TRAINING MANUAL ON SANITATION MARKETING

FOR SALES AGENTS

Hoa Binh, December 2014
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Health staff from Center for Preventive Medicine of Hoa Binh Province can benefit from this manual when preparing the training course for Sales Agents on Sanitation marketing, with the objective of creating expanded impact to change rural population’s sanitation behaviors, thus contributing to improve health conditions of all rural households.

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

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

1.1. 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.

1.2. TARGET USERS
- Provincial and district health workers, who will be trainers of this training
- Other target can use this manual to design and facilitate a training for Sales Agents on sanitation marketing

1.3. 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. And 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.

As this is a new approach, the health workers and stakeholders’ staff are required to participate in a training course for capacity building. Especially for the sanitation marketing, which is a completely innovative component for all participants in the sanitation program of
Hoa Binh. There will be new actors participating in this component to strengthen the sanitation market, including the One-Stop-Shop, Sales Agents and masons, who will work together in order to develop a supply chain capable of providing low-cost and appropriate hygienic latrine to local households.

3.1. OBJECTIVES

After the training, the trainees will:

- Understand the current sanitation situation in the local area, as well as the objectives, approach and main components in the Rural Sanitation strategy for hoa Binh province and the implementation plans of the districts.
- Understand the activities of the Sales Agents, their customers and connection with other stakeholders
- Acquire the necessary skills and knowledge for the implementation of Sales Agents’ activities in the local area

3.2. PARTICIPANTS

- Trainer: Health worker from District CPM
- Trainees:
  - Sales Agents of One-Stop-Shops
  - Commune Women’s Union
- Attention: The Sales Agents can be selected from WU staff

3.3. TRAINING APPROACH

The training will apply the participatory approach, with trainees being the focus of the training.

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

3.4. PREPARATIONS

Duration: 1.5 days

Preparation
- **Training hall**: sufficient space for 40 participants, including area for role play and group discussion; sufficient lights and monitor for projection

- **Communication materials**:  
  - Poster of type of latrine  
  - Product Menu  
  - Sanitation Marketing manual for Sales Agents

- **Seats arrangement**: 1 chair and no table for each trainee. The chairs will be placed in a U-formation. The tables will be placed at the end of the training hall or in the corners for group discussion. The arrangement should facilitate trainees’ movements during different activities.

- **Stationery**:  
  - Laptop, projector  
  - Markers of different colors (20 units: 15 black, 10 blue, 5 red)  
  - Scissors and sticky tape  
  - Paper in different colors (blue, yellow, pink: 500 sheets each color)  
  - A0 paper: 10-15 sheets  
  - A1 paper: 250 sheets  
  - Board, markers, A0 & A4 sheets, colored & normal sticky tapes, scissors
## II. TRAINING AGENDA

<table>
<thead>
<tr>
<th>TT</th>
<th>Contents</th>
<th>Duration</th>
<th>Approach</th>
<th>Results</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>DAY 1</strong></td>
<td></td>
<td><strong>Part 1: Introduction</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>Opening</td>
<td>10 minutes</td>
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<tr>
<td>2</td>
<td>Introduction of the objectives of the training and its participants</td>
<td>20 minutes</td>
<td>Presentation</td>
<td>• Trainees get to know each other by introducing their name and work</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction game</td>
<td>• Trainees know the objectives and program of the training</td>
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<td></td>
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<td></td>
<td>• Create a friendly environment</td>
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<td></td>
<td><strong>Part 2: Introduction of the provincial Rural sanitation strategy</strong></td>
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<tr>
<td>3</td>
<td>Introduction of the provincial rural sanitation strategy</td>
<td>20 minutes</td>
<td>Questions &amp; Answers &amp; Presentation</td>
<td>• Trainees have an overview of the provincial rural sanitation strategy</td>
<td>Provincial strategy</td>
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<tr>
<td></td>
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<td></td>
<td>• Trainees know of the objectives for the district and commune plan</td>
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<td>• Trainees can estimate the number of potential customers for the local sanitation market</td>
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<td></td>
<td><strong>Part 3: The One-Stop-Shop model</strong></td>
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<tr>
<td>4</td>
<td>Introduction of the OSS model</td>
<td>45 minutes</td>
<td>Brainstorming Presentation</td>
<td>• Trainees understand the marketing and sanitation marketing concepts</td>
<td>Procedure for OSS selection</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Trainees understand the proposed sanitation supply chain for the local</td>
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<td>area</td>
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<td>---------------------------------------------------------------------</td>
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<td></td>
<td>• Trainees understand the benefits of establishing the OSS networks and their roles</td>
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<td></td>
<td></td>
<td></td>
<td>• Trainees know of the actors in the OSS network</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Trainees understand the roles/responsibilities of each actor in the OSS network</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Roles and responsibilities of Sales Agents, masons</th>
<th>30 minutes</th>
<th>Questions &amp; Answers &amp; Presentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Break</td>
<td>15 minutes</td>
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</tbody>
</table>

**Part 4: Marketing skill**

<table>
<thead>
<tr>
<th></th>
<th>Necessary marketing skills for a Sales Agent</th>
<th>30 minutes</th>
<th>Big Group discussion &amp; Presentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trainees know which marketing skills are required for SA and caution when using these skills</td>
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</tbody>
</table>

**Part 5: Marketing materials**

<table>
<thead>
<tr>
<th></th>
<th>Introduction of different types of hygienic latrine</th>
<th>60 minutes</th>
<th>Brainstorming</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trainees know different types of hygienic latrine, as well as their pros and cons</td>
<td></td>
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<tr>
<td></td>
<td>Product Menu</td>
<td></td>
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<tr>
<td></td>
<td>Introduction of the poster of different types of hygienic latrine</td>
<td>15 minutes</td>
<td>Presentation</td>
<td></td>
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<tr>
<td></td>
<td>Trainees know how to explain the poster’s contents and how to use it</td>
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</tbody>
</table>

**Lunch**

<table>
<thead>
<tr>
<th></th>
<th>Warm-up</th>
<th>10 minutes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Product Menu</td>
<td></td>
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<tr>
<td></td>
<td>Questions &amp; Answers</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Trainees understand the Product Menu’s structures</td>
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<tr>
<td></td>
<td></td>
<td>Presentation</td>
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</tbody>
</table>
| • Trainees know the necessary materials and price for each type of latrine  
• Trainees know how to use the product menu |

