TRAINING MODULES

Sanitation Entrepreneur Training

Ver. 1.0

Compiled by
Sanitation Marketing Team
WSP-EAP Indonesia
## Contents

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Opening and Orientation</td>
<td>3</td>
</tr>
<tr>
<td>Module 2</td>
<td>Business Motivation</td>
<td>5</td>
</tr>
<tr>
<td>Module 3</td>
<td>Basics of Sanitation Marketing and Sanitation Marketing Networks</td>
<td>6</td>
</tr>
<tr>
<td>Module 4</td>
<td>Introduction to Products and the Installation/Production Process</td>
<td>7</td>
</tr>
<tr>
<td>Module 5</td>
<td>Communication and Product Presentation Techniques</td>
<td>8</td>
</tr>
<tr>
<td>Module 6</td>
<td>Sales Management and Selling Techniques</td>
<td>9</td>
</tr>
<tr>
<td>Module 7</td>
<td>Preparation for Field Practice I: Selling Practice</td>
<td>10</td>
</tr>
<tr>
<td>Module 8</td>
<td>Field Practice I: Selling Practice</td>
<td>11</td>
</tr>
<tr>
<td>Module 9</td>
<td>Reflection on Selling Practice</td>
<td>12</td>
</tr>
<tr>
<td>Module 10</td>
<td>Preparation for Field Practice II: Latrine Production Practice</td>
<td>13</td>
</tr>
<tr>
<td>Module 11</td>
<td>Field Practice II: Latrine Production Practice</td>
<td>14</td>
</tr>
<tr>
<td>Module 12</td>
<td>Reflection on Latrine Production Practice</td>
<td>15</td>
</tr>
<tr>
<td>Module 13</td>
<td>Building Commitment</td>
<td>16</td>
</tr>
<tr>
<td>Module 14</td>
<td>Simple Bookkeeping and Financial Management</td>
<td>17</td>
</tr>
<tr>
<td>Module 15</td>
<td>Forming Business Team Organizations</td>
<td>18</td>
</tr>
<tr>
<td>Module 16</td>
<td>Training Follow Up Plan and Evaluation</td>
<td>19</td>
</tr>
<tr>
<td>Module 17</td>
<td>Close</td>
<td>20</td>
</tr>
</tbody>
</table>

## Appendices                                                                 | 21   |
Introduction To Using This Manual

This manual for using and developing modules is intended as a reference for facilitators of sanitation entrepreneur training courses. This manual contains the curriculums for the modules that form the basis for design of the training modules. It also contains technical details for delivering the topics for each phase. Using this manual, the facilitator should have a firm understanding of what is contained in each module.

The training flow is illustrated in the figure below:
The following should be taken into account when using these modules:

1. Each module is numbered in order from 1 through 17.
2. The order of the modules is fixed. The topics of all the modules are related, and understanding of the modules with a lower number (M-1, M-2, etc) is required for the subsequent module. Changing the order of the modules would cause confusion, and the participants would not understand the materials.

The allocation of the number of days and rundown (activity schedule) for each module has been carefully designed to be time efficient and make effective use of resources (based on past experience of sanitation entrepreneur training courses). Therefore, training organizers are strongly advised to adhere to the specifications established in this manual.
Sanitation Entrepreneur Training Curriculum Modules

This section contains the syllabuses of the sanitation entrepreneur training modules and technical details for delivering each module:

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Topic</th>
<th>Objectives</th>
<th>Sub-Topics</th>
<th>Time</th>
<th>General Process</th>
<th>Tools</th>
<th>Achievement Indicators</th>
<th>Facilitator’s Preparations</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>OPENING AND ORIENTATION</td>
<td>1. The participants are aware of the government’s commitment to supporting the implementation and continuity of the CLTS program, particularly with regard to developing entrepreneurial potential</td>
<td>1. Opening of the Training</td>
<td>20</td>
<td>1. Address by the agency head or representative</td>
<td>Training schedule, diagram for mapping participants’ awareness, training slides, simulation package, game package, role play package (including learning aids and supporting documents)</td>
<td>1. The participants have commitment from government to the program</td>
<td>1. Confirm who will be involved in the opening session (provincial or district health agency)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ice broken between the participants and conducive communication built before starting the actual course</td>
<td>2. Introductions</td>
<td>15</td>
<td>2. The facilitator guides the participants by selecting an attractive game</td>
<td></td>
<td>2. The ice is broken among the participants</td>
<td>2. Choose a suitable game to break the ice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Participants understand the goal and flow of the training, thereby facilitating the training process</td>
<td>3. Training Objectives</td>
<td>5</td>
<td>3. The facilitator explains the training objectives, which have already been written on a flipchart, and then explains the flow of the training over the four days using a large visual display that the participants can read easily</td>
<td></td>
<td>3. The participants know and understand the learning objectives, the training flow and the time allocations for the training</td>
<td>3. Check that a large copy of the visual aid of the training objectives and flow has been made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Increased sense of unity and group cooperation in the training</td>
<td>4. Class Management</td>
<td>5</td>
<td>4. The facilitator and the participants agree on a choice of class leader who helps to facilitate the training and class leader who facilitates making the learning contract for the training with the other participants</td>
<td></td>
<td>4. Responsible class leaders are elected for the training and groups are formed</td>
<td>4. Lead the election of the class leaders and the forming of the groups</td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator’s Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>-----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>5.</td>
<td>Identify the starting knowledge of the participants to facilitate the training process and to compare with their knowledge at the end of the training</td>
<td>5. Mapping the starting knowledge of the participants</td>
<td>5</td>
<td>5.The facilitator asks the participants to complete the maps of their starting knowledge</td>
<td></td>
<td>5. The participants’ starting knowledge of the training process is identified as the baseline for evaluating the effectiveness of the training</td>
<td>5.Check that the maps of the participants’ starting knowledge, key questions and dot stickers are ready beforehand</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Identify expectations of and concerns about the training</td>
<td>6. Expectations &amp; concerns</td>
<td>5</td>
<td>6. The facilitator leads and facilitates the participants to write down their expectations and concerns on metaplan cards</td>
<td></td>
<td>6. All the participants have written their expectations and concerns on metaplan cards and displayed them on a sticky cloth</td>
<td>6.Check that the metaplan cards and stationery are ready</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Build a contract between the participants to ensure that the training runs smoothly</td>
<td>7. Class rules</td>
<td>5</td>
<td>7. The facilitator reads the written rules from a visual aid</td>
<td></td>
<td>7. The rules and punishments for the training in order to maximize results have been agreed on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator’s Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>II</td>
<td>BUSINESS MOTIVATION</td>
<td>1. The participants understand the importance of “Learning”</td>
<td>1. Our Journey at a Glance</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Training slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants have a basic understanding of the concept of entrepreneurship</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the PowerPoint slides)</td>
</tr>
<tr>
<td>II</td>
<td>BUSINESS MOTIVATION</td>
<td>2. The participants understand that learning requires strong self-will</td>
<td>2. Self Map</td>
<td>15</td>
<td>2. The facilitator discusses the 3 wants and 3 capacities to support a person’s performance (role play)</td>
<td>2. The participants have desire to become successful entrepreneurs</td>
<td>2. Prepare a simulation package of basic human needs and use the sanitation business as an example</td>
<td>2. Prepare the metaplan cards for the role play of the three ‘wants’</td>
</tr>
<tr>
<td>II</td>
<td>BUSINESS MOTIVATION</td>
<td>3. The participants understand that this training is to build “Capacity” and “Motivation”</td>
<td>3. The Importance of Positive Mental Attitude</td>
<td>15</td>
<td>3. The facilitator explains the importance of a positive mental attitude</td>
<td>3. The participants have the desire to change their social status</td>
<td>3. Prepare the metaplan cards for the role play of the three ‘wants’</td>
<td>3. Prepare the metaplan cards for the role play of the three ‘wants’</td>
</tr>
<tr>
<td>II</td>
<td>BUSINESS MOTIVATION</td>
<td>4. The participants understand that positive thinking will multiply a person’s performance</td>
<td>4. Enterprise and Motivation to Achieve</td>
<td>10</td>
<td>4. The facilitator presents and explains the 3 things that motivate a person: achievement, power, affiliation (David McLellan’s concept)</td>
<td>4. The participants are able to state the three wants and three capacities for a person to achieve what they want</td>
<td>4. The participants are able to state the three wants and three capacities for a person to achieve what they want</td>
<td>4. The participants are able to state the three wants and three capacities for a person to achieve what they want</td>
</tr>
<tr>
<td>II</td>
<td>BUSINESS MOTIVATION</td>
<td>5. The participants understand the link between the motivation to perform and ENTERPRISE</td>
<td>5. Self Evaluation</td>
<td>20</td>
<td>5. The facilitator guides the participants to complete the self-evaluation matrix</td>
<td>5. The participants are aware of their weaknesses and strengths and know how to turn those weaknesses around</td>
<td>5. The participants are aware of their weaknesses and strengths and know how to turn those weaknesses around</td>
<td>5. The participants are aware of their weaknesses and strengths and know how to turn those weaknesses around</td>
</tr>
<tr>
<td>II</td>
<td>BUSINESS MOTIVATION</td>
<td>6. Start from a Dream</td>
<td>6. The facilitator explains the journey of the child on the bike as an analogy of becoming a sanitation entrepreneur</td>
<td>20</td>
<td>6. The facilitator explains the journey of the child on the bike as an analogy of becoming a sanitation entrepreneur</td>
<td>6. The participants are motivated and committed to becoming sanitation entrepreneurs</td>
<td>6. The participants are motivated and committed to becoming sanitation entrepreneurs</td>
<td>6. The participants are motivated and committed to becoming sanitation entrepreneurs</td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator’s Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>-----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>03</td>
<td>BASICS OF SANITATION MARKETING</td>
<td>1. The participants understand the basic concepts of the sanitation marketing associated with the CLTS strategy</td>
<td>1. Basic Concept of Sanitation Marketing</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants understand the learning objectives</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td>and SANITATION MARKETING</td>
<td>2. The participants understand the role of the sanitation provider in the development of rural sanitation supply</td>
<td>2. Sanitation Marketing Networks</td>
<td>30</td>
<td>2. The facilitator presents and explains the slides of the sanitation marketing network, including segmentation, target, and positioning</td>
<td></td>
<td>2. The participants know and understand the sanitation marketing strategy logical framework in terms of using their understanding of marketing basics to create market potential and sanitation marketing targets</td>
<td>2. Prepare the media/tools and duplicate handouts</td>
</tr>
<tr>
<td>III.</td>
<td></td>
<td>3. The participants are able to identify sanitation market segments</td>
<td>3. Examples of Sanitation Marketing Networks</td>
<td>30</td>
<td>3. The facilitator presents and explains the slides on sanitation market potentials and targets</td>
<td></td>
<td>3. The participants understand the local sanitation marketing network model</td>
<td>3. Prepare examples of supply networks based on the sanitation entrepreneurs’ experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The participants are able to analyze market segments and set sanitation supply targets</td>
<td>3. Examples of Sanitation Marketing Networks</td>
<td>30</td>
<td>4. The facilitator presents and explains the slides on local sanitation marketing networks</td>
<td></td>
<td>4. The participants understand the local sanitation marketing network model</td>
<td>4. Prepare the sample map of market potential</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. The participants understand how sanitation entrepreneurs build and create business sanitation networks</td>
<td></td>
<td>20</td>
<td>5. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Peserta dapat memahami, membangun dan membina jejaring bisnis sanitasi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Peserta mampu membangun dan membina jejaring bisnis sanitasi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator’s Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>-----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>04</td>
<td>INTRODUCTION TO PRODUCTS AND SANITATION MARKETING NETWORKS</td>
<td>1. The participants understand the features of a healthy latrine</td>
<td>1. Features of a healthy latrine</td>
<td>5</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to state the features of a healthy latrine</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The participants understand the construction and main elements of a healthy latrine (septic tank)</td>
<td>2. Latrine construction</td>
<td>20</td>
<td>2. The facilitator presents and explains the slides on the construction of a septic tank and its main components</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The participants have knowledge of healthy latrine technology options to suit local conditions</td>
<td>3. Healthy latrine production techniques</td>
<td>60</td>
<td>3. The facilitator presents and explains the slides on selecting the right technology for the local conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The participants understand the sequence of healthy latrine construction</td>
<td>4. Introduction to healthy latrine technology options</td>
<td>10</td>
<td>4. The facilitator presents and explains the slides showing the process of building a healthy latrine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. The participants understand how to maintain a healthy latrine and are familiar with the supporting equipment and products needed for latrine maintenance</td>
<td>5. Healthy latrine maintenance techniques</td>
<td>25</td>
<td>5. The facilitator presents and explains the slides on how to maintain a healthy latrine and the choice of supporting equipment and products used for latrine maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

