>
<td>Questions &amp; Answers</td>
<td>Trainees understand the definition of marketing and sanitation marketing</td>
</tr>
<tr>
<td>16</td>
<td>Introduction of the One-stop-</td>
<td>30 minutes</td>
<td>Questions &amp; Answers</td>
<td>Trainees understand the</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Duration</td>
<td>Activity Details</td>
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<td></td>
<td>shop model and OSS’s network</td>
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<td></td>
<td>Answers Presentation</td>
<td></td>
<td>proposed supply chain model for the local area and the benefits of establishing the OSS network</td>
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<td></td>
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<td>• Trainees know about the components in the OSS network</td>
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<td></td>
<td><strong>Part 4: Household visit by motivators</strong></td>
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<tr>
<td>17</td>
<td>- Introduction of the Procedure for Household visit by Motivators</td>
<td>30 minutes</td>
<td>Presentation with visualization Questions - Answers</td>
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<td></td>
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<td></td>
<td>• Trainees understand the objectives and procedure of household visit and the tools used during the visit</td>
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<td>• Trainees know which skills are required for the visit by motivators</td>
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<td></td>
<td>Procedure for Household visit by motivators</td>
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<tr>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>18</td>
<td>Practice Household visit by motivators</td>
<td>45</td>
<td>Work in group Role-play</td>
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<td></td>
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<td>• Trainees know how to apply the training contents into the household visit</td>
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<td>Procedure for Household visit by motivators</td>
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<td></td>
<td>Self-construction leaflets</td>
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<td>Product Menu</td>
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<td></td>
<td><strong>Part 5: The 2\textsuperscript{nd} village meetings</strong></td>
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<tr>
<td>19</td>
<td>Contents and procedure of the 2\textsuperscript{nd} village meeting</td>
<td>30 minutes</td>
<td>Presentation</td>
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<td></td>
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<td>• Trainees can define the contents and participants for the 2\textsuperscript{nd} village meeting</td>
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<td>• Trainees know how to</td>
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<td>Procedure for the village meeting</td>
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<td>Self-</td>
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<tr>
<td>20</td>
<td><strong>Introduction of Sanitation</strong></td>
<td>10 minutes</td>
<td><strong>Presentation</strong></td>
<td>• Trainees understand the objectives and contents of the free newspapers and how to use it</td>
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<tr>
<td></td>
<td><strong>free newspapers</strong></td>
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<td></td>
<td><strong>Free newspapers</strong></td>
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<tr>
<td>21</td>
<td><strong>Registration for using OSS’s services and RFG participation</strong></td>
<td>15 minutes</td>
<td><strong>Practice</strong></td>
<td>• Trainees learn how to fill in the registration form</td>
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<td><strong>Registration form</strong></td>
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<td></td>
<td><strong>Lunch</strong></td>
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<tr>
<td>22</td>
<td><strong>Warm up</strong></td>
<td>10 minutes</td>
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<tr>
<td></td>
<td><strong>Practice: conducting the 2nd village meeting</strong></td>
<td>45 minutes</td>
<td><strong>Group working Role-play</strong></td>
<td>• Trainees know how to apply the training contents into the implementation of the village meeting</td>
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<td></td>
<td><strong>Procedure for the village meeting</strong></td>
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<td><strong>Self-construction leaflets</strong></td>
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<td><strong>Village map</strong></td>
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<td></td>
<td><strong>Product Menu</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>List of registration</strong></td>
</tr>
<tr>
<td>23</td>
<td><strong>Contents and procedure of</strong></td>
<td>15 minutes</td>
<td><strong>Presentation</strong></td>
<td>• Trainees can define the Procedure for</td>
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**Part 6: The 3rd village meetings**
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<tbody>
<tr>
<td>the 3rd village meeting</td>
<td>contents and participants for the 3rd village meeting</td>
<td>the village meeting Certificate Rewards Village map List of registration</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Supporting Plan for households living in extreme difficult situation</td>
<td>15 minutes</td>
<td>Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Trainees learn how to fill in the supporting plan</td>
</tr>
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<td></td>
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<td></td>
<td>Planning form</td>
</tr>
</tbody>
</table>