### Part 6: Responsibilities of Sales Agents

<p>| | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>Sales Agents’ responsibilities in the communication and product marketing events</td>
<td>15 minutes</td>
<td>Questions &amp; Answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
</tbody>
</table>
| • The trainees understand their tasks in the communication activities  
• Trainees understand the contents to be promoted to villagers during the meetings |
|   | Village meeting procedure |
| **11** | Practice: SA provides information in the village meeting | 45 minutes | Role-play |
|   | SA have practice their skills for the information introduction in the village meetings |
| **12** | Introduction of the Procedure for Household visits for sanitation marketing | 30 minutes | Questions & Answers  
Presentation |
|   | Trainees understand the objectives of the HH visit by Sales Agents  
Trainees understand the HH visit procedure and its contents, know which tools to be used during the visit  
Trainees know what skills are required for a SA to carry out the HH visit |
<p>|   | Procedure for Household visits for Product marketing |
| <strong>13</strong> | HH visit example by trainer | 30 minutes | Example |
|   | Trainees understand and know how to carry out the HH visit |
| <strong>14</strong> | Instructions for cooperation between SA and motivators | 30 minutes | Presentation |
|   | The trainees understand how to cooperate with the motivators when |</p>
<table>
<thead>
<tr>
<th>DAY 2</th>
<th>Review 1st day’s training contents</th>
<th>10 minutes</th>
<th>•</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Practice: HH visit for sanitation marketing</td>
<td>60 minutes</td>
<td>Group discussion Role-play Comments</td>
</tr>
</tbody>
</table>

**Part 7: Linkage between Revolving fund groups and the One-Stop-Shop**

<table>
<thead>
<tr>
<th>16</th>
<th>Introduction of the Procedure for Linkage between Revolving fund groups and the One-Stop-Shop</th>
<th>30 minutes</th>
<th>Presentation</th>
<th>• Trainees understand the benefits of establishing RFG • Trainees know how to establish sanitation RFG from WU’s RFG • Trainees understand the SA’s roles and the linkage between OSS and RFG</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Practice: The SA facilitating the meetings for Sanitation RFG</td>
<td>45 minutes</td>
<td>Role-play</td>
<td>• Trainees know how to apply the procedure to link RFG with OSS (know how to organize a meeting for the Sanitation RFG)</td>
</tr>
</tbody>
</table>

**Break**

<table>
<thead>
<tr>
<th>18</th>
<th>Meeting between OSS and SA</th>
<th>30 minutes</th>
<th>Presentation</th>
<th>• Trainees know of the cooperation between OSS and SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Monitoring and Reporting</td>
<td>30 minutes</td>
<td>Presentation</td>
<td>• Trainees understand the procedure for their tasks and how to cooperate with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>other actors in the OSS network</td>
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<td></td>
<td>• Trainees know how to fill in the provided forms (Purchase orders, HH visit, etc.)</td>
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<td></td>
<td></td>
<td></td>
<td>Reporting</td>
<td></td>
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</tbody>
</table>

**Part 8: Sales Agents planning**

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>Developing a Sales Agent’s personal action plan</td>
<td>30 minutes</td>
<td>Discussion in pair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SA have an preliminary plan for their sanitation marketing activities in the local area</td>
</tr>
<tr>
<td>21</td>
<td>Summary of the training course</td>
<td>15 minutes</td>
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<td></td>
<td></td>
<td></td>
<td>• Trainees understand all the contents and knowledge provided in the training course</td>
</tr>
</tbody>
</table>
III. IMPLEMENTATION GUIDE

DAY 1

PART 1: INTRODUCTION OF THE TRAINING OBJECTIVES AND PARTICIPANTS

OBJECTIVES

- Help trainees to get to know each other and create a friendly environment throughout the course
- Trainees understand the objectives and program of the training

PREPARATION

- Write the training’s main objectives on an A0 sheet
- Prepare a Presentation with the following contents
  o Current sanitation situation in Hoa Binh province
  o Main components of the provincial strategy for sanitation improvements
  o General targets of the strategy
  o Number of households without hygienic latrine – potential customers for OSS and Sales Agents

ACTIVITY 1: OPENING

Introducing to the District CPM’s representative who will give an opening speech (5 minutes)

ACTIVITY 2: INTRODUCTION TO THE OBJECTIVES AND PARTICIPANTS OF THE TRAINING COURSE

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of the training objectives</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Introduction of the participants</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. Introduction of the training objectives

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 in the local area, as well as the objectives, approach and main components of the sanitation plan
- Understand the activities of the Sales Agents, their customers and connection with other stakeholders
- Acquire the necessary skills and knowledge for the implementation of Sales Agents’ activities in the local area

2. Introduction of the participants
- Introduction of the trainer: Self presentation (name, age, working place, position, personal experience)
- Introduction of the trainees: One by one presentation
  - Ask each trainee in the class to introduce him/herself: Where are you from? How old are you? Where do you work? Which position? Avoid asking their name
  - Afterwards, ask that trainee to introduce his/her name by explaining the name’s meaning or relating it with a famous scenery/event. For example: “My name is the first word in the name of the biggest river in China – river Hoang Ha); or “My name represents the flower that blooms the most in autumn – Daisy/Hoa Cúc"
  - The other trainees will try to guess the name
  - In the end, the class will vote for the best/most interesting name introduction
PART 2: GENERAL INTRODUCTION OF THE PROVINCIAL RURAL SANITATION STRATEGY

OBJECTIVES:

- Trainees have an overview of the provincial rural sanitation strategy
- Trainees know of the sanitation targets for the districts
- Trainees can estimate the number of potential customers for the local sanitation market in the districts and province

PREPARATION

- A presentation on the sanitation program of the district/province

ACTIVITY 3: INTRODUCTION OF THE RURAL SANITATION STRATEGY OF HOA BINH PROVINCE

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Current sanitation condition in Hoa Binh province</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Rural sanitation orientation: objectives and main components</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Expected outcomes regarding hygienic latrine coverage increase for Hoa Binh and the market opportunities</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. Current sanitation condition in Hoa Binh province
- The trainees can start with a brief introduction of the objectives of the National Target program for rural water supply and sanitation:
  - The National Target Program in Rural Water Supply and Sanitation (RWSS-NTP) is the main government program to improve rural water supply and sanitation in Vietnam. The NTP3 also plays an important role in the Poverty alleviation and Development Strategy, as well as a fundamental tool for Vietnam in the achievement of The RWSS Strategy by 2020. The third phase of NTP (NTP3) started from 2012 with an objective of increasing the hygienic coverage in rural areas to 65% by 2015.
- Ask trainees:
  - What is the current sanitation coverage of Hoa Binh?
  - What is the current coverage of hygienic latrines of Hoa Binh?
- Ask 2-3 trainees to answer. Then provide the reported information data using the presentation (Slide no.3 and no.4: Current sanitation situation in Hoa Binh). Emphasize that the sanitation coverage in Hoa Binh is lower than the national average and point out those communes in the district with hygienic sanitation coverage lower than the district’s average.

- Ask trainees:
  o *In your opinion, what causes Hoa Binh’s hygienic sanitation coverage to be lower than the national average?*

- The trainer can summarize after the trainees have answered:
  o The sanitation coverage of the district is quite high but the hygienic coverage is lower than the provincial average. This number is highly variable among the communes, with a commune’s coverages being in proportion with its distance from the district center.
  o Most people have not understood the connection between latrine construction, use and maintenance and its impacts on their health and sickness. Many are not aware of the risks caused by untreated human feces.
  o The local authorities have been promoting latrine construction, not hygienic latrine specifically.
  o The people face many difficulties during the latrine purchase, especially when investigating the prices for different types of latrine.
  o The people do not have complete information about the market price of different types of latrine, and think that only septic tank latrine satisfies all the requirements of a hygienic latrine.
  o The local masons lack technical skills for hygienic latrine construction, which leads to a disqualified construction quality.
  o The people have not received detailed instructions on how to build, use and maintain a hygienic latrine, which causes a high rate of latrines to be damaged, degraded, and become unhygienic.