120
<table>
<thead>
<tr>
<th>Module No.</th>
<th>Topic</th>
<th>Objectives</th>
<th>Sub-Topics</th>
<th>Time</th>
<th>General Process</th>
<th>Tools</th>
<th>Achievement Indicators</th>
<th>Facilitator’s Preparations</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Communication and Product Presentation Techniques</td>
<td>1. Equip the participants with knowledge about communication and negotiation techniques</td>
<td>1. The benefits of communication</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants understand the basic principles of communication and negotiation</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Build the capacity and skills of the participants in communicating and negotiating</td>
<td>2. Effective communication techniques</td>
<td>30</td>
<td>2. The facilitator presents and explains the slides on communication and negotiation techniques</td>
<td></td>
<td>2. The participants are able to use presentation materials to communicate and negotiate with customers</td>
<td>2. Prepare the product presentation simulation package</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Build the knowledge and skills of the participants about making interesting presentation materials</td>
<td>3. Communication in selling</td>
<td>30</td>
<td>3. The facilitator presents and explains the slides on interesting presentations</td>
<td></td>
<td>3. The participants are more self-confident when communicating with customers</td>
<td>3. Encourage the participants to have the confidence to try and build their self-confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Build the capacity of the participants in making presentations</td>
<td>4. Product presentation techniques</td>
<td>20</td>
<td>4. The facilitator presents and explains the slides on healthy latrine product presentations</td>
<td></td>
<td>4. The participants are able to identify difficulties in presentations and understand how to deal with them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Build the self-confidence of the participants when making presentations/applying in public</td>
<td>5. 4 basic presentation competencies</td>
<td>60</td>
<td>5. The facilitator asks group representatives to do simulated healthy latrine product presentations</td>
<td></td>
<td>5. The participants understand the relationship between the AIDA principles, product knowledge and product presentation techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. The characteristics of a good presenter</td>
<td>30</td>
<td>6. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Tips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Healthy latrine product presentation simulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator's Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>-----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>06</td>
<td>SALES MANAGEMENT AND SELLING TECHNIQUES</td>
<td>1. The participants gain knowledge and skills in mapping demand and identifying target market</td>
<td>1. Mapping target market</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to explain and differentiate market potentials, market segments, and market targets</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td>6</td>
<td>VI. SALES MANAGEMENT AND SELLING TECHNIQUES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The participants gain knowledge and skills in managing demand using daily sales plans</td>
<td>2. Daily sales management</td>
<td>15</td>
<td>2. The facilitator presents and explains the slides on mapping marketing potential and target market</td>
<td></td>
<td></td>
<td></td>
<td>2. The participants are able to make marketing potential and target market maps</td>
</tr>
<tr>
<td></td>
<td>3. The participants gain knowledge and skills in managing sales using the Savings Club System and Creative Marketing System</td>
<td>3. The savings club system</td>
<td>20</td>
<td>3. The facilitator facilitates mapping and describing marketing target exercise</td>
<td></td>
<td></td>
<td></td>
<td>3. The participants are able to use the daily sales form to manage sales</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The creative marketing system</td>
<td>30</td>
<td>4. The facilitator presents and explains the slides on managing daily sales using the daily sales plan form</td>
<td></td>
<td></td>
<td></td>
<td>4. The participants are able to use the installment payment form to manage payments of installments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Peserta memahami hubungan prinsip AIDA, product knowledge dan teknik presentiasi produk</td>
</tr>
<tr>
<td></td>
<td>5. The facilitator facilitates the exercise in managing sales using the daily sales plan form</td>
<td></td>
<td>20</td>
<td>5. The facilitator facilitates the exercise in managing sales using the daily sales plan form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. The participants gain knowledge and skills in managing demand using daily sales plans</td>
<td>6. The facilitator presents and explains the slides on managing installments using the installment payment form</td>
<td>20</td>
<td>6. The facilitator presents and explains the slides on managing installments using the installment payment form</td>
<td></td>
<td></td>
<td></td>
<td>5. Peserta memahami hubungan prinsip AIDA, product knowledge dan teknik presentasi produk</td>
</tr>
<tr>
<td></td>
<td>7. The facilitator facilitates the exercise in managing installments using the installment payments</td>
<td>7. The facilitator facilitates the exercise in managing installments using the installment payments form</td>
<td>15</td>
<td>7. The facilitator facilitates the exercise in managing installments using the installment payments form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. The facilitator asks group representatives to simulate a healthy latrine product presentation</td>
<td>8. The facilitator asks group representatives to simulate a healthy latrine product presentation</td>
<td>40</td>
<td>8. The facilitator asks group representatives to simulate a healthy latrine product presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td>9. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td>10</td>
<td>9. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator’s Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>VII.</td>
<td>PREPARATION FOR FIELD PRACTICE I: SELLING PRACTICE</td>
<td>1. The participants gain knowledge and skills in making the necessary preparations before communicating with prospective customers</td>
<td>1. Preparations for selling practice</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to prepare themselves before communicating with customers</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The participants understand the benefits of the selling practice and the lessons that will be learned</td>
<td>2. The benefits of selling practice</td>
<td>20</td>
<td>2. The facilitator explains to the participants about the supporting equipment and documents needed in preparation for the selling practice</td>
<td></td>
<td>2. The participants understand the importance of individual tasks and group tasks</td>
<td>2. Prepare the equipment and supporting documents for the selling practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The facilitator explains the tasks and responsibilities of each group, the practice location, and the time available</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td>3. The participants are able explain the benefits of preparing before communicating with prospective customers</td>
<td>3. Prepare the division of groups, individual tasks, and group tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The facilitator motivates each group to engage in healthy competition and explains that all group members are obliged to participate actively</td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Facilitator memfasilitasi tanya jawab dan mencatatnya dalam slide powerpoint</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator’s Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>VIII.</td>
<td>Field Practice I: Selling Practice 08</td>
<td>1. The participants gain experience in communicating with customers</td>
<td>1. Explanation of the Group Tasks</td>
<td>10</td>
<td>Module slides, simulation package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants understand their tasks and responsibilities in the selling practice</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The participants learn lessons from practical experience (selling products)</td>
<td>2. Selling Practice (on site)</td>
<td>110</td>
<td>2. The facilitator motivates the participants to participate actively in the selling practice</td>
<td>2. The group leaders understand their tasks and responsibilities in the selling practice</td>
<td>2. Prepare a checklist of the preparations to be made before leaving for the field</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The facilitator offers a choice of target customers if the group members are passive or have no initiative or are not creative</td>
<td></td>
<td></td>
<td>3. The participants are able to use the tools and supporting documents for selling practice</td>
<td>3. The field practice coordinator checks the readiness of the groups and supports the field practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. The participants are able to get hands-on experience communicating with customers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. The participants are able to record what they have learned from the selling practice as input for the discussion during the reflection session</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sanitation Entrepreneur Training Module
<table>
<thead>
<tr>
<th>Module No.</th>
<th>Topic</th>
<th>Objectives</th>
<th>Sub-Topics</th>
<th>Time</th>
<th>General Process</th>
<th>Tools</th>
<th>Achievement Indicators</th>
<th>Facilitator’s Preparations</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>REFLECTION ON SELLING PRACTICE</td>
<td>1. The participants can explain what they learned from the on-site selling practice</td>
<td>1. Group discussions</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to benefit from the selling practice in the field</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The participants can learn from the experiences of the other groups</td>
<td>2. Presentation of outcomes of group discussions</td>
<td>10</td>
<td>2. The facilitator explains to the participants the benefits of reflection</td>
<td></td>
<td>2. The participants learn lessons from the other groups</td>
<td>2. Prepare the flipchart papers for the group task (lessons learned)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The participants can make collective conclusions as new knowledge from the selling practice</td>
<td>3. Conclusions from the selling practice</td>
<td>5</td>
<td>3. The facilitator checks that the groups are ready to take part in the reflection process</td>
<td></td>
<td>3. The participants are able to make collective conclusions as new knowledge from the selling practice</td>
<td>3. Facilitate the participants to formulate collective conclusions as new knowledge from the selling practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. The facilitator facilitates the groups to write their experiences on flipchart paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. The facilitator asks group representatives to present the conclusions of their groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6. The facilitator facilitates the participants to draw collective conclusions from the experiences of all the groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator’s Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>10</td>
<td>X. PREPARATIONS FOR FIELD PRACTICE II: LATRINE PRODUCTION PRACTICE</td>
<td>1. The participants gain knowledge and skills in the preparations that have to be made before the healthy latrine production practice</td>
<td>1. Group preparation</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to prepare themselves before doing the latrine production practice</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Equipment preparation</td>
<td>10</td>
<td>2. The facilitator explains to the participants about the supporting equipment and documents needed in preparation for the latrine production practice</td>
<td></td>
<td>2. The participants understand the benefits of the healthy latrine production practice and the lessons that will be learned</td>
<td>2. Prepare the equipment and supporting documents for the latrine production practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Materials preparation</td>
<td>10</td>
<td>3. The facilitator checks that the groups are ready to take part in the field practice and that each group understands its role</td>
<td></td>
<td>3. The participants are able to explain the benefits of preparing before doing the latrine production practice</td>
<td>3. Prepare the division of groups, individual tasks, and group tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Review latrine production stages</td>
<td>30</td>
<td>3. The facilitator explains the tasks and responsibilities of each group, the practice location, and the time available</td>
<td></td>
<td>4. Coordinate the support facilitators and explain their tasks and responsibilities to them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sanitation Entrepreneur Training Module
<table>
<thead>
<tr>
<th>Module No.</th>
<th>Topic</th>
<th>Objectives</th>
<th>Sub-Topics</th>
<th>Time</th>
<th>General Process</th>
<th>Tools</th>
<th>Achievement Indicators</th>
<th>Facilitator’s Preparations</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI</td>
<td>FIELD PRACTICE II: LATRINE PRODUCTION PRACTICE</td>
<td>1. The participants gain experience in producing healthy latrines after securing orders</td>
<td>1. Group details</td>
<td>10</td>
<td>1. The facilitator coordinates all participants and all field practice support facilitators in class</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants understand their tasks and responsibilities in the healthy latrine production practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Field Tasks</td>
<td>5</td>
<td>2. The facilitator checks that all participants and support facilitators are ready before preparing to leave from the car park</td>
<td></td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The responsibilities of the participants during the field practice</td>
<td>10</td>
<td>3. Facilitator memberi arahan teknis pemberangkatan kepada semua peserta khususnya pendamping kelompok dan ketua kelompok</td>
<td></td>
<td>2. The group leaders understand their tasks and responsibilities in the healthy latrine production practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Location map</td>
<td>10</td>
<td>4. Facilitator menjelaskan teknis koordinasi di kelurahan/balai desa, sebelum menuju ke tempat praktek/latangan</td>
<td></td>
<td>2. Menyiapkan check list untuk memeriksa persiapan sebelum berangkat praktek lapangan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Key activities in the field</td>
<td>5</td>
<td>5. Facilitator menjelaskan persiapan tim tukang di lapangan dan apa tugas peserta di lapangan</td>
<td></td>
<td>3. Memeriksa kesiapan kelompok dan pendamping praktek lapangan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Hands-on practice (in the field)</td>
<td>200</td>
<td>6. Proses produksi dan instalasi jamban</td>
<td></td>
<td>4. The participants are able to get hands-on experience producing healthy latrines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. The participants are able to remember or record what they have learned from the selling practice as input for the discussion during the healthy latrine production practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator's Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>XII.</td>
<td>REFLECTION ON LATRINE PRODUCTION PRACTICE</td>
<td>1. The participants can explain what they learned from the on-site latrine production practice</td>
<td>1. Group discussions</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to benefit from the latrine production practice</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The participants can learn from the experiences of the other groups</td>
<td>2. Presentation of outcomes of group discussions</td>
<td>10</td>
<td>2. The facilitator explains to the participants the benefits of reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The participants can make collective conclusions as new knowledge from the latrine production practice</td>
<td>3. Conclusions from the latrine production practice</td>
<td>10</td>
<td>3. The facilitator checks that the groups are ready to take part in the reflection process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator's Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>13</td>
<td>BUILDING COMMITMENT</td>
<td>1. The participants have a growing awareness that change starts from within</td>
<td>1. What will you do now?</td>
<td>20</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are more motivated to start their businesses</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The participants have a growing awareness that enterprise is related to the motivation to succeed</td>
<td>2. Change Your Mindset With Chemical Reaction</td>
<td>100</td>
<td>2. The facilitator facilitates the participants to reflect at the end of training, to be introspective, to crystallize all the knowledge, skills and experiences that have got to build their entrepreneurial spirit</td>
<td></td>
<td>2. The participants are more confident having the knowledge, skills and experience they gained from the training</td>
<td>2. Prepare the introspection package</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The participants understand that success requires knowledge, skills and experience</td>
<td>3. How to quickly change your mindset</td>
<td></td>
<td></td>
<td></td>
<td>3. The participants have a strong commitment to getting down to work and sharing with others through sanitation programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The participants understand that to build knowledge, skills and experience requires a positive mental attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