**Break**

**Part 7: Implementation planning, Monitoring and Reporting**

<table>
<thead>
<tr>
<th>25</th>
<th>Developing the implementation plan at village level</th>
<th>45</th>
<th>Presentation; Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Trainees understand the contents and planning method for the communication plan at village level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plan form List of villages Stationery</td>
</tr>
<tr>
<td>26</td>
<td>Monitoring and Reporting</td>
<td>30</td>
<td>Presentation; Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td>Monitoring form List of villages Stationery</td>
</tr>
<tr>
<td>27</td>
<td>Training Evaluation</td>
<td>15</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>End of training Evaluation form</td>
</tr>
</tbody>
</table>
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 sanitation program’s implementation plan
- 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 district
  - Main components of the strategy for sanitation improvements at district level
  - General targets for the hygienic sanitation coverage of the district
  - Specific targets for the villages in the commune

ACTIVITY 1: OPENING

Introducing the District 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>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objectives of the training course</td>
<td>3 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduce the participants</td>
<td>12 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:*
       - Be aware of the sanitation situation, the objectives, approach and main components of the sanitation plan
       - Know which activities will be implemented at village level and how to carry out the basic package
       - Understand the communication approach, including its detailed program and basic communication skills
       - Understand and guide village staffs to prepare the implementation plan for their village

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 themselves
     - Vote for the most interesting introduction

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

1. **Ask trainees to select the class’ management board**
   - Ask:
     - *In your opinion, what are the responsibilities for 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 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 IMPLEMENTATION PLAN AT COMMUNE LEVEL**

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce the current sanitation situation in the commune and village</td>
<td>7 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduce the rural sanitation strategy’s 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 commune and village**
   - 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 our commune?*
     - *What is the current coverage of hygienic latrines of our commune?*
   - Present the official data on the sanitation coverage of the district
   - Emphasize the current coverage of Hoa Binh is lower than other provinces and point out those villages with hygienic coverage lower than the district’s average level.
   - Ask:
     - *Can you tell us why our communes’ hygienic coverage is lower than other communes in the district?*
   - Summarize the answers:
     - *The coverage of the latrine in the province is relatively high but the rate of hygienic latrines are lower than the national rate and there is great disparity
between the districts in the province. The communes far away from district centers have high poverty rate and unhygienic latrine.

- People do not have enough information about the market price of hygienic latrines, and they understand that only the new septic tank is the hygienic latrine.
- Most people do not understand the relationship between the construction, use and maintenance of the latrine with the impact on health and disease. Many people are not aware of the hazards caused by untreated human feces;
- The authorities just encourage people to build latrines rather than implementation the communication activities to change their behavior.
- People face difficulties during the purchase/construction of latrines, especially as they do not yet know the costs of different types of latrines.
- The masons do not have the technical expertise in the construction of hygienic latrines and it leads to the bad construction quality.
- People did not receive specific guidelines on how to build, use and maintenance of the hygienic latrine. That is why many latrines were damaged, deteriorated and become to unhygienic latrine.

2. Introduce the provincial rural sanitation strategy and activities at village level

a. Provincial rural sanitation strategy

- Introduce the provincial strategy using the PowerPoint presentation (See Slide no.4 in the presentation)
- Main contents to be presented:
  - 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 objectives of the program (Slide no.5) 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.
  - Objectives of the BCC component (creating demand for improved sanitation), sanitation market development, enabling environment strengthening (slides no. 6 to 10)
- Main components of the strategy
- General objectives of the district implementation plan
- General objectives of each component

b. Activities at village level:
- Use slides no.11 to introduce the activities to be implemented at village level.

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 gives summary from above discussion results: Emphasize the goals to achieve the coverage of hygienic latrine in the commune and commune commitment to achieve the planned goals.

**ACTIVITY 5: BCC ACTIVITIES TO BE IMPLEMENTED**

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BCC basic package</td>
<td>20 minutes</td>
</tr>
<tr>
<td>2</td>
<td>BCC additional packages</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL DURATION</strong></td>
<td><strong>30 minutes</strong></td>
</tr>
</tbody>
</table>

1. **BCC activities packages:**
- Writing on board or on A0 size paper to introduce 2 BCC activities packages to be used in the sanitation program.
- Explain that the package selection will depend on the conditions and financial capacity of each region.

a. **The 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 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.

**b. BCC additional 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:** is an activity to be implemented at commune level. 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

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**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: IMPLEMENTATION GUIDE 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
- 1 set of 3 Emotional posters
- 3 Training posters
- Procedure for village mapping (including village map’s example and data on village’s coverage)
- Stationaries: A0 sheets, markers, board, colored sticky tape
**ACTIVITY 6: NECESSARY COMMUNICATION SKILLS FOR THE VILLAGE MEETING IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1.</td>
<td>Plenary discussion</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Organize main ideas on board and summarize completing the presentation with what it is included in the implementation manual</td>
<td>20 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. **Plenary discussion**
   - Ask trainees:
     - *Based on your observation from the beginning of our session, which skills did I use?*
   - Invite 5-6 trainees to answer and write down their ideas.