2. **Implementation plan for the NTP3 program : Objectives and main components**

- The trainer will introduce the Provincial strategy for Rural sanitation using the PP presentation (Slide no.5 – Presentation for the training for OSS).

- The main contents to be explained are:
  - 3 main components in the provincial sanitation program: i) Demand creation; ii) Supply chain development; iii) Enabling environment strengthening. The sanitation program will promote private sector’s participation in the market development by applying a market-based approach, in which the market actors will encourage rural households to invest in hygienic latrine; the public authorities will accelerate the development of latrine-specialized businesses and integrate marketing activities in the communication campaign to create demands for hygienic latrine.
• General objectives of the strategy (Slide no.6)
• General objectives of each component: BCC, Market development and enabling environment (Slides no.7, 8 and 9)
• Main activities of 2 components: Demand creation for improved sanitation and Sanitation market development (slide no.11, 12 and 13).

3. Introduction of the expected outcomes regarding the increase of hygienic latrine coverage in Hoa Binh and the market opportunities
   - The trainer use the presentation to explain the market opportunity table for the sanitation market of Hoa Binh (Slides no.14 and 15). Explain the numbers included in the table
   - Slide 14:
     • Column “Increase of hygienic latrine coverage” shows an estimation of hygienic latrine coverage’s increase from 2014 to 2015.
     • Column “Potential market” shows the number of households who will build hygienic latrine each year.
   - Slide 15 shows an example of the market opportunities in the districts of Hoa Binh in 2014, assuming that the annual increase of hygienic latrine is 10%:
     • Column “Number of hygienic latrine increase each year” shows the number of households who will build latrine (calculated by multiplying the annual increase of 10% with the total number of households in the districts)
     • Column “OSS customers” shows the number of households who will buy latrine using the OSS’ services
     • Column “OSS annual market” shows a concrete number of customers for each OSS in the OSS (the table assumes that there are 2 OSS in the district)
   - Ask trainees:
     o What do you think when looking at this table?
   - Invite 1-2 trainees to answer
   - Conclude
     o With the support from the province and district in the implementation of communication activities, the demand for hygienic latrine construction/upgrade will be very high. This is the opportunity for OSS to develop the complete latrine provision service.
PART 3: THE ONE-STOP-SHOP MODEL

OBJECTIVES

- Trainees understand the incompleteness of the local sanitation supply chain
- Trainees understand the marketing and sanitation marketing concepts
- Trainees understand the proposed sanitation supply chain for the local area which is capable of providing to local people with a lowcost and appropriate sanitation product
- Trainees understand the benefits of establishing the OSS networks and their roles
- Trainees know of the actors in the OSS network

PREPARATIONS

- Colored papers
- PowerPoint presentation

ACTIVITY 4: INTRODUCTION OF THE SANITATION MARKETING CONCEPT

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Current limitations for households in Hoa Binh when purchasing a hygienic latrine</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>The definitions of Market and Sanitation market</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Trainees’ proposals to improve the hygienic latrine supply</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Introduction of the OSS model</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

1. Current limitations for households in Hoa Binh when purchasing a hygienic latrine
   - Ask trainees
     - Please tell us, 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 namely “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 information and Group B includes answers related to construction and supply. (Caution: The trainer can put the incorrect ideas in a separate part of the board and tell trainees that they can be used for other content).
The trainer will summarize:

- **What local households have to do when they want to have a hygienic latrine somehow reflects the current situation of hygienic latrine supply in the local area. We have divided your opinions into 2 following groups:**

  - **Group A: Households’ knowledge**
    - 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: Sales and construction services**
    - The people must purchase different materials from different retailers as each retailer only offers some specific kinds of material.
    - Materials transporting costs them 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. **The definitions of Market and Sanitation market**

- 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 dongs.**
  - **So, how can people obtain correct information about different types of hygienic 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

- **Answers for the problems in Group A:**
  - It is necessary to have someone and a suitable approach to disseminate the information of the latrine, their materials, price, use and maintenance.

- Explain and announce the requirements for the following activity
  - You often see that some brand’s promoter visit your house and ask for a talk in order to promote their products. We will see now a play done by our class’ members to observe how the product is introduced and promoted.

- Ask 2 volunteers to act as a pair of husband and wife, meanwhile the trainer (or another trainee) act 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 a communication about the benefits of a product or service to the customers in order to convince them to buy and use that product/service.

- Explain the marketing concept, using the PowerPoint presentation

- Continue to ask:
  - What does Sanitation marketing mean?

- Invite 1 – 2 trainees to answer. Conclude:
  - 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:
  - In order to save time, efforts and costs for materials as well as to guarantee the construction quality, it’s 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.

4. Introduction of the One-Stop-Shop model

- Explain
  - In order to create the maximum convenience for households when they plan to build a hygienic latrine, the provincial strategy proposes the business model of One-Stop-Shop.

- Explain the One-Stop-Shop model, using slide no.19 in the presentation

- Project the OSS model graph as illustration 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.
- Summarize the content and move to the next activity:
  - *With the objective of providing a complete hygienic latrine provision service, the OSS will manage both the masons network (who will be in charge of providing the construction) and the Sales Agent network (who will promote their latrine products). So, what are the roles of these actors in the latrine supply?*

**ACTIVITY 5: ROLES AND RESPONSIBILITIES OF THE ONE-STOP-SHOP, SALES AGENTS AND MASONs**

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brainstorming (in groups)</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Roles and responsibilities of the OSS</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Roles and responsibilities of the Sales Agents</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Roles and responsibilities of the Masons</td>
<td>5 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
1. **Brainstorming**
   - Divide the class into 3 groups, each group gathers in one place
   - Ask the groups
     - *In your opinion, what are the roles and responsibilities of each of these actors in the hygienic latrine supply?*
   - Ask each group to find the answer for one actor: i) OSS; ii) Sales Agents; iii) masons. Each group member is allowed to propose one most important idea, and write it on a colored card. All the cards will then be placed on the board.

2. **Analyzing the Roles and responsibilities of the One-Stop-Shop**
   - The trainer will analyze some cards on the board, asking:
     - *Why does the OSS have this role (or responsibility)?*
   - If the idea is not clearly explained, the trainer can ask its author to explain it. Group or discard those cards with duplicating ideas.
   - Summarize the roles and responsibilities of the OSS (using slides no.25 and 26)
     - Invest in equipment required to provide affordable sanitation technologies when needed (for example making molds for concrete rings production), cement mixer, etc.
     - Buy all the necessary materials to provide hygienic latrines to households.
     - Access to finance when available working capital is not sufficient to provide customer-financing services required for expanding the market and attend poorer segments.
     - Learn how to build different types of latrines, understanding the integral latrine product, construction techniques and required materials.
     - Ensure the construction materials and sanitation products quality.
     - Supervise and monitor so that associated masons providing services have the adequate technical skills to guarantee good quality latrine construction.
     - Organize the transportation, construction and handover, alongside with construction supervision and evaluation.
     - Select actors in the supply chain: masons and Sales Agents.
     - Provide required marketing and promotional material to Sales Agents, including instructions on latrine use and maintenance for customers.
     - Negotiate and pay commissions/fees to Sales Agents and masons.
     - Cooperate with local authorities to identify the areas for the implementation of promotion and marketing activities.