120
<table>
<thead>
<tr>
<th>Module No.</th>
<th>Topic</th>
<th>Objectives</th>
<th>Sub-Topics</th>
<th>Time</th>
<th>General Process</th>
<th>Tools</th>
<th>Achievement Indicators</th>
<th>Facilitator’s Preparations</th>
</tr>
</thead>
<tbody>
<tr>
<td>XIV.</td>
<td>SIM简单的记账与财务管理</td>
<td>1. The participants gain knowledge and skills in calculating cost of goods sold</td>
<td>1. Calculating healthy latrine production costs</td>
<td>30</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (Including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to calculate cost of goods sold</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The participants gain knowledge and skills in calculating production capacity and planning monthly production volumes (sales projections)</td>
<td>2. Planning monthly sales</td>
<td>30</td>
<td>2. Facilitator memaparkan dan menjelaskan slide cara menghitung biaya produksi jamban sehat</td>
<td>2. Prepare flipchart paper or worksheets for the exercises to calculate a) cost of goods sold, b) production capacity, c) sales projection, d) operating costs, e) operating profit</td>
<td>2. The participants are able to calculate operating costs</td>
<td>2. Prepare the &quot;Business Plan&quot; document</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The participants gain knowledge and skills in calculating operating costs</td>
<td>3. Calculating operating costs</td>
<td>30</td>
<td>3. The facilitator facilitates the exercise to calculate health latrine operating costs</td>
<td>3. Prepare the &quot;Business Plan&quot; document</td>
<td>3. The participants are able to calculate operating costs</td>
<td>3. Prepare the &quot;Business Plan&quot; document</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The participants gain knowledge and skills in calculating operating profit</td>
<td>4. Calculating operating profit</td>
<td>10</td>
<td>4. The facilitator presents and explains the slides on calculating production capacity and monthly sales projections</td>
<td>4. The participants are able to calculate operating profit</td>
<td>4. Prepare the &quot;Business Plan&quot; document</td>
<td>4. Prepare the &quot;Business Plan&quot; document</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>5. The facilitator facilitates the exercise in managing sales using the daily sales form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>6. The facilitator facilitates the exercise in calculating operating costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>7. The facilitator facilitates the exercise in calculating operating profit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>8. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sanitation Entrepreneur Training Module
<table>
<thead>
<tr>
<th>Module No.</th>
<th>Topic</th>
<th>Objectives</th>
<th>Sub-Topics</th>
<th>Time</th>
<th>General Process</th>
<th>Tools</th>
<th>Achievement Indicators</th>
<th>Facilitator’s Preparations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XV.</td>
<td>FORMING BUSINESS TEAM ORGANIZATIONS</td>
<td>1. The participants understand business teams and the minimum roles required</td>
<td>5</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to explain the minimum of roles required in a sanitation business organization</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>1. Organizational Goal and Structure</td>
<td></td>
<td>2. The facilitator explains that the aim of the module is to form the organizational structure of the sanitation business team</td>
<td></td>
<td>2. The participants are able to explain the tasks and responsibilities required for each role within the business team</td>
<td>2. Prepare flip chart paper for the group tasks (lessons learned)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Organizational structure of sanitation business team</td>
<td></td>
<td>3. The facilitator facilitates the participants to discuss the minimum of roles required in a sanitation business organization</td>
<td></td>
<td>3. Peserta dapat menjelaskan pengetahuan dan keterampilan yang diperlukan untuk masing-masing peran dalam tim pengusaha</td>
<td>3. Facilitates the participants to formulate collective lessons learned as new knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Tasks and responsibilities</td>
<td>10</td>
<td>4. The facilitator helps the participants to prepare reports on the outputs of the group discussions and asks group representatives to present them to the other groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Knowledge and skills required</td>
<td>10</td>
<td>5. Group discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Group discussion</td>
<td>30</td>
<td>5. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module No.</td>
<td>Topic</td>
<td>Objectives</td>
<td>Sub-Topics</td>
<td>Time</td>
<td>General Process</td>
<td>Tools</td>
<td>Achievement Indicators</td>
<td>Facilitator’s Preparations</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>16</td>
<td>TRAINING FOLLOW UP PLAN AND EVALUATION</td>
<td>The participants gain the knowledge and skills to prepare a sanitation business plan to use after the training and be a reference for post-training monitoring.</td>
<td>1. Sample Sanitation Business Plan</td>
<td>10</td>
<td>1. The facilitator presents the learning objectives and the order of topics that will be discussed this session (per the objectives and sub-topics columns)</td>
<td>Module slides, simulation package, game package, role play package (including learning aids, presentation tools and supporting documents)</td>
<td>1. The participants are able to explain the content of the sanitation business plan</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Making a Sanitation Business Plan</td>
<td>20</td>
<td>2. The facilitator presents and explains the slides on the content of a sanitation business plan</td>
<td></td>
<td>2. The participants are able to understand how to record their business ideas in the sanitation business plan</td>
<td>2. Prepare the sanitation business plan forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>3. The facilitator facilitates the participants to understand the outline of the sanitation business plan and to write their ideas or plans in the business plan forms that have been handed out</td>
<td></td>
<td>3. The participants are able to understand that the sanitation business plan can be used to make loan applications to cooperatives or other financial institutions</td>
<td>3. Prepare the per province business plan template (Excel)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>4. The facilitator explains that the business plan is used as a training follow up plan</td>
<td></td>
<td>4. The participants are able to understand that the sanitation business plan can be used as the basis for partnerships with the CSR programs of public or private companies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>5. The facilitator explains that the sanitation business plan is used as a reference for post-training monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>6. The facilitator facilitates the exercise in managing sales using the daily sales plan form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>7. The facilitator asks group representatives to present their Sanitation Business Plans (representatives per province)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>5. The facilitator facilitates Q&amp;As and notes them on the powerpoint slides</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

180
<table>
<thead>
<tr>
<th>Module No.</th>
<th>Topic</th>
<th>Objectives</th>
<th>Sub-Topics</th>
<th>Time</th>
<th>General Process</th>
<th>Tools</th>
<th>Achievement Indicators</th>
<th>Facilitator’s Preparations</th>
</tr>
</thead>
<tbody>
<tr>
<td>XVII.</td>
<td>CLOSE</td>
<td>1. The participants understand the degree of change in their understanding from the start to end of the training</td>
<td>1. Level of change in understanding from the start to end of the training</td>
<td>20</td>
<td>1. The facilitator displays the map of the participants’ starting knowledge. The facilitator then gives the participants dot stickers to stick on the knowledge map</td>
<td>Training kit, cards</td>
<td>1. The level of understanding of the participants at the end of the training</td>
<td>1. Check the visual of the objectives and order of sub-topics (on the powerpoint slides)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The participants gain additional knowledge, skills and experiences during the training</td>
<td>2. What Made you Proud and Concrete Measures</td>
<td>20</td>
<td>2. The facilitator evaluates the final day graph for 5 topics: latrine options, latrine production process, product presentation, sales management and financial administration</td>
<td></td>
<td>2. Compare starting knowledge with final day’s knowledge</td>
<td>2. Check that the tools for the evaluation process are ready and coordinate with the district to close the training course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The committee gets feedback on the organization of the training (gifts/commissions), suggestions and input from the training participants</td>
<td>3. Lessons Learned and Feedback</td>
<td>30</td>
<td>3. The facilitator gives the participants two colored cards (pink and yellow) and asks them to write the lessons they have learned during the training on the pink card and comments and suggestions on the yellow card, to be stuck on the sticky cloth</td>
<td></td>
<td>3. Lessons learned from the participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The sanitation entrepreneurs are encouraged to develop networks, supply and entrepreneur potential in their respective districts</td>
<td>4. Prayer and Closing Address</td>
<td>20</td>
<td>4. Reading of a prayer and closing address by government representatives</td>
<td></td>
<td>4. Comments and suggestions from participants</td>
<td>5. Feedback from participants</td>
</tr>
</tbody>
</table>
Appendices
Opening and Orientation
Module Objectives

1. The participants are aware of the government’s commitment to supporting the implementation and continuity of the CLTS program, particularly with regard to developing entrepreneurial potential.