2. **Organize main ideas on board and summarize completing the presentation with what it is included in the implementation manual**
   - Summarize all ideas, then organize them into main skills required to implement the village meeting and explain clearly what they should be cautious of when applying facilitation skills:
     - **Presentation skill:** The facilitator should prepare carefully his contents before the meeting. If the facilitator is inexperienced or inconfident 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.
     - **Observation skill:** 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.
     - **Listening skill:** does not simply imply that the facilitator can hear and understand clearly what people say, but also means that he knows how to use gestures and fillers such as “really, uh-huh, etc.” to show that s/he is listening to the talkers and means that s/he is respecting their ideas. This will encourage participants to express their opinions.
     - **Questioning skill:** The results of the participatory approach depend greatly on the facilitator’s questioning skill. Using this approach, the information rarely comes from the facilitator, but from the participants. The facilitator will use open questions to encourage participants to provide the answers. A good
facilitator is a good questioner than a good talker. The questions should be simple, not including multiple topics, and open.

- Situation-handling skill: There will be various unexpected situations arising during the meeting and the way to handle them will affect the meeting’s success. For example, when the facilitator notices that someone is doing his personal tasks during the meeting, what will he do? 1) Ignore the man and act as if nothing happens; 2) Ask him to stop doing his works; 3) Approach and ask him “Can you tell us about your opinion regarding this matter?” . If the facilitator chooses the 1st option, more people will continue to do their own tasks and lose focus on the meeting’s contents, as they realize that it is ok to not participate in the meeting. With the 2nd option, the man will react, or will not participate in the rest of the meeting as he is ashamed for being scolded in front of everyone. The 3rd option is the option that a good facilitator would choose.

3. Conclusion
   - Ask trainees to conclude this part:
     o In order to properly organize the 1st village meeting following the participatory approach, what skills are required from the facilitator?
   - Conclusion: In order to successfully implement the first village meeting, all above facilitation skills are needed. For each skill, some cautions and tips are required to be able to apply it well.

(See the commune implementation guide for more details about skills and methodologies)
ACTIVITY 7: INTRODUCTION OF THE VILLAGE MAPPING

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1</td>
<td>Explain the procedure</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Explain map and practice with stickers</td>
<td>15 minutes</td>
</tr>
<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 8: PRACTICE THE VILLAGE MAPPING ACTIVITY**

**ACTIVITY 24: PRACTICE THE VILLAGE MAPPING ACTIVITY**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1.</td>
<td>Assign the task for the groups</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Groups work</td>
<td>10 minutes</td>
</tr>
<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>
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</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.

**ACTIVITY 9: INTRODUCTION OF ACTIVITIES AND THE CONTENTS OF THE 1ST SANITATION VILLAGE MEETING**

<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 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 1\textsuperscript{st} village meeting (Other ideas, or will be used for the 2\textsuperscript{nd} or 3\textsuperscript{rd} 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 10: 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
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:
     o 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:
     o hanging the posters in the correct order and checking if the participants can see the posters,
     o asking the open questions, taking note of the answers,
     o summarizing and widening the concepts
     o telling a story
     o 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 11: 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:
   - How many criteria for the construction of a double vault latrine are there? And what are they?
   - Then ask:
     - 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 12: 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:
  - *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>
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<tr>
<td>1</td>
<td>Bui Van A</td>
<td>05/12/2014</td>
<td>05/1/2015</td>
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</table>

ACTIVITY 13: PRACTICE: THE 1ST 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>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:
  - Group 1 facilitates from the beginning to the end of the presentation of the emotional posters
  - Group 2 facilitates the next part to the end of the presentation of the training posters
  - 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?*
PART 3: 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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<th>Contents</th>
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</tr>
</thead>
<tbody>
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<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>
</tbody>
</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
ACTIVITY 16: INTRODUCTION OF THE ONE-STOP-SHOP MODEL AND ITS ACTORS

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of the One-Stop-Shop model</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduction of the actors participating in the OSS network</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Supporting activities for the OSS</td>
<td>5 minutes</td>
</tr>
<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)
     - 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:
     - 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 emphasizes on the 4th service of the OSS, which is providing financial support to promote latrine sales, 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.
  
  o 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.
  
  o 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
  
  o 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:
  
  o 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

1. Supporting activities for the OSS
   - Emphasize
     o 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

2. Benefits of using the services from One-Stop-Shop
   - Ask 1-2 trainees to answer:
     o 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)
     o 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
PART 4: 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 17: PROCEDURE FOR HOUSEHOLD VISIT AND NECESSARY SKILLS FOR THE MOTIVATORS

<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:
  - In your opinion, what will be the necessary skills for a motivator during a
    household visit?
- Ask 1-2 trainees to answer
- Summarize:
  - 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 followng questions:
  - How many types of septic tanks can be built?
  - What are the recommended options that households could build themselves?
  - What are the financing options for buying a latrine?