3. **Analyzing the Roles and responsibilities of the Sales Agents**
   - The trainer will analyze some cards on the board, asking:
     - *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 duplicating 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.

4. Analyzing the Roles and responsibilities of the masons
   - The trainer will analyze some cards on the board, asking:
     - *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

5. Conclusions
   - Ask trainees to summarize:
     - *With the provided information, please list out the benefits for households when using OSS’ services.*
   - Summarize the benefits (using slide no.30)
     - Save time for materials purchase, transport and finding masons
     - Save efforts when transporting the materials
• Receive advice on the type of latrine suitable with their conditions, on latrine use and maintenance
• Have chance to receive discount when buying in bulks or deferred payment option
• Have chance to receive promotion from discount programs or during sanitation events
• Receive a complete latrine product with quality guaranteed by OSS
PART 4: MARKETING SKILLS

OBJECTIVES

- Trainees know of the necessary skills for a Sales Agent
- Trainees know how to apply these skills in the marketing activities to be implement in the local area

PREPARATIONS

- Colored papers
- Markers, A0 papers

ACTIVITY 6: NECESSARY MARKETING SKILLS FOR SALES AGENTS

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Big group discussion</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Discussion results</td>
<td>20 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Conclusion</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

1. Big group discussion
   - Ask trainees:
     - In your opinion, what are the necessary skills for a Sales Agent to be able to sell his products?
     - Invite 3-4 trainees to answer and write down their answers on the board
     - Emphasize:
       - Of those answered skills, 3 most important skills are: i) presentation skill; ii) public speaking skill; iii) persuasion skill
   - Ask trainees about the requirements of each skill
   - Write down their answers on the board

2. Discussion results
   - Summarize and organize the opinions for each marketing skills
     - **Presentation skill**: is to make the communication contentts more interesting and understandable. In order to have a good presentation, the facilitator should prepare the contents before. If the facilitator lacks experience or confidence, he/she can practice at home alone. During the presentation, the facilitator should speak loud, clear, with expressions.
     - **Public speaking skill**: Public speaking is a special form of conversion in order to convey information, experience, call for action, create impact on the audience’s feelings. The SA should first identify his audience, the contents, the objectives of the speech. Reasonable movement during the speech is not recommended but not to be overused. The speaker should know when to
stop, when to place a question to collect feedback and force audience to think. Especially the listeners pay more attention to the “opening and closings”, therefore the speakers should prepare an impressive opening, a logical speech and an attractive closing.

- **Persuasion skill**: is a very important skill for the SA to be success in his tasks. To be able to persuade the customers, the SA should understand their thinking, feeling, should walk in their shoes to be able to have an effective persuasion strategy. Those who are good at persuasion are those who can listen more and know how to ask the right question to make the audience believe themselves. The SA should explain to the customers all the characteristics that they are looking for from his product.

3. **Conclusion**
   - Ask trainees
     - What are the necessary marketing skills for a Sales Agents? Repeat the requirements for these important marketing skills
PART 5: PRODUCT MARKETING TOOLS/MATERIALS

OBJECTIVES

- Trainees know different types of hygienic latrine, as well as their pros and cons
- Trainees know the contents and how to use the poster of types of hygienic latrine
- Trainees understand the Product Menu’s structures
- Trainees know the necessary materials and price for each type of latrine
- Trainees know how to use the product menu

PREPARATION

- Product Menu
- Poster of types of hygienic latrine
- Presentation on PowerPoint or A0 papers to explain the characteristics, pros and cons of the 4 types of hygienic latrine

ACTIVITY 7: INTRODUCTION OF DIFFERENT TYPES OF HYGIENIC LATRINE

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The definition of a hygienic latrine and its main components</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Different types of hygienic latrine</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Group discussion on the characteristics of the hygienic latrine - Presentation of the discussion results</td>
<td>10 minutes for discussion and 15 minutes for results presentation</td>
</tr>
<tr>
<td>4</td>
<td>Trainer’s conclusions</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. Definition of a hygienic latrine

- Ask trainees
  - In your opinion, what is a hygienic latrine?
- After 1-2 trainees have answered, explain the definition and introduce the main components of a hygienic latrine (using Slide no.32).
  - A hygienic latrine is a latrine that ensures the total isolation of human feces, preventing animals or insects’ contact with untreated human feces. A hygienic latrine is also capable of eliminating the pathogens inside the feces, not creating fouls smell or contaminating the environment.
- Explain different components of a hygienic latrine: The substructures, the middle structures, the superstructures (Slide no.33).

2. Different types of hygienic latrine
   - Ask:
     o Do you know which type of latrine is considered hygienic?
   - Invite some trainees to answer and write down the answers on colored cards, with each color for a type of latrine. Paste them on the board
   - Explain:
     o According to the current standards defined by the Ministry of Health, there are 4 types of hygienic latrine: Septic tank, Soakage pit, Double-vault and Ventilation-improved pit latrine

3. Group discussion on the characteristics of hygienic latrine
   - Divide the class into 4 groups. Each group will discuss about the characteristics of one type of hygienic latrine. One member of each group will take notes of the discussion.
     - Group 1: Characteristics, pros and cons of the septic tank latrine
     - Group 2: Characteristics, pros and cons of the soakage pit latrine
     - Group 3: Characteristics, pros and cons of the double vault latrine
     - Group 4: Characteristics, pros and cons of the ventilation improved pit latrine
   - Distribute stationery to the groups
   - All the groups will have 15 minutes for discussion. During this time, the trainer can approach each group to provide suggestions if necessary
   - After the time is up, one member from each group will present their group’s discussion result.
   - After each presentation, the trainer will ask other groups to comment on the contents.
   - The trainer will summarize the characteristics, pros and cons of each type of latrine, using prepared A0 papers or slides no.35 to 42 in the PowerPoint presentation.

ACTIVITY 8: INTRODUCTION OF THE POSTER OF TYPES OF HYGIENIC LATRINE
   - Hang the poster of Types of hygienic latrine and explain the poster’s objectives and contents
     - Objectives: Help the SA explain the 4 types of hygienic latrine recommended by MoH
     - Use: Explain the types of hygienic latrine:
       o There are two main groups of hygienic latrine:
         - The dry latrine that should always be kept dry and its feces chamber should be covered with filling materials like ashes,
straws after each use. There are two types of hygienic dry latrine, which are Ventilated Improved Pit latrine and Double vault latrine. The single vault latrine is not considered hygienic as it can't guarantee proper and safe feces treatment due to the lack of a dedicated feces composting chamber.

- The wet latrine uses water to flush and clean after each use. There are two types of hygienic latrine which are Septic tank latrine and Soakage pit latrine

- Emphasize that the poster will be printed on A0 paper so that the Sales Agents can use them during sanitation village meeting. Moreover, it's also printed on A4 in form of a leaflet for the SA /motivators to use during household visits.

**ACTIVITY 9: INTRODUCTION OF THE PRODUCT MENU**

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1</td>
<td>Definition of the Product menu</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Detailed introduction of the Product menu</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>How to use the Product Menu</td>
<td>15 minutes</td>
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</table>

1. **Definition of the Product Menu**

   - Ask trainees:
     - When selling a specific product, do you have to bring it out for presentation? Can you bring the latrine product to anywhere for presentation? If you cannot, what should you do to present your latrine product?
     - There will be different answers from the trainees. The trainer will let all of the trainees answer and then introduce the Product Menu that will be used for the sanitation program in Hoa Binh, using the Slide no.43 in the presentation.
2. Detailed introduction of the Product Menu
   - The trainer can show the Product Menu to some trainees:
   - Ask trainees:
     o What is the information included in this Product Menu?
   - Write down trainees’ answers on the board. Correct wrong answers.
   - The main contents in the Product Menu include:
     - Information of 4 types of hygienic latrine: Septic tank, Soakage pit, Double vault, Ventilation improved pit:
       ▪ Characteristics
       ▪ Pros
       ▪ Cautions and Latrine use
       ▪ Construction materials
       ▪ Construction prices (including prices for self-construction and alternative materials options)
   - After that, ask some trainees to read out loud the supporting information of each type of latrine in the Menu.

3. How to use the Product Menu
   - Ask trainees:
     o In the beginning of this training, I introduced some activities for the market strengthening component. In which activity do you think that the Product Menu can be used?
   - Have some trainers to answer, then explain:
     o The Village promoters will use the Product menu to introduce the latrines during Village meetings
     o The Sales Agents will use the Product menu to introduce and promote these latrines during the Household visit for Product marketing
   - Explain how to use the Product Menu using the Product Menu guide.
PART 6: RESPONSIBILITIES OF SALES AGENTS

OBJECTIVES

- Trainees understand the SA tasks in some activities such as village sanitation meetings, household visit, product marketing events
- Trainees understand the contents to be promoted during village meetings
- Trainees know of the cooperation between Sales Agents and village promoters
- Trainees understand the objectives of the HH visit done by Sales Agents
- Trainees understand the HH visit procedure and its contents, know which tools to be used during the visit
- Trainees know what skills are required for a SA to carry out the HH visit
- Trainees know how to apply the procedure into practical HH visit

PREPARATION

- Manual for Sales Agents
- Poster of types of hygienic latrine
- Product Menu
- Colored cards for the main steps of the household visit

ACTIVITY 10: SALES AGENTS’ RESPONSIBILITIES IN THE COMMUNICATION AND PRODUCT MARKETING EVENTS

1. Sales Agents’ responsibilities during village meetings:
   - Explain to trainees about the objectives of sanitation village meetings:
     - As explained in the first part, the Sanitation program in Hoa Binh province includes some communication activities to create the demand for improved sanitation among local households. Please name some communication activities regularly implemented in your area.
   - Ask 1 – 2 trainees to answer, and summarize the BCC activities to be implemented:
     - Village sanitation meeting
     - Sanitation Refreshing meeting
     - Communication on loudspeakers
     - Household visit
     - Clean Games
     - Mural painting
   - Continue to ask
     - In your opinion, do the SA have to participate in the village meeting? If yes, what are their roles?
- Ask 1-2 trainees to answer. Write down their answers and summarize the SA’s roles:
  - Participate in the 1st meeting to understand the situation and prepare their contents in the 2nd meeting
  - Participate in the 2nd meeting to introduce the hygienic latrines, their characteristics, price and advantages, introduce the sanitation supply chain (OSS and RFG)

2. Sales Agents’ responsibilities in other marketing activities:
   - Ask trainees:
     - In your opinion, what activities can the SA participate in order to promote their products and encourage households to use OSS’ services?
   - Write down the answers. Conclude that the SA can participate in the household visit and other community activities, such as the Clean Games. Emphasize that the household visit is the main activity of a SA for product marketing.
   - Explain the objectives and contents of the Clean Games:
     - The Clean Games is an open-air activity with the participation of local people of one or various communes. This activity is for both behaviour change communication and sanitation marketing. During the event, various activities will be organized, such as performances, contests, games that relates directly or indirectly to the sanitation. The OSS will also participate in the Clean Games for product marketing, organizing games or promoting discounts to attract customers.
     - Objectives of the Clean Games:
       - Raising awareness of the hygienic latrine use and maintenance
       - Promoting sanitation and hygiene by using the element of education, entertainment, and competitiveness
       - Strengthening the feeling of community and solidarity within communities
       - Facilitating the interaction between product and service providers and customers
       - Familiarizing the households with different types of hygienic latrines, necessary construction materials, prices, and contacts of the suppliers
   - Ask:
     - What are the roles of the SA during the Clean Games?
   - Conclude that the SA’s roles are to represent the OSS to introduce their products and services to the people and convince them to use these products/services.
3. Supporting tools and materials
   - Ask:
     - What are the necessary tools and materials for the SA to implement these activities?
   - Answer:
     - Product Menu
     - Poster of types of hygienic latrine
     - Leaflets on latrine selfconstruction

**ACTIVITY 11: PRACTICE: SA’S MARKETING DURING VILLAGE MEETINGS**

- The trainer will divide the class into 4 groups, asking 2 groups to act as Sales Agents explaining different types of latrine using the product menu and poster, 2 groups to introduce the OSS and their services
- After the discussion, each group’s representative will have to explain their results
- Comments from other groups and the trainer
PART 6: RESPONSIBILITIES OF SALES AGENTS

ACTIVITY 12: INTRODUCTION OF THE PROCEDURE FOR HOUSEHOLD VISIT FOR PRODUCT MARKETING

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparison between household visit for promotion and household visit for product marketing</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Sales Agent’s tasks when visiting household for product marketing</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Introduction of the Procedure for Household visit for product marketing</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. **Comparison between household visit for promotion and household visit for product marketing**
   - Firstly, the trainer can explain the household visit activity in the sanitation program for Hoa Binh province.
     - *Among the intervention methods proposed for the sanitation program in Hoa Binh, the household visit activity is branched into 2 different types: A household visit done by village promoters (Head of village and Village health worker) in order to raise the household’s awareness on hygienic latrine and change their sanitation behavior, and a household visit done by Sales Agents to support other sanitation market strengthening activities and sell OSS’ hygienic latrines.*
   - Ask trainees:
     - *Before learning the procedure for the household visit, can you tell the difference between household visit for promotion and household visit for product marketing?*
   - Write down trainees’ answers on the board or on A0 papers, then summarize and provide a brief answer to help trainees understand better the difference:
     - **Similarity**
       - Disseminate information of hygienic latrines to households, in order to raise awareness of the harms caused by unhygienic latrine or open defecation
- Change household’s perception, from not paying attention to their sanitation condition, lacking information of the hygienic latrine, of unhygienic latrines’ harms, to being able to recognize the consequences of not having a hygienic latrine, the importance of a hygienic latrine and to know which type of hygienic latrine is suitable for their family.

Difference
- The final and more important objective of a household visit for product marketing is to make households realize the necessity of changing their unhygienic sanitation condition and convince them to buy a hygienic latrine from the OSS, after raising their awareness.
- The facilitator for the household visit for promotion is the village promoters (head of village and village health worker). Meanwhile, the facilitator for a household visit for product marketing is the Sales Agent.

2. Sales Agent’s tasks when visiting household for product marketing
- Ask trainees:
  - Basing on the above analysis, what tasks do you think that a Sales Agent will have when visiting a household for marketing the latrine product?
- Invite 1-2 trainees to answer, then use the presentation to explain the tasks for Sales Agents and the number of household visits to be done (See Slide no.46)

3. Introduction of the Procedure for Household visit for product marketing
- Ask:
  - In your opinion, what does a Sales Agent have to do before and during the household visit?
- Ask trainees to write down their answers on colored cards (1 answer/trainee) and paste them on the board. The answers can be answers to these questions: does a SA need to know about the target, how they are living; Is it necessary to arrange an appointment before hand? What to do when approaching the household? Greetings, starting with some banal talks, avoid directly entering in the sanitation issue. How to identify the household’s necessity during the conversation? Which type of latrine are they looking for? Why? Do they know about the hygienic latrine? Etc.
- Discuss with the trainees about the answers. Analyze the tasks to help trainees understand which task is necessary and why it is necessary. For this part, the trainer is required to have a deep understanding of the procedure and its steps to be able to identify which steps are answered, which are missing from the procedure. For the missing steps, the trainer can use the available answers as suggestions for trainee to complete. E.g.: when visiting the household, the SA should introduce their OSS as
well, or the SA should not criticize the household if they have incorrect perception or do not want to improve their sanitation condition, etc.

- After that, the trainer will use the presentation to explain the 3 household visits. The presentation for this content will have the following structures:

a. 1st household visit

Step 1: Prepare and arrange the visit:

- Ask trainees
  - What type of household will visit? Where can you get the list of households that you need to visit?

- The trainer will explain from where the SA can obtain the list of households without hygienic latrine and show trainees related tables (See Sanitation marketing manual for Sales Agents – 5.1. Household visit for product marketing)

- Continue to ask trainees:
  - Once having the list of households to be visited, does the SA have to find information about the households? If yes, what kind of information is it?

- The trainer will discuss with the trainees to define what information is needed before visiting the household (See Sanitation marketing manual for Sales Agents – 5.1. Household visit for product marketing)

- Put emphasis on the necessity of planning the household visit after having the list of households to be visited, by arranging an appointment with the household so that they can have time for the SA.

- Summarize the tasks in Step 1 using the illustration in the presentation.

Step 2: Conduct the visit

2.1. Make a good impression

- Ask 1-2 trainees:
  - In your opinion, what skills does a Sales Agent need when visiting a household?

- Summarize the answers:
  - It is necessary to master the following skills when visiting a household: presentation skill, listening skill, observation skill, questioning skill, feedback providing and receiving skill, and the last and most important skill is the persuasion skill. In order to be able to persuade well, the SA must pay special attention to all the steps, from informing the visit, greetings, to leading the conversation to the sanitation topic.

- Ask trainees:
  - When visiting a family, what is the first step do you often make? Is it necessary to introduce oneself when the SA visits the household?

- And ask them to think
To create a good impression, what types of action should and should not a SA do?

- Discuss and analyze the trainees’ answers. Then write down those opinions that have been agreed upon (the trainer can use the Sanitation marketing manual for Sales Agents as reference)
- Continue to analyze the objectives of asking questions to find out the customers’ demand and introduce those questions to trainees (See Sanitation marketing manual for Sales Agents – 5.1. Household visit for product marketing).

2.2. Explore and estimate customer’s demand

In this step, the trainer will introduce each of the suggested questions in the Manual and guide trainees to provide the correct answers to their customers

2.3. Find solutions to meet customer’s demand

- The trainer can explain the main communication messages as that a Sales Agent can use to convince the household to have a hygienic latrine, which are: the benefits of the hygienic latrine for households, benefits of the hygienic latrine for the community, respect from the community. (See Sanitation marketing manual for Sales Agents – 5.1. Household visit for product marketing).
- Distribute the Product Menu to the trainees and ask:
  - What are the contents of this material?
- Let trainees study the Menu for 2 – 3 minutes and then ask 1 – 2 trainees to answer
- Ask trainees:
  - After presenting the Product Menu, what does a SA have to do?
    - The SA must ask the household for their decision on the type of hygienic latrine that they want to build.

2.4. Payment method and persuasion

The following steps are required before explaining the questions that the trainees will have to use to query information from the customers:

- Ask trainees:
  - What problems can stop a household from getting their preferred hygienic latrine?
- There must be an answer on financial limitation. Based on this answer, ask trainees:
  - In your opinion, what opportunities are there for the households living in difficult situations to support them with the financial resources for the latrine construction?
- Summarize the trainees’ ideas into the following opportunities:
- VBSP’s credit program for rural water supply and sanitation
- Participation in the existing WU’s Revolving fund group.
- Deferred payment option from OSS or discounts for bulk orders (various households in the same village purchasing latrines at the same time)

- After that, the trainer can explain the questions that the SA should ask their customers in this step to find the appropriate financial supporting solution (See Sanitation marketing manual for Sales Agents – 5.1. Household visit for product marketing).

2.5. Closing the visit

- Ask trainees
  o Can you list out all the possible answers from the customers after you have introduced the payment options?
- The trainer will try to resolve the situations provided in the trainees’ answers, using the Sanitation marketing manual for Sales Agents – 5.1. Household visit for product marketing as reference.

2.6. Expressing gratitude

- Putting emphasis on the following message to remind trainees of their reactions:
  o No matter how badly the household visit may go, the SA must show a cheerful, comfortable attitude and thank the household for their time. Leave the business card and ask HH to call if they have any further advice. Say goodbye politely.
- Ask a questions to summarize the contents:
  o In the 2nd step, what are the required tasks for the SA?

➔ Summarize the main tasks by using the illustrations for the household visit’s 2nd step in the presentation

Step 3: Develop and maintain a relationship with the customers

- Ask trainees:
  o After the 1st visit, what should a SA do to keep a good relationship with his/her customers?
- Explain these contents using the Manual
  ➔ Summarize the 1st visit’s contents by asking the following questions:
    o What are the main steps in the 1st household visit by Sales Agents?
    o How can we identify the customer’s demand?
    o What should and should not a SA do when visiting a household?

b. 2nd household visit (to households who have not registered to purchase the latrine in the 1st visit)
- The trainer should emphasize the necessity of carrying out the 2nd visit:
o In cases where the household has not decided to register to buy a hygienic latrine after the 1st visit, the SA should visit them again.

- Ask trainees:
  o When visiting the household for the 2nd time, what does a SA have to do? Is it necessary to repeat all the steps as in the 1st visit?

- Correct the trainees’ answers, putting emphasis on the required steps for the 2nd household visit, using the Sanitation marketing manual for Sales Agents – 5.1. Household visit for product marketing as reference.

c. 2nd/3rd household visit (After the household has finished the hygienic latrine construction)
**ACTIVITY 13: HOUSEHOLD VISIT EXAMPLE DONE BY TRAINER**

In this activity, the trainer will ask 2-3 trainees to act as a family, while the trainer will act as the SA to visit the household. Ask other trainees to observe and study to be able to practice the role-play afterwards.

**ACTIVITY 14: COLLABORATION BETWEEN SALES AGENTS AND VILLAGE PROMOTERS**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sales Agent and promoters’ roles</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Collaboration between Sales Agents and promoters</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>

1. **Sales Agent and promoters’ roles**
   - Ask 1-2 trainees to repeat the roles of the SA and village promoters
   - Emphasize
     - The village promoters and Sales Agents are the main 2 actors in the implementation of communication activities at village and household levels. As the 2 components of BCC and market development are integrated into each other, these actors must collaborate to create the expected intervention results.

2. **Collaboration between Sales Agent and promoters**
   - Ask trainees:
     - *In which activities should the SA and promoter cooperate and how?*
   - Ask trainees to work in pair for 3-5 minutes and ask 2-3 trainees to answer
   - Summarize:
     - *The promoters will work with the SA to classify the households into each intervention target group, basing on which develop the household visit and supporting plan, thus avoiding overlapped communication efforts*
ACTIVITY 15: ROLE-PLAYING THE HOUSEHOLD VISIT FOR PRODUCT MARKETING

- Divide the class into 3 groups, each group will have 15 minutes to study the materials, discuss and assign their roles: 2 members will act as Sales Agents, 2 as an old couple - husband and wife, 2 as the young couple of husband and wife who are living together with the old couple.
- Assign a specific situation for each group:
  - Group 1: This is a poor household with 6 members: 2 grandparents, parents and 2 children. The family does not have available land, nor garden or backyard. Currently they have a pit latrine next to their pigpen; the latrine is 3m away from their water well. The family has previously registered to have a visit from the SA after the 1st village meeting for household’s sanitation. They are only seeking advice, as they have not decided to build a new latrine. Depending on the offer, they will choose to build or not.
  - Group 2: This is a household with average living conditions. There are 5 members in the family, including a granddad, parents and 2 children. They do
not have available land and currently using a double vault latrine, but it is been degraded severely. The latrine is 3m away from their water well. The family has previously registered to have a visit from the SA after the 1st village meeting.

- Group 3: This is a household with average living conditions. There are 5 members in the family, including a granddad, parents and 2 children. They have land and garden but no latrine. They have registered to build a latrine right away in the 1st village meeting.

- After each group’s roleplay, the trainer will facilitate a discussion: the class members will provide their comments for each play.

⇒ The trainer will summarize the comments on the contents and skills of the Sales Agents.
PART 7: LINKAGE BETWEEN THE ONE-STOP-SHOP AND THE REVOLVING FUND GROUP

OBJECTIVES

- Trainees understand the benefits of establishing RFG
- Trainees understand the Sanitation RFG’s operation mechanism and the roles of Sales Agents and OSS in the linkage
- Trainees understand the Sales Agents’ and WU’s roles in the group management
- Trainees know how to organize a meeting for the Sanitation RFG

PREPARATION

- Procedure for Linkage between One-Stop-Shop and Revolving Fund Groups (Detailed in the Sanitation marketing manual for Sales Agents – 5.2. Linking One-Stop-Shop with Revolving Fund Groups)

ACTIVITY 16: INTRODUCTION OF THE LINKAGE PROCEDURE

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction the establishment of the establishment of Sanitation RFG and the relationship between RFG and OSS</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Roles of the SA in the linkage between RFG and OSS Benefits of the establishment of Sanitation RFG</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3</td>
<td>The procedure for linkage between OSS and RFG</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

1. **Introduction the establishment of the establishment of Sanitation RFG and the relationship between RFG and OSS**

   - Ask trainees:
     - *In order to support their members, what movements has WU started?*
   - From the trainees’ answers, the trainer will name the Revolving fund group (if it is not mentioned, the trainer can start with the saving group model) and ask trainees to explain the objectives and operation of the RFG (or Saving group). The trainees have to clarify the number of group members, contribution, monthly payment and frequent constraints during its operation
- The trainer can briefly summarize the answers on A0 papers or on colored cards and then paste them on the board for later discussion.
- Propose the Sanitation RFG model to trainees:
  - The sanitation program in Hoa Binh has planned to establish Sanitation RFG from existing WU’s RFG. These Sanitation RFG are in fact small groups of households wanting to build latrine who are already members of the WU’s RFG.
  - For example: a current WU’s RFG has 20 members, and 6 of them want to use the fund to build latrine. These 6 members can form a small sanitation RFG.

2. Roles of the SA in the linkage between RFG and OSS - Benefits of the establishment of Sanitation RFG
- Ask trainees:
  - What are the roles of WU, OSS and SA in the establishment and maintenance of the Sanitation RFG?
- Then, explain the roles of each actor. The trainer should prepared these contents on A0 papers before the class, and show them after the explanation:
  - The Sales Agents will be the connection between Sanitation RFG and the OSS; they will cooperate with WU to establish the groups, give advice to the group members on the selection of the hygienic latrine, submit the purchase orders to OSS, transfer the payment from RFGs to OSS.
  - The WU: will manage the Sanitation RFG; receive the list of payments that their group members have to pay for the latrine, collect the monthly contribution, send the group’s payment to Sales Agents.
  - The OSS: will receive the purchase orders from SA, calculate the costs for the latrine of each member, discount the price for bulk orders, provide a complete latrine package.
- Ask trainees:
  - In your opinion, what are the benefits for a household when participating in the Sanitation RFG?
- Invite 1-2 trainees to answer, then summarize the benefits of participating in Sanitation RFG:
  - The household does not have to pay for the latrine right away, but with the monthly contribution. it is very convenient for households in difficult living conditions.
  - The household can have a new latrine right away, without having to wait for their payment turn from RFG
  - The household have latrine’s discount from the OSS
3. The procedure for Linkage between the OSS and RFG
   - The trainer will propose a new issue:
     o How will the Sanitation RFG operate in order to create a strong linkage with OSS?
   - And explain:
     o This linkage will be fortified through the SA’s meeting with the RFG and through Household visits done by this actor.
   - The trainer can prepared the presentation for the detailed steps in the procedure on A1 papers before the class to facilitate the explanation. (See reference in Sanitation marketing manual for Sales Agents – 5.2. Linking One-Stop-Shop with Revolving Fund Groups)
   - Basing on this reference, the trainer will explain each step in the 1, 2 and 3 meeting

ACTIVITY 17: PRACTICE: SALES AGENTS FACILITATING THE MEETINGS FOR SANITATION RFG
   - Divide the class into 3 groups and ask each group to discuss and practice a meeting between the SA and RFG:
     • Groups 1+2: Discuss and practice as SA implementing the 1st meeting
     • Group 3: Discuss and practice as SA implementing the 2nd and 3rd meetings
   - Distribute the stationery for each groups, including A0 papers, markers, Procedure for the Linkage between OSS and RFG
   - Each group has 15 minutes for discussion
   - Ask Group 1 (or Group 2) and Group 3 to practice in front of the class
   - The trainer, together with other trainees will comment on the practice
   - The trainer will summarize the most important points during the implementation of meetings for Sanitation RFG.

ACTIVITY 18: MEETING BETWEEN OSS AND SALES AGENTS

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information that the SA need from the OSS</td>
<td>15 minutes</td>
</tr>
<tr>
<td>2</td>
<td>OSS’s Materials</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. Information that the SA need from the OSS
   - Ask trainees
     o What information will the SA need from OSS in order to complete his tasks?
   - Trainees can write their answers on coloured papers and paste them on the board. Together with the trainees, analyze and find the information that the SA really need from the OSS
     • OSS’ contact: address, phone number
- Products currently provided by the OSS, including their price, materials, transportation method
- OSS’ financial policies: discount, credits, interest
- Product ordering procedure, guarantee policy
- Other SA-related policies: Commission, regular meeting, reporting

- In order to have this information, it’s necessary to organize a meeting between the OSS and his SA
- Explain the objectives of this meeting, its participants. (see details in the section Instructions for the meeting between OSS and SA – Manual for Sales agents).
- Ask trainees:
  o Basing on the information provided, when should this meeting be organized?
- Emphasize that the meeting should only be organized after the OSS has selected his SA network and developed his business plan. The meeting organization will be the responsibility of the OSS under District CPM’s supervision.

2. OSS’ Materials
- Explain that, in order to manage the personnel participating in the OSS network, as well as the services provision to households, the OSS need the following forms and information
  - Latrine order Form
  - Group payment schedule
  - Price quotation
- Distribute these forms to the SA and explain how to use each form, emphasizing that these forms will be handed out to the SA so that they can transfer this information to the customers. All these forms and information should be disseminated in the meeting between the OSS and SA.

**ACTIVITY 19: MONITORING AND REPORTING**

<table>
<thead>
<tr>
<th>Step</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defining activities that require monitoring and reporting</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Instructions on monitoring and reporting</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>

1. **Defining activities that require monitoring and reporting**
   This step is to remind trainees of the activities that they will implement in the upcoming time
   - Ask:
     o *What are the roles of a Sales Agent? (Answer: Promoting, marketing and selling the latrine product)*
     o *In your opinion, what activities does a SA have to report? Reporting which information and to whom? (or asking in another way: Who will be monitoring*
the Sales Agent’s work? What information does a SA have to report to his/her manager?)

- Write down the correct answers on the board to discuss and explain the activities and information to be reported, including:
  - List of households to be visited and List of visited households
  - List of households who want to build hygienic latrine, including the preferred type of latrine and its price
  - Registration of the financial support for households (Deferred payment, RFG participation, Bank’s loan, etc.)
  - Latrine handover

2. Instructions on monitoring and reporting
- The trainer has to explain with details about the procedure for reporting that a SA must carry out (See slide.58 the presentation)
- The trainer will explain how the OSS will monitor the services provided by SA/OSS.
- The trainer will guide trainees to fill in the Monitoring and reporting forms. (See Slide no.9)
PART 8: DEVELOPING A SALES AGENT’S PERSONAL ACTION PLAN

OBJECTIVE

- Trainees know how to develop an action plan for themselves basing on the assigned missions for Sales Agents and WU members
- Trainees can implement the activities in the local area using their action plan
- Develop a cooperative relationship in the program between Sales Agents and WU members

PREPARATION

- Form of the Personal action plan

ACTIVITY 20: DEVELOPING THE SALES AGENT’S PERSONAL ACTION PLAN

<table>
<thead>
<tr>
<th>Steps</th>
<th>Contents</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The necessity of a personal plan</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Group discussion on plan development</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>

1. The necessity of a personal plan
   - Ask trainees
     - *Why should we have our own personal action plan?*
   - Summarize the trainees’ answers:
     - *Having a personal action plan helps the SA and WU members know what activities to implement.*
     - *The SA and WU will know how to cooperate with each other in the implementation*

2. Group discussion on plan development
   - The trainer will divide the trainees into groups basing on their local area: Each group will have 2 SA and 1 WU member
   - The groups will discuss on their tasks and working time during 15 minutes, using the following form:
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Participants</th>
<th>Expected outcomes</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFG meeting in Village A</td>
<td></td>
<td></td>
<td>Number of newly created sanitation RFGs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of participants in RFG</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monthly contribution</td>
<td></td>
</tr>
<tr>
<td>Household visits in Village A</td>
<td></td>
<td></td>
<td>Number of visited households</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of households building latrine thanks to the RFG</td>
<td></td>
</tr>
<tr>
<td>Household visits in Village B</td>
<td></td>
<td></td>
<td>Number of visited households</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of households building latrine thanks to the RFG</td>
<td></td>
</tr>
</tbody>
</table>

- The trainer will have to explain the groups’ tasks:
  - The commune WU member and SA will have to discuss about the tasks of each participant in each activity and the implementation order of each task (For example: the SA will only be able to establish a new Sanitation RFG after having worked with the existing RFG to disseminate the model).
  - The SA should discuss with the commune WU to define the day when he/she can meet with the RFG
  - The commune WU should inform to their village branches to support the SA during their implementation

- The groups will then present their discussion results
- The trainees will comments on the plan of each commune
  ➔ The trainer will comment and adjust the plan if necessary, by answering the following questions:
  - Is the plan/activity’s structure logical?
  - Is the amount of work for SA and WU logical? Is it necessary to increase the number of households to be visited?
ACTIVITY 21: SUMMARY OF THE TRAINING COURSE

1. Summarize the training contents
2. Provide conclusion about the tasks that the SA should carry out in the upcoming time
3. Inform the necessary tasks for SA when placing latrine orders, connecting to OSS and activity reporting
4. Distribute Training evaluation form. The trainees will fill this forms and submit back to the trainer
5. Closing speech by District CPM’s representative
ANNEXES

ANNEX 1

TRAINING EVALUATION

Day.... Month.... Year

Training course (subject)

Place:

Please use the table below to evaluate the training course. The highest point is 5 and lowest is 1. Tick in the box accordingly to the point you want to mark. There is the column for additional comments in case you have any comment.

<table>
<thead>
<tr>
<th>Evaluation content</th>
<th>Evaluation point</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The appropriateness of the training program’s design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The real outcomes in comparison with your expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of the trainer/facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of the training materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodations issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you like the most in this training?

What do not you like in this training?

Recommendations and suggestions for improvements?

Further comments?