2. Ice broken between the participants and conducive communication built before starting the actual course.

3. Participants understand the goal and flow of the training, thereby facilitating the training process.

4. Increased sense of unity and group cooperation in the training

5. Identify the starting knowledge of the participants to facilitate the training process and to compare with their knowledge at the end of the training.

6. Identify expectations of and concerns about the training

7. Build a contract between the participants to ensure that the training runs smoothly.
Training Flow

DAY 1

Opening and Orientation (1)
- Business Motivation (2)
- Basics of Sanitation Marketing and Sanitation Marketing Networks (3)
- Introduction to Products and The Installation/Production Process (4)
- Communication and Production Presentation Techniques (5)

DAY 2

- Sales Management and Selling Techniques (6)
- Preparation for Field Practice I: Selling (7)
- Field Practice I: Selling (8)
- Reflection on Selling Practice (9)
- Preparation for Field Practice II: Latrine Production (10)

DAY 3

- Field Practice II: Latrine Production (11)
- Reflection on Latrine Production (12)
- 5 Minutes of Local Arts (13)
- Building Commitment (14)

DAY 4

- Simple Book Keeping and Financial Management (14)
- Forming Business Team Organizations (15)
- Training Follow Up Plan and Evaluation (16)
- Close (17)
Module Structure

1. Introductions
2. Training Objectives
3. Class Management
4. Knowledge Mapping
5. Expectations and Concerns
6. Class Rules
Introductions

The proverb says:

“YOU CAN’T LOVE WHAT YOU DON’T KNOW”
Training Goal

“Optimizing Human Resources in Follow Up to The Capacity Building for Implementation of CLTS in Indonesia Through Sanitation Entrepreneur Training to Support The Implementation of CLTS in The Regions and Accelerate The Achievement of The 2014 CLTS Targets”
Class Management

- Class Chair and Class Deputy
- Forming Groups
- Group Names
- Group Leaders and Deputies
- Group Yells
Forming Groups

- Group 1 : Sand
- Group 2 : Cement
- Group 3 : Water
- Group 4 : Concrete
- Group 5 : PVC Piping
- Group 6 : Closet

These are only examples, the group names chosen should suit the local culture.
### Names of Group Members

<table>
<thead>
<tr>
<th></th>
<th>Sand</th>
<th>Cement</th>
<th>Water</th>
<th>Concrete</th>
<th>PVC Piping</th>
<th>Closet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Map of Participants’ Motivation and Starting Knowledge

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations & Concerns

**Expectations**
Something that we can achieve during the training and contribute to improving our future work performance

**Concern**
Things that we are concerned about during the training NOT AFTER the training
Class Rules

1. Follow the training schedule

2. Sanctions given by the class leader for being late
   - 08.00 start, until end of class

3. Participate actively throughout the training

4. Mobile phones on silent / vibrate

5. No smoking in class

6. Dress: smart but casual (no T-shirts or flip-flops)

7. Help keep the room clean

8. Rewards for participants who are hardworking, diligent, disciplined, active, creative and dynamic.
Business Motivation
Training Flow

DAY 1
- **Opening and Orientation** (1)
- **Business Motivation** (2)
- **Basics of Sanitation Marketing and Sanitation Marketing Networks** (3)
- **Introduction to Products and The Installation/Production Process** (4)
- **Communication and Production Presentation Techniques** (5)

DAY 2
- **Sales Management and Selling Techniques** (6)
- **Preparation for Field Practice I: Selling** (7)
- **Field Practice I: Selling** (8)
- **Reflection on Selling Practice** (9)
- **Preparation for Field Practice II: Latrine Production** (10)

DAY 3
- **Field Practice II: Latrine Production** (11)
- **Reflection on Latrine Production** (12)
- **5 Minutes of Local Arts**
- **Building Commitment** (13)

DAY 4
- **Simple Book Keeping and Financial Management** (14)
- **Forming Business Team Organizations** (15)
- **Training Follow Up Plan and Evaluation** (16)
- **Close** (17)
Objectives

1. The participants understand the importance of “Learning”
2. The participants understand that learning requires strong self-will
3. The participants understand that this training is to build “Capacity” and “Motivation”
4. The participants understand that positive thinking will multiply the person’s performance
5. The participants understand the link between the motivation to perform and ENTERPRISE
Module Structure

1. Our Journey at a Glance
2. Self Map
3. The Importance of Positive Mental Attitude
4. Enterprise and the Motivation to Achieve
5. Self Evaluation
6. Start From A Dream
Our Journey at A Glance...
Our Journey...

Don’t Know
Our Journey...

Taught Knowledge
Our Journey...

Seek Knowledge
Our Journey...

Develop Knowledge
Our Journey...

Learn...
Keep on Learning...
AS
A CHOICE...!
Self Map

Which is the MOST IMPORTANT?

1. Self-confidence
2. Motivation
3. Commitment
4. Knowledge
5. Skills
6. Experience
Let’s map ourselves...

**Want:**
1. Self-confidence (Can)
2. Motivation (Desire)
3. Commitment (Must)

**Capacity:**
1. Knowledge
2. Skills
3. Experience
Our Self Portrait

Want:
1. Self-confidence (Can)
2. Motivation (Desire)
3. Commitment (Must)

Capacity: 1. Knowledge
2. Skills
3. Experience

Make use more...

NEED TO BE BUILD!
What capacities need to be built?

CAPACITIES:
- Knowledge
- Skills
- Experience

In:
- Sanitation Business
- Markets
- Marketing
- Healthy Latrine Products
- Building
- Calculating
- Managing
Isn’t school enough…?

$$IHP = (IA + AA) \times A$$

- Individual Performance
- Inheritance
- School and Training

POSITIVE MENTAL ATTITUDE
The Importance of Positive Mental Attitude

THINK POSITIVE

FEEL POSITIVE

ACT POSITIVE

CAPACITY: (+)
1. Knowledge
2. Skills
3. Experience

Want: (+)
1. Self-confidence (Can)
2. Motivation (Desire)
3. Commitment (Must)
Enterprise and The Motivation to Achieve

*(Motivation Theory, McLelland)*
Self Evaluation

Characteristics of an Entrepreneur
## Personal Characteristics

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>For your business idea to work and be a success, you must have commitment. Commitment means that you are prepared to put your business before almost anything else. This means you are in it for the long haul and prepared to risk your own money in the business.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Personal Characteristics

<table>
<thead>
<tr>
<th>MOTIVATION</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are you planning to have your own business? Your business has more chance of success if you <strong>really want to try your business idea, are ready to lead, and want to have your own business</strong>. Are you prepared to work hard?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Personal Characteristics**

<table>
<thead>
<tr>
<th>RISK TAKER</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>No business idea is completely without risk. In your business you will face the risk of failure. A entrepreneur must be prepared to take risks; you should only take rational risks. <strong>Being prepared to take a reasonable level of risk is a strength.</strong> Risking everything without calculation, or taking no risks at all, is a weakness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Personal Characteristics

<table>
<thead>
<tr>
<th>DECISION MAKER</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your business, you will make important decisions. These decisions cannot be delegated to someone else, or avoided. <strong>The ability to make difficult decisions with major consequences</strong> is very important in running your business.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Skills, Knowledge, Experience

### TECHNICAL SKILLS (PRODUCTION/SERVICES)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Technical skills are the **practical abilities** you need if your business idea is **making products or providing services**. If you do not have these skills, you should consider this a weakness.
## Skills, Knowledge, Experience

<table>
<thead>
<tr>
<th>KNOWLEDGE ABOUT YOUR BUSINESS (OTHER THAN PRODUCTION)</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is very important to have knowledge about certain elements of your business idea <em>(marketing, costs, bookkeeping)</em>. If you have this knowledge, this is a strength.</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
## Skills, Knowledge, Experience

<table>
<thead>
<tr>
<th>BUSINESS MANAGEMENT SKILL</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business management skill is the capacity you need to <strong>run your business efficiently</strong>. Do you have enough business management skill? If not, this could be a weakness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skills, Knowledge, Experience

<table>
<thead>
<tr>
<th>NEGOTIATING SKILL</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiating skill is the <strong>capacity to communicate well with others, without offending anyone</strong>. The best way to get what you want in a negotiation is by looking for ways that you and the other party can each get what you want. If you <strong>like negotiating and listening to others</strong>, this could be considered a strength. If you believe that your opinion is the most important, this is a weakness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Personal Circumstances

<table>
<thead>
<tr>
<th>FAMILY CIRCUMSTANCES</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing your own business will take up a lot of time. So, if you have a business idea, it is crucial for you to <strong>get support from your family</strong>. Ideally, your family should agree with your desire to have a business. The could even be involved and help with the planning. Having a family who supports you is a strength; if you don’t have support from your family, this is a weakness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Personal Circumstances**

<table>
<thead>
<tr>
<th>FINANCIAL CIRCUMSTANCES</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you <strong>have your own funds</strong> that could be used for your business idea, and you won’t suffer much personal financial difficulty if your business fails, this is a strength. If you have no funds that could be used for your business idea and you are depending entirely on the success of your business, this could be seen as a weakness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Voting Results...

<table>
<thead>
<tr>
<th>No</th>
<th>Entrepreneur Characteristics</th>
<th>Strength</th>
<th>Weakness</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Commitment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Risk Taker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Decision Maker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Technical Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Business knowledge (marketing, bookkeeping)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Business management (efficient management)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Negotiating skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Family circumstances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Financial circumstances</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Strengthen Your Weaknesses

Entrepreneur Characteristics
As an Entrepreneur

- The success of your business is determined by your individual characteristics, circumstances and skills.
- Look and think carefully about all your strengths and weaknesses: which strengths are most important and which weaknesses are most critical for your business?
How to Strengthen Yourself as an Entrepreneur

1. Seek help from others
2. Learn from successful businesses
3. Do training
4. Read books

**DO THIS:**

*Identify your weaknesses and plan what you will do to strengthen your weaknesses!*
“Start with a Dream”
Buy a bike...Or borrow one from someone else
“Learn to ride...needs...PROCESS”
Finally...

You can ride a bike...!

DREAMS can become reality...!
“The RISK of riding a bike is a part of REALITY...”
Competition...

"Builds KNOWLEDGE
Builds SKILLS
Builds EXPERIENCE
Builds EXPERTISE...!"
"Opens other OPPORTUNITIES for bikes

If you are CREATIVE..."
Builds Social Relations...

“More Useful and Effective for YOURSELF and OTHERS”
Grows into a new dream...

“Recreative”

“Intuitive”

“Attractive”
“Keep on Dreaming and make your dreams Reality”
Thank You
Basics of Sanitation Marketing and Sanitation Marketing Networks
Training Flow

DAY 1
- Opening and Orientation (1) 60"
- Business Motivation (2) 60"
- Basics of Sanitation Marketing and Sanitation Marketing Networks (3) 120"
- Introduction to Products and The Installation/Production Process (4) 120"
- Communication and Production Presentation Techniques (5) 180"

DAY 2
- Sales Management and Selling Techniques (6) 180"
- Preparation for Field Practice I: Selling (7) 30"
- Field Practice I: Selling (8) 120"
- Reflection on Selling Practice (9) 90"
- Preparation for Field Practice II: Latrine Production (10) 60"

DAY 3
- Field Practice II: Latrine Production (11) 240"
- Reflection on Latrine Production (12) 120"
- 5 Minutes of Local Arts (13) 30"
- Building Commitment (14) 120"

DAY 4
- Simple Book Keeping and Financial Management (15) 180"
- Forming Business Team Organizations (16) 60"
- Training Follow Up Plan and Evaluation (17) 180"
- Close (18) 90"
Objectives

1. The participants understand the basic concepts of the sanitation marketing associated with the CLTS strategy
2. The participants understand the role of the sanitation provider in the development of rural sanitation supply
3. The participants are able to identify sanitation market segments
4. The participants are able to analyze market segments and set sanitation supply targets
5. The participants understand how sanitation entrepreneurs build and create business sanitation networks
Module Structure

1. Basic Concept of Sanitation Marketing
2. Sanitation Marketing Networks
3. Examples of Sanitation Marketing Networks
Basic Concept of Sanitation Marketing
STBM Strategy, Declared in 2008

**ENABLING**
(Public and Private sector support for sustainability)

**SUPPLY**
(Meeting Demand)

**DEMAND**
(Market needs & purchasing power)
From CLTS to CLTS plus Sanitation Marketing

YEAR
2008
2007
2006
2005
2004

WSP TSSM Project (STBM in East Java)
STBM Declared as National Strategy
Integrated Marketing & CLTS Approach
Problems with Supply: Not Sustainable
Behavior Change Approach CLTS (community led total sanitation)

Learning about CLTS in India and Bangladesh
CLTS training in one District
Adopted in 6 Districts

2008 - CLTS training in one District
2007 - CLTS training in one District
2006 - CLTS training in one District
2005 - Behavior Change Approach CLTS (community led total sanitation)
2004 - Learning about CLTS in India and Bangladesh
Estimate of the SANITATION MARKET in KEBUMEN

In Indonesia
- 235,000,000 people
- 33 provinces
- 497 Districts/Municipalities (>20,000 Villages)

In Central Java
- 8,000 Villages
- 500 - 1000 households
- Potential Latrine Market = IDR 150,000,000,000 (IDR 150 billion)

In KEBUMEN
- 67 Villages
- ............ households
- Potential Latrine Market = IDR ................... , -
Problems Encountered

**In Indonesia**
- Low level of access for 30 years (< 40%)
- Ineffective latrine development (subsidized)
- 63 million people still defecate in the open

**In Central Java**
- Level of Access….%
- What about subsidies….?
- Open defecation = ……people ?

**In KEBUMEN**
- Level of access ….%
- What about subsidies….?
- Open defecation = ……people ?
## Identifying Factors of Behavior Change: SaniFOAM

<table>
<thead>
<tr>
<th>Focus</th>
<th>Opportunity</th>
<th>Ability</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Population</td>
<td>Provision of facilities</td>
<td>Knowledge</td>
<td>Attitude &amp; willingness to change</td>
</tr>
<tr>
<td>Desired behaviors</td>
<td>Meet wants?</td>
<td>Building skills</td>
<td>Values adopted</td>
</tr>
<tr>
<td></td>
<td>Support from social groups</td>
<td>Support from social group (self support)</td>
<td>Community mindset</td>
</tr>
<tr>
<td></td>
<td>Punishments/rewards</td>
<td>Local policy</td>
<td>Other needs (priorities)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At business level</td>
<td>Goal (motivation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Desire to own</td>
</tr>
</tbody>
</table>
Research Findings

- Communities believes that feces are good for the environment, as fertilizer and fish feed
- Sanitation facilities are low priority in rural communities
- Communities believe that it is expensive to build a latrine, and are not familiar with the options available
- Tolerance and acceptance of open defecation
- Access to suppliers and availability of products and services affects demand for sanitation services
- Improved social status motivates people to want to have their own latrine

(Source: Nielsen 2008)

“If the river runs through the paddy fields, my feces acts as compost, which helps the rice to grow”

Quotation from participants in FGD, Probolinggo district, male, open defecator, February 2008, East Java
Research Findings

Scale of Priorities for Use of Extra Cash

- Highest Priority: Paying debts
- Goods that can be sold when money is needed (e.g. cattle, gold)
- Luxury goods (e.g. television, fridge, mobile phone, motorbike)
- Home improvements (incl. latrines)

Source: Nielsen, FGD, February 2008, East Java
Promotion Activity Based on Research Findings
Strengthening and Developing Supply

Understand target market

Understand the needs and purchasing power of prospective customers

Offer a choice of healthy latrine products

Replicate business model and build capacity
Research Finding

*Desired Features for Potential Latrine Customers*

Potential Customers Tend to Want Healthy Latrines that Have These Features:

» Easy to Clean
» Odor Resistant
» Scratch Resistant
» Wow! Factor and
» Improved Social Status
» Durable (3-5 years)
Research Finding

Payment Methods and Expenditure Level?

Price Recommendations

» The cost to acquire a new basic facility with all the desired features seemed to work out at IDR 180,000 (USD18) (around 30% of average monthly expenditure of the lowest SES)

» The next upgrade / payment could be available at an additional IDR 100,000 (USD10)

<table>
<thead>
<tr>
<th>SES Category</th>
<th>Expenditure Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>500,001 to 700,000</td>
</tr>
<tr>
<td>C2</td>
<td>700,001 to 1,000,000</td>
</tr>
<tr>
<td>C1</td>
<td>1,000,001 to 1,500,000</td>
</tr>
</tbody>
</table>
Research Finding

The One-Stop Shop Sanitation business model offers the customer product and price options

The One-Stop Shop Sanitation Entrepreneur offers:

1. A range of products and prices
2. Other benefits:
   - Product consultation service
   - Price discounts under certain circumstances (on block orders)
   - On-site production process: reducing distribution costs and labor costs
3. Payment flexibility: cash, installments, savings

![Diagram showing the One-Stop Shop Sanitation network](image-url)
Sanitation Marketing Networks
Sanitation Marketing Network

- Sanitation Entrepreneur
- Government
- Local Health Agencies
- Sanitarians
- Villages Midwives
- Village Health Post Cadres
- Village Administrations
- Community Leaders
- Building Material Retailers
- Financial Institution
- Industry
- Universities
- CSR Programs

Diagram showing the network of stakeholders involved in sanitation marketing and sanitation marketing networks.
Example of A Sanitation Network

Agus (Sanitation Entrepreneur, Blitar)
Introduction to Products and The Installation/Production Process

website www.wsp.org
            www.stbm-indonesia.org
Training Flow

DAY 1
- Opening and Orientation (1) - 60"
- Business Motivation (2) - 60"
- Basics of Sanitation Marketing and Sanitation Marketing Networks (3) - 120"
- Introduction to Products and The Installation/Production Process (4) - 120"
- Communication and Production Presentation Techniques (5) - 180"

DAY 2
- Sales Management and Selling Techniques (6) - 180"
- Preparation for Field Practice I: Selling (7) - 30"
- Field Practice I: Selling (8) - 120"
- Reflection on Selling Practice (9) - 90"
- Preparation for Field Practice II: Latrine Production (10) - 60"

DAY 3
- Field Practice II: Latrine Production (11) - 240"
- Reflection on Latrine Production (12) - 120"
- 5 Minutes of Local Arts (13) - 30"
- Building Commitment (14) - 120"

DAY 4
- Simple Book Keeping and Financial Management (14) - 180"
- Forming Business Team Organizations (15) - 60"
- Training Follow Up Plan and Evaluation (16) - 180"
- Close (17) - 90"
Module Objectives

1. The participants understand the features of a healthy latrine
2. The participants understand the construction and main elements of a healthy latrine (septic tank)
3. The participants have knowledge of healthy latrine technology options to suit local conditions
4. The participants understand the sequence of healthy latrine construction
5. The participants understand how to maintain a healthy latrine and are familiar with the supporting equipment and products needed for latrine maintenance
Module Structure

1. Features of a healthy latrine
2. Latrine construction
3. Healthy latrine production techniques
4. Introduction to healthy latrine technology options
5. Healthy latrine maintenance techniques
6. ITS research team recommended economic and healthy latrine design
Features of A Healthy Latrine

The Ministry of Health criteria for a healthy latrine:

1. Does not contaminate water
2. Does not contaminate topsoil
3. Insect free
4. Does not emit odors and is comfortable to use
5. Safe to use
6. Easy to clean and easy to use
7. Is private
Latrine Construction

A healthy latrine consists of three parts 3

1. Closet
2. Septic Tank
3. Percolator
Latrine Construction (The Septic Tank)

Seamless concrete cylinder septic tank
Latrine Construction (The Septic Tank)

Square brick septic tank

Frequent Leaks

SEPTIC TANK

Percolator
Latrine Construction (The Septic Tank)

Reinforced concrete ring stack septic tank
Latrine Construction (The Septic Tank)

Reinforced concrete ring stack septic tank

Leakage Risk

PVC Pipe 3"

PVC Pipe 2.5"

8 cm

80 cm

80 cm
Latrine Construction (The Septic Tank)

Cylinder septic tank

MORE RESISTANT TO PRESSURE
Latrine Construction (The Septic Tank)

Seamless concrete cylinder septic tank (reduces risk of leakage)
Healthy Latrine Production Techniques

Tools:
1. Hoe
2. Scoop
3. Spade
4. Crowbar
5. Measuring Tape
6. Cast Iron Chisel
7. Point Trowel
8. Hammer
9. Cement Trowel
10. Spirit Level
11. Bucket
12. Molds
Molds
Healthy Latrine Production Techniques

Materials:
1. Gravel
2. Cement
3. Closet
4. 3” PVC pipe
5. 2½” / 2” PVC pipe
6. 1¼” pipe
7. 3” knee
8. 2½” / 2” T
9. 1¼” T
10. Cast iron

GRAVEL MIX
CONCRETE 6:1
DECK 4:1
Healthy Latrine Production Techniques

Tahap:
1. Dig The Hole
2. Cast The Base
Healthy Latrine Production Techniques

3. Place The Mold In The Hold

4. Cast
Healthy Latrine Production Techniques

5. Remove The Mold
(To remove wooden mold, first remove separators)
Healthy Latrine Production Techniques

6. Install pvc pipes and closet

- Install Slab Mold
- Cast Slab
- Slab After mold removed
- Install Closet
Healthy Latrine Production Techniques

7. Install the lid
Healthy Latrine Production Techniques

8. Finish

- PVC pipe 3"
- PVC pipe 2.5"
- Dug Earth

Ventilation

Dimensions:
- 80 cm
- 80 cm
Healthy Latrine Technology Options

- **PACKAGE SMS-1**
  - IDR 1.150.000 package
  - PVC pipe 3.0
  - PVC pipe 2.5

- **PACKAGE SMS-2**
  - IDR 950.000 package
  - PVC pipe 3.0
  - PVC pipe 2.5

- **PACKAGE SMS-3**
  - IDR 800.000 package
  - PVC pipe 3.0
  - PVC pipe 2.5

- **PACKAGE SMS-4**
  - IDR 650.000 package
  - PVC pipe 3.0
  - PVC pipe 2.5
Healthy Latrine Maintenance Techniques

1. Keep the latrine floor clean and dry
2. Avoid water pooling around the latrine
3. Keep house area clear of rubbish
4. Keep house latrine in a good condition
5. No flies, rats or cockroaches
6. Provide cleaning equipment (scrubbing brush, broom and bucket)
7. Immediately repair/replace any damaged parts

Source: Environmental health for primary health center personnel outreach program technical manual
Healthy and Economic Latrine Design
Recommended by The ITS Research Team
(Institut Teknologi Sepuluh Nopember Surabaya)
Lower Part (Percolators)

Outer diameter = 1.14 m
Inner diameter = 1 m
Thickness = 0.07 m
Inner diameter of percolator must be no more than 0.75 m

To expedite the percolation process, an 0.5 m open inner concrete ring is used, with soil 0.25 m in depth below it.
Pipes and Ventilation

3-inch diameter pipe is used to connect the closet to septic tank 1 and septic tank 1 to septic tank 2.

2.5-inch diameter pipe is used to connect septic tank 2 to the percolator.
All pipes are installed at a gradient of 2%. (SNI : 03-2398-2002)
Ventilation

Function:
1. To release the air pressure in the septic tanks
2. To activate aerobic bacteria (which need air to live)

Dimensions (Refer to SNI: 03-2398-2002)
» Ventilation pipe used has a diameter of 50 mm (2 inches)
» The minimum height is 25 cm from the surface of the ground.
» Ventilation can be installed in both septic tanks to activate aerobic bacteria
Top view of the design

- Sock T 3"
- DIA 1m
- DIA 1.14m
- Soil
- PVC pipe 3"
- 2m (PVC pipe 3")
- 1m (PVC pipe 2.5")
- 0.5 m
- 0.6 m
CREATIVE STAGE

Side View

Minimum gradient of 2% of the length of the PVC pipe
CREATIVE STAGE

3D View
Communication and Production Presentation Techniques
Training Flow

DAY 1
- Opening and Orientation (1) 60"
- Business Motivation (2) 60"
- Basics of Sanitation Marketing and Sanitation Marketing Networks (3) 120"
- Introduction to Products and The Installation/Production Process (4) 120"
- Communication and Production Presentation Techniques (5) 180"

DAY 2
- Sales Management and Selling Techniques (6) 180"
- Preparation for Field Practice I: Selling (7) 30"
- Field Practice I: Selling (8) 120"
- Reflection on Selling Practice (9) 90"
- Preparation for Field Practice II: Latrine Production (10) 60"

DAY 3
- Field Practice II: Latrine Production (11) 240"
- Reflection on Latrine Production (12) 120"
- 5 Minutes of Local Arts (13) 30"

DAY 4
- Simple Book Keeping and Financial Management (14) 180"
- Forming Business Team Organizations (15) 60"
- Training Follow Up Plan and Evaluation (16) 180"
- Close (17) 90"
Objectives

1. Equip the participants with knowledge about communication and negotiation techniques

2. Build the capacity and skills of the participants in communicating and negotiating

3. Build the knowledge and skills of the participants about making interesting presentation materials

4. Build the capacity of the participants in making presentations

5. Build the self-confidence of the participants when making presentations/appearing in public
Module Structure

1. The benefits of communication
2. Effective communication techniques
3. Communication in selling
4. Product presentation techniques
5. 4 basic presentation competencies
6. The Characteristics of a good presenter
7. Tips
8. Healthy latrine product presentation simulation
The Benefits of Communication

“Of all the knowledge and skills that you have, communication knowledge and skills are among the most important and useful.”

- J.A Devito, 1997

“The ability to communicate demonstrates the ability to send messages clearly, humanly and efficiently, and to receive messages accurately.”

- D.B. Curtis, 1992

A PROCESS

To make opinions, feelings, information etc, known or understood by others (Longman)
Cultural Influences in Communication

“Cultural differences will affect the effectiveness of communication”
Effective Communication Techniques

Communicate effectively:

» Listen actively

» Competent in speaking, speaking style

» Attractive appearance: clothes, eye contact, facial expression, body language, sound, writing, smile, shake hands, remember names, sincere.
Features of Ineffective Communication

» Long-winded
» Shy
» Angry
» Not getting the message across
» Hidden agenda
» Non verbal
» One direction
» Not responsive
» Not connected
» Not open
Keys to Effective Communication

» Be a good listener
» Be assertive
» Resolve conflict
» Read the situation
» Be persuasive
Time to Listen

“Listening is the active process of receiving aural stimulus. Listening is a very important skill, but generally we are not very good at it”

Research Rankin (1928)

45% Listening
30% Speaking
16% Reading
9% Writing
Communication in Selling
Communication Tips for Selling by Negotiating

» The Yes-But Technique
» The Boomerang Technique
» The Clarification Technique
» The Resume Technique
» The Unfortunately Technique
» The Name Dropping Technique
The Yes-But Technique

» Confirm/agree with what your partner says, then suggest seeing it from a different angle.

» “You’re right. If you look at it from the … angle, you could say that…”
Boomerang Technique

» Turn strengths into weaknesses.

» “It’s because we are a local company that we have a better understanding of your business culture.”
Clarification Technique

» Use if there’s something that your partner doesn’t know or misunderstands.

» “There’s something we need to clarify about what you were saying earlier…”
Resume Technique

» Summarize what has been discussed, then talk about something you want to emphasize.

» “From what we’ve been saying, I think we can conclude that…, If that’s the case, can we agree…?”
Unfortunately Technique

» Remind the negotiator that there are some aspects that have been agreed on.

» “We’ve agreed on three of the four topics we’ve discussed. Unfortunately, we haven’t agreed on the fourth, have we?”
Name Dropping Technique

» Mention the names of people you think might aid the negotiations.

» “Mr. Herman from Serang district government says your company is really concerned about environmental conservation.”
Product Presentation Techniques

“A person who is good at describing a word, object, story, etc.”

“A person who should be a negotiator.”
Product Presentation Techniques

Before the Presentation:

» PREPARE: Concept, Data, Negotiating Team
» PREDICT: Response, Argumentation
» PLAN: Minimum targets, solutions
» CONTROL: Discipline, emotions
» COORDINATE: Who will be spokesperson, communicating the outcome of the negotiations
Presentation Quality

Is determined by:

» EFFECTIVENESS (Quality of outcome)
» EFFICIENCY (Time needed)
» NEGOTIATING ATMOSPHERE (Quality of relations)
Product Presentation Tips

Don’t:

» Play on people’s emotions
» Stray from the point
» Argue in front of the business team
» Looked down while talking
» Talk too long
Start of The Meeting

» Be on time, get there before the time indicated

» During the meeting:

1) GREET the other warmly: shake hands and smile
2) Make small talk ON THE WAY
3) Clearly and briefly explain the purpose and aims
4) Allow people time to respond
5) Follow the conversation & respond politely and positively
6) Make interesting suggestions
4 Basic Presentation Competencies

» Have the four basic competencies:

1) Accurate information
2) Adequate knowledge
3) Ability to read situations
4) Intelligent and capable
Key Aspects of Product Presentations And Negotiations

» Explain purpose_Product benefits and description
» Offer_Obstacles (have one already)
» Concession_Ideal product choice_fits the situation
» Compromise_Find common ground
» Agreement_Accept order
Characteristics Of A Good Presenter

1. Self confident
2. Respects others
3. Creates a good impression
4. Can control his or her emotions
5. Does not feel perfect
6. Friendly, polite, sympathetic and humorous
7. Positive mindset
8. Patient, persistent & determined
9. Loves his or her profession
10. Two-way communication
To Win

1. KNOW the customer’s circumstances
2. Understand the customer’s attitude and character
3. Analyze the customer’s strengths and weaknesses
4. Understand the customer’s playing field
5. Control the situation
6. Respond quickly to the situation
Winning Is A Must!

» Targets
» Strategy & tactics
» Equipment & ammunition
» Skilled use of equipment
» Self disciplined, diplomatic
» Fighting spirit, resilience, & optimism!
» Last but not least (good luck)
REMEMBER...!

Who your target is
Know his or her personality, hobbies, attitudes, and character

Be affable and friendly with him or her. And be friendly with: secretary, delegates, partners, etc.

Appearance: prepare your appearance: clothes, shoes, tie, stationery to generate approval and confidence

Check all preparations.
TO WAR!!!!!!
Presentation Principles

» Begin with key issue

» Support/agree on initial goals & targets

» End by summarizing and confirming the outcomes of the negotiations

» End with a good impression

» Offer SOLUTIONS_visit customer

» SIGN DEAL

» $

» Ready to serve!
**Important Tips**

» Respect the needs of others

» Save face

» Be a good listener

» Create a reputation as a fair and firm person

» Control your emotions

» Be sure that when you follow up each step of the offer that you understand it will have a bearing on the other steps
How Much Profit Do You Want To Make....

» People who want small profits & R....K
» People who want big profits & R....B
Presentation Strategies

Strategies are used to persuade others, so that they pay attention and go along with something. Use negotiating skills!

used by sales staff to promote products/services

These strategies include:

**ASSOCIATION**

making use of the name of an well-known institution/product

**positive effect**

**DISASSOCIATION**

making use of the name/product/service offered to make the customer turn his or her back on other products
Healthy Latrine Product Presentation Simulation
Sales Management and Selling Techniques
# Training Flow

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>60&quot;</th>
<th>60&quot;</th>
<th>120&quot;</th>
<th>120&quot;</th>
<th>180&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and Orientation (1)</td>
<td>Business Motivation (2)</td>
<td>Basics of Sanitation Marketing and Sanitation Marketing Networks (3)</td>
<td>Introduction to Products and The Installation/Production Process (4)</td>
<td>Communication and Production Presentation Techniques (5)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>180&quot;</th>
<th>30&quot;</th>
<th>120&quot;</th>
<th>90&quot;</th>
<th>60&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Management and Selling Techniques (6)</td>
<td>Preparation for Field Practice I: Selling (7)</td>
<td>Field Practice I: Selling (8)</td>
<td>Reflection on Selling Practice (9)</td>
<td>Preparation for Field Practice II: Latrine Production (10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 3</th>
<th>240&quot;</th>
<th>120&quot;</th>
<th>30&quot;</th>
<th>120&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Practice II: Latrine Production (11)</td>
<td>Reflection on Latrine Production (12)</td>
<td>5 Minutes of Local Arts</td>
<td>Building Commitment (13)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 4</th>
<th>180&quot;</th>
<th>60&quot;</th>
<th>180&quot;</th>
<th>90&quot;</th>
</tr>
</thead>
</table>
Objectives

1. The participants gain knowledge and skills in mapping demand and identifying target market

2. The participants gain knowledge and skills in managing demand using daily sales plans

3. The participants gain knowledge and skills in managing sales using the Savings Club System and Creative Marketing System
Module Structure

1. Mapping target market
2. Daily sales management
3. The savings club system
4. The creative marketing system
“PRESTIGE!” THE SANITATION BUSINESS

The APPSANI March: by IRIANTO WSP

LET’S ..WORK… 2X … MAKE MONEY…
LET’S ..WORK… 2X … MAKE MONEY…

WHATEVER THE PROBLEM 2X
SANITATION PROGRAMS ARE THE ANSWER

DIG..THERE… DIG HERE … WORK EVERY DAY…
DIG..THERE… DIG HERE … WORK EVERY DAY…

PRESTIGIOUS FAMILY…. PROUD IN-LAWS
TRAINEES, CLAP YOUR HANDS
Still Remember....Selling Strategy?
Mapping Target Market

Target Market = Social Map

Data Finding

SSS

Product Knowledge
Prospecting
Approaching
Presentation/Closing
demo
Closing
Closing
Follow Up
SSS
Sample Social Map

Latrine access map Dusun Jajar Santren, Desa Kepuh Kembeng

Latrine access map Dusun Keplak, Desa Keplaksari Kec. Peterongan

TARGET MARKET

Without healthy latrine
With healthy latrine
Who do you think ...could be potential customers...? (exercise)
Who Are Potential Customers?

- Households that don’t have healthy latrines
- Households that have unimproved latrines
- Business premises that don’t have healthy latrines
- High rises that don’t have healthy latrines
- Households that want to upgrade the appearance of their healthy latrine, to gain social status
Daily Sales Management

Target Market = Social Map Data

SSS

Product Knowledge
Prospecting
Approaching
Finding Data
Demotivation
Closing the Sales
Closing
Trial
Follow Up
Daily Sales Management

1. Prepare prospective customer data
2. Prepare daily sales forms
3. Set daily sales targets
4. Make daily visits
5. Record sales orders
6. Manage relations with customer (continuous)
“Design and prepare daily sales reports”
**DAILY REPORT**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Customer</th>
<th>Address</th>
<th>Tel. No.</th>
<th>Meeting No. &amp; Response</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Irianto</td>
<td>Jl. Imam bonjol no.2 Jember</td>
<td>0812324 8312</td>
<td>I, don’t have money</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

In general, waiting for proceeds from rice harvest

**SIGNED**

<table>
<thead>
<tr>
<th>Target Order</th>
<th>Realisasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREST Today: 10 Units</td>
<td>.........................</td>
</tr>
<tr>
<td>ORDER Today: 1 unit</td>
<td>.........................</td>
</tr>
<tr>
<td>INSTALLATIONS Today: 3</td>
<td>.........................</td>
</tr>
<tr>
<td>TOTAL INSTALLATIONS:</td>
<td>.........................</td>
</tr>
</tbody>
</table>
Savings Club Sales System
Before forming a Latrine savings club

Identify how many houses don’t have latrines
**Village Map**

Key
- No. of Houses = 200
- Without healthy latrines = 136 (68%)
- With healthy latrines = 64 (32%)

**IDR 1,000 a day healthy latrine**

- 1 Group
  - 1 Day = IDR 10,000,-
  - 10 Days = IDR 100,000,-
  - (7 Groups = IDR 700,000,-)

10 days, 7 groups
1 healthy latrine built
650 days = 22 months
(32% x 22 months = 7 months)

**Group Leader**
30 days x IDR 10,000 x 20 Block of ten = IDR 6,000,000
IDR 6,000,000 : IDR 600,000 (1 unit cost) = 10

30 days/1 month = 10 healthy latrines built
Houses without latrines = 80 (40%)
80/10 = 8 (ODF in 8 months)

IDR 600,000 = 600 days = 20 months
40% x 20 months = approx. 8 months

(ODF in 8 months)
SANITASI TOTAL BERBASIS MASYARAKAT (STBM)
Kelompok Arisan Jamban Sehat Peduli Lingkungan Rp 1.000/Hari 2011
Dusun : ..................................... Desa: ...............................................................
## Sample of Sanitation Entrepreneur`s Copy of A Latrine Savings Club Record

**RECORD OF DEPOSITS**

<table>
<thead>
<tr>
<th>NO</th>
<th>DATE</th>
<th>RECEIVED FROM</th>
<th>AMOUNT</th>
<th>SIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6 MARET 2012</td>
<td>B. SITI MARIYAM</td>
<td>RP 9.000.000</td>
<td>TTD KOMITE</td>
</tr>
<tr>
<td>2.</td>
<td>20 MARET 2012</td>
<td>B. SITI MARIYAM</td>
<td>RP 2.800.000</td>
<td>TTD KOMITE</td>
</tr>
</tbody>
</table>

*ALL ENTRIES ARE MADE BY THE SAVING CLUB COMMITTEE/COORDINATOR AS AUTHENTIC EVIDENCE IN THE EVENT OF A QUERY ABOUT AMOUNTS DEPOSITED OR RECEIVED*
**Sample of Sanitation Entrepreneur’s Copy of A Latrine Savings Club Record**

**RECORD OF DEPOSITS**

UD “SMS” Jl. ................................................................. Tel. -------------------------------------

<table>
<thead>
<tr>
<th>NO</th>
<th>DATE</th>
<th>RECEIVED FROM</th>
<th>AMOUNT</th>
<th>SIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6 MARET 2012</td>
<td>SUBIANADI</td>
<td>RP 9.000.000</td>
<td>TTD PENGUSAHA</td>
</tr>
<tr>
<td>2.</td>
<td>20 MARET 2012</td>
<td>SUBIANADI</td>
<td>RP 2.800.000</td>
<td>TTD PENGUSAHA</td>
</tr>
</tbody>
</table>

**ALL ENTRIES ARE MADE BY THE SAVING CLUB COMMITTEE/COORDINATOR**

**AS AUTHENTIC EVIDENCE IN THE EVENT OF A QUERY ABOUT AMOUNTS DEPOSITED OR RECEIVED**
<table>
<thead>
<tr>
<th>No</th>
<th>TGL</th>
<th>URAIAN</th>
<th>JUMLAH</th>
<th>KREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6-Mar-2012</td>
<td>Sisa bulan lalu</td>
<td>Rp. 0</td>
<td>1250000</td>
</tr>
<tr>
<td>2</td>
<td>6-Mar-2012</td>
<td>Biaya pembangunan jamban P. Sari tipe SMS-04</td>
<td>Rp. 650000</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6-Mar-2012</td>
<td>Biaya pembangunan jamban B. Jantah tipe SMS-03</td>
<td>Rp. 300000</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6-Mar-2012</td>
<td>Biaya pembangunan jamban B. Sugarni tipe SMS-01</td>
<td>Rp. 1150000</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10-Mar-2012</td>
<td>Biaya pembangunan jamban B. Udasmak tipe SMS-02</td>
<td>Rp. 950000</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12-Mar-2012</td>
<td>Biaya pembangunan jamban P. Kasri tipe SMS-04</td>
<td>Rp. 650000</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>12-Mar-2012</td>
<td>Biaya pembangunan jamban B. Penah tipe SMS-02</td>
<td>Rp. 950000</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>14-Mar-2012</td>
<td>Biaya pembangunan jamban B. Jamadi tipe SMS-02</td>
<td>Rp. 950000</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>16-Mar-2012</td>
<td>Biaya pembangunan jamban B. Mutaqin tipe SMS-01</td>
<td>Rp. 1150000</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>18-Mar-2012</td>
<td>Biaya pembangunan jamban B. Mariyam tipe SMS-01</td>
<td>Rp. 1150000</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>20-Mar-2012</td>
<td>Biaya pembangunan jamban B. Tuari tipe SMS-01</td>
<td>Rp. 1150000</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>22-Mar-2012</td>
<td>Biaya pembangunan jamban B. Nuri Diah tipe SMS-02 (closet)</td>
<td>Rp. 850000</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>23-Mar-2012</td>
<td>Biaya pembangunan jamban B. Kansianto tipe SMS-04</td>
<td>Rp. 650000</td>
<td></td>
</tr>
</tbody>
</table>

JUMLAH PENGELUARAN: Rp. 1234000
SALDO / SISA: Rp. 540000

JUMLAH: Rp. 1180000

Disetujui
Penanggung jawab arisan jamban
Dusun Banjarerep

SITI MARIYAM

Sumobito, 23 Maret 2012
Pelsosana pembangunan
Jamban Senat

SUBIANADI
# Rincian Biaya Pembangunan Jamban Sehat

**Bulan : Februari 2012**

<table>
<thead>
<tr>
<th>No</th>
<th>Tgl</th>
<th>Nama</th>
<th>Alamat</th>
<th>tipe</th>
<th>Harga</th>
<th>Per</th>
<th>Semen</th>
<th>Closet</th>
<th>P. 3&quot;</th>
<th>P. 2½&quot;</th>
<th>Ventilasi</th>
<th>T2½&quot;</th>
<th>Kne 3&quot;</th>
<th>Besi</th>
<th>Tukang</th>
<th>V 1</th>
<th>Realisasi</th>
<th>Sisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6-Mar-2012</td>
<td>P. Sadih</td>
<td>Banjarkerep</td>
<td>4</td>
<td>Rp. 650000</td>
<td>8000</td>
<td>9800</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>16000</td>
<td>10000</td>
<td>25000</td>
<td>474500</td>
</tr>
<tr>
<td>2</td>
<td>6-Mar-2012</td>
<td>E. Janiah</td>
<td>Banjarkerep</td>
<td>3</td>
<td>Rp. 800000</td>
<td>11000</td>
<td>147000</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>24000</td>
<td>13000</td>
<td>35000</td>
<td>601500</td>
</tr>
<tr>
<td>3</td>
<td>8-Mar-2012</td>
<td>B. Suparni</td>
<td>Banjarkerep</td>
<td>1</td>
<td>Rp. 1150000</td>
<td>15000</td>
<td>245000</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>24000</td>
<td>20000</td>
<td>50000</td>
<td>824500</td>
</tr>
<tr>
<td>4</td>
<td>10-Mar-2012</td>
<td>B. Ulnafah</td>
<td>Banjarkerep</td>
<td>2</td>
<td>Rp. 950000</td>
<td>12500</td>
<td>196000</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>24000</td>
<td>16000</td>
<td>35000</td>
<td>695500</td>
</tr>
<tr>
<td>5</td>
<td>12-Mar-2012</td>
<td>P. Kadi</td>
<td>Banjarkerep</td>
<td>4</td>
<td>Rp. 650000</td>
<td>8000</td>
<td>9800</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>16000</td>
<td>10000</td>
<td>25000</td>
<td>474500</td>
</tr>
<tr>
<td>6</td>
<td>12-Mar-2012</td>
<td>B. Peninsh</td>
<td>Banjarkerep</td>
<td>4</td>
<td>Rp. 650000</td>
<td>8000</td>
<td>9800</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>16000</td>
<td>10000</td>
<td>25000</td>
<td>474500</td>
</tr>
<tr>
<td>7</td>
<td>14-Mar-2012</td>
<td>B. Jumisti</td>
<td>Banjarkerep</td>
<td>2</td>
<td>Rp. 950000</td>
<td>12500</td>
<td>196000</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>24000</td>
<td>16000</td>
<td>35000</td>
<td>695500</td>
</tr>
<tr>
<td>8</td>
<td>16-Mar-2012</td>
<td>B. Mokati</td>
<td>Banjarkerep</td>
<td>1</td>
<td>Rp. 1150000</td>
<td>15000</td>
<td>245000</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>24000</td>
<td>20000</td>
<td>50000</td>
<td>824500</td>
</tr>
<tr>
<td>9</td>
<td>18-Mar-2012</td>
<td>B. Mariyan</td>
<td>Banjarkerep</td>
<td>1</td>
<td>Rp. 1150000</td>
<td>15000</td>
<td>245000</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>16000</td>
<td>20000</td>
<td>50000</td>
<td>816500</td>
</tr>
<tr>
<td>10</td>
<td>20-Mar-2012</td>
<td>B. Tarni</td>
<td>Banjarkerep</td>
<td>1</td>
<td>Rp. 1150000</td>
<td>15000</td>
<td>245000</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>16000</td>
<td>20000</td>
<td>50000</td>
<td>816500</td>
</tr>
<tr>
<td>11</td>
<td>22-Mar-2012</td>
<td>B. Nurhidayah</td>
<td>Banjarkerep</td>
<td>2</td>
<td>Rp. 950000</td>
<td>12500</td>
<td>196000</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>16000</td>
<td>16000</td>
<td>35000</td>
<td>687500</td>
</tr>
<tr>
<td>12</td>
<td>23-Mar-2012</td>
<td>B. Kasiatun</td>
<td>Banjarkerep</td>
<td>4</td>
<td>Rp. 650000</td>
<td>8000</td>
<td>9800</td>
<td>6000</td>
<td>45000</td>
<td>35000</td>
<td>5000</td>
<td>6000</td>
<td>5000</td>
<td>4500</td>
<td>16000</td>
<td>10000</td>
<td>25000</td>
<td>474500</td>
</tr>
</tbody>
</table>

**Total:** Rp 1.1E+07

| 1 | BELI BAUT CETAKAN 1 DOS | Rp 75000 |
| 2 | BELI TIMBA 2 BIJ @ Rp 9000 | Rp 18000 |
| 3 | PERKIRAAN PENYUSUTAN ALAT 2% | Rp 28000 |
| 4 | JUMLAH PENGELUARAN LAIN - LAIN | Rp 122900 |
| 5 | LABA BERSIH | Rp 2867100 |
Creative Sales & Marketing System
Practice In Making Sanitation Brochures

PICTURE OF TOILET	TOTAL UNIT PRICE
PICTURE OF BATHROOM	SPECIAL UNIT PRICE
PICTURE OF CLOSET	BONUS PRICE
PICTURE OF CONSTRUCTION	REDUCED PRICE
PICTURE OF DESIGN	FAMILY PRICE
PICTURE OF PEOPLE	PRICE THIS MONTH
PICTURE OF LOCATION	VALID FOR …
Principles Of Creative Marketing

Brochure Design Contest Practice

A - ATTRACTIVE
I - INTEREST
D - DESIRE
A - ACTION
Preparation For Field Practice I: Selling
# Training Flow

<table>
<thead>
<tr>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>60’</strong></td>
</tr>
<tr>
<td>Opening and Orientation (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>180’</strong></td>
</tr>
<tr>
<td>Sales Management and Selling Techniques (6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>240’</strong></td>
</tr>
<tr>
<td>Field Practice II: Latrine Production (11)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>180’</strong></td>
</tr>
</tbody>
</table>
Objectives

1. The participants gain knowledge and skills in making the necessary preparations before communicating with prospective customers

2. The participants understand the benefits of the selling practice and the lessons that will be learned
Module Structure

1. Preparations for selling practice
2. The benefits of selling practice
Preparations For Selling Practice

WHEN SELLING, DON’T:

» Play on people’s emotions
» Stray from the point
» Argue in front of the business team
» Talk too long
Start of the meeting

• Be on time, get there before the time indicated
• During the meeting:
  1) GREET the other warmly: shake hands and smile
  2) Make small talk ON THE WAY
  3) Clearly and briefly explain the purpose and aims
  4) Allow people time to respond
  5) Follow the conversation & respond politely and positively
  6) Make interesting suggestions
Features of Product Presentation

• Have knowledge and skills, and be intuitive every time you do a PRESENTATION

• Have the Four Basic Competencies:
  1) Accurate information
  2) Adequate knowledge
  3) Ability to read situations
  4) Intelligent and capable
  5) STRONG
Design and Prepare Daily, Weekly, Monthly and Annual Sales Reports to Use for Evaluation

☐ Name of Activity.................................
☐ Reporting period.................................
☐ Daily, weekly and monthly..................
☐ Name of sales staff.............................
☐ Name of team..................................
☐ Target visits....................................
☐ Target presentations..........................
☐ Target Orders..................................
☐ Target Revenue (IDR).........................

☐ Name of prospective customer..........  
☐ Name of customer.............................
☐ Address of customer.........................
☐ Telephone no..................................
☐ Sketch of location............................
☐ Model/ Type of planned order..........  
☐ Model/ Type of order.........................
☐ Deposit (IDR)....................................
List of Prospective Customers, Customers Who Need Revisiting, and Services

☐ Presentation No...........................................
☐ Response to presentation..............................
☐ Notes on presentation.................................
☐ Planned revisit.............................................
☐ Still thinking, after presentation...........
☐ Planned installment.....................................

Details of:
☐ Total Target visits........................................
☐ Total Target Presentations............................
☐ Total Target Orders......................................
☐ Total Target Revenue IDR..............................
☐ Actual...........................................................
☐ Proof of visits, initialled
☐ Proof of visits, accounts manager
### DAILY REPORT

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Customer</th>
<th>Address</th>
<th>Tel. No.</th>
<th>Meeting No. &amp; Response</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Irianto</td>
<td>Jl. Imam bonjol no.2 Jember</td>
<td>0812324 8312</td>
<td>I, don’t have the money yet</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**: In general, waiting for proceeds from rice harvest

**Signed**

- **Order Target**
  - Sales staff: PREST Today: 10 Unit
  - ORDER Today: 1 unit
  - Manager: INSTALLATIONS Today: 3

- **Actual**
  - TOTAL INSTALLATIONS: ........................................
### DAILY REPORT

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Customer</th>
<th>Address</th>
<th>Tel. No.</th>
<th>Meeting No. &amp; Response</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Irianto</td>
<td>Jl. Imam bonjol no.2</td>
<td>0812324 8312</td>
<td>I, don’t have the money yet</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

In general, waiting for proceeds from rice harvest

**Signed**

<table>
<thead>
<tr>
<th>Order Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREST Today: 10 Unit</td>
<td></td>
</tr>
<tr>
<td>ORDER Today: 1 unit</td>
<td></td>
</tr>
<tr>
<td>INSTALLATIONS Today: 3</td>
<td></td>
</tr>
<tr>
<td>TOTAL INSTALLATIONS:</td>
<td></td>
</tr>
</tbody>
</table>
In general, waiting for proceeds from rice harvest.

**Notes**

**SIGNED**

<table>
<thead>
<tr>
<th>Name of customer</th>
<th>Address</th>
<th>Tel. No</th>
<th>Meeting No. &amp; Response</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TARGET ORDERS**

- **Sales staff:**
  - PREST Today: 10 Unit
  - ORDER Today: 1 unit
- **Manager:**
  - INSTALLATIONS Today: 3
  - TOTAL INSTALLATIONS: 3

**ACTUAL**

- ........................................
- ........................................
- ........................................
Field Practice I: Selling
## Training Flow

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>60”</th>
<th>60”</th>
<th>120”</th>
<th>120”</th>
<th>180”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and Orientation (1)</td>
<td>Business Motivation (2)</td>
<td>Basics of Sanitation Marketing and Sanitation Marketing Networks (3)</td>
<td>Introduction to Products and The Installation/Production Process (4)</td>
<td>Communication and Production Presentation Techniques (5)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>180”</th>
<th>30”</th>
<th>120”</th>
<th>90”</th>
<th>60”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Management and Selling Techniques (6)</td>
<td>Preparation for Field Practice I: Selling (7)</td>
<td>Field Practice I: Selling (8)</td>
<td>Reflection on Selling Practice (9)</td>
<td>Preparation for Field Practice II: Latrine Production (10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 3</th>
<th>240”</th>
<th>120”</th>
<th>30”</th>
<th>120”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Practice II: Latrine Production (11)</td>
<td>Reflection on Latrine Production (12)</td>
<td>5 Minutes of Local Arts</td>
<td>Building Commitment (13)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 4</th>
<th>180”</th>
<th>60”</th>
<th>180”</th>
<th>90”</th>
</tr>
</thead>
</table>
Objectives

1. The participants gain experience in communicating with customers
2. The participants learn lessons from practical experience (selling products)
Module Structure

1. Explanation of the Group Tasks
2. Selling Practice (on site)
Explanation Of The Group Tasks

1. Record:
   Number visited, how many people met and how many not met
2. How many presentations done
3. How many people were interested after hearing the presentation
4. How many orders were made
Off We Go....!!!
Reflection on Selling Practice
Training flow

DAY 1
- 60” Opening and Orientation (1)
- 60” Business Motivation (2)
- 120” Basics of Sanitation Marketing and Sanitation Marketing Networks (3)
- 120” Introduction to Products and The Installation/Production Process (4)
- 180” Communication and Production Presentation Techniques (5)

DAY 2
- 180” Sales Management and Selling Techniques (6)
- 30” Preparation for Field Practice I: Selling (7)
- 120” Field Practice I: Selling (8)
- 90” Reflection on Selling Practice (9)
- 60” Preparation for Field Practice II: Latrine Production (10)

DAY 3
- 240” Field Practice II: Latrine Production (