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.

**ACTIVITY 18: PRACTICE HOUSEHOLD VISITS BY PROMOTER**

<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 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>
</tr>
</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 5: 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 19: INTRODUCTION AND IMPLEMENTATION OF THE 2ND VILLAGE MEETING

<table>
<thead>
<tr>
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<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:
     o 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 20: 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:
  o *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 21: 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>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Buy</td>
<td>Date</td>
<td>(SA) Refer to Motivator</td>
<td>Date</td>
<td>(SA) Refer to Motivator</td>
<td>Date</td>
<td>(SA) Refer to Motivator</td>
<td>Bought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Selfbuild</td>
<td></td>
<td>(SA/Purchase Order)</td>
<td></td>
<td>(SA/Purchase Order)</td>
<td></td>
<td>(SA/Purchase Order)</td>
<td>Selfbuilt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(SA/2nd visit)</td>
<td></td>
<td>(SA/2nd visit)</td>
<td></td>
<td>(SA/2nd visit)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Motivator) RFG</td>
<td></td>
<td>(Motivator) RFG</td>
<td></td>
<td>(Motivator) RFG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Motivator) Refer to SA</td>
<td></td>
<td>(Motivator) Refer to SA</td>
<td></td>
<td>(Motivator) Refer to SA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Motivator) Selfbuilt</td>
<td></td>
<td>(Motivator) Selfbuilt</td>
<td></td>
<td>(Motivator) Selfbuilt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 22: 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 6: 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 23: 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 award 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 summarize again the contents and materials used
ACTIVITY 24: 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:
  o Which difficulties do we often face in facilitating the third village meeting and how can we solve?
  o 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 7: 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 25: DEVELOPMENT OF THE IMPLEMENTATION PLAN AT VILLAGE LEVEL

<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
  - 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.
  - Why do we have to define the communication targets?
    - To improve the communication impacts by selecting adequate contents and approach for each activity.
  - Why do we have to define the time and place?
    - To have a better plan and preparation for the communication activities implementation.
  - Why do we have to define the communication contents?
    - To have a better preparation which helps the ensure providing the contents complete and correctly.
  - 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 26: 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 show 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.

Regulations on M&R activities for health workers at different levels

<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>Supervise the households’ hygienic status</td>
<td>HH latrine’s monitoring booklet</td>
<td>Activity general report</td>
<td>Household latrines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Household latrines</td>
<td>General report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quarterly report</td>
<td></td>
</tr>
<tr>
<td>Commune</td>
<td>Participate directly in the activities at village level</td>
<td>Report form</td>
<td>Activity general report</td>
<td>Household latrines</td>
</tr>
<tr>
<td></td>
<td>Supervise using reports, interviews, observation</td>
<td></td>
<td>Household latrines</td>
<td>Report on number of household’s latrine</td>
</tr>
<tr>
<td></td>
<td>Supervise all villages in the commune, participate in</td>
<td></td>
<td>Quarterly report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>at least 1 village meeting and 10 household visits/village</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 27: TRAINING EVALUATION

1. **Evaluate the training’s contents**
   - Ask trainees to repeat the contents provided throughout the training, by asking the following questions:
     - What information have you obtained from this training?
     - What are the main contents of the village meetings?
     - What are the benefits of a village map?
     - What contents will the motivators provide during a household visit?
     - What is the OSS model? What will the benefits of this model for the households?
     - What are the supporting actors for the OSS model? What are their roles?
     - 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**
Please evaluate the training using the form below. Mark your evaluation in the middle columns, with the highest point is 5 and lowest is 1. You can also include your comment in the according column.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>The suitability of the Training course’s program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real results in comparison with your expected results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer’s training quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training materials’ quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logistics (organization, food, transport, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General evaluation</td>
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</tbody>
</table>

What do you like the most from this training?

What do you do not like from this training?

Comments for improvements?

Other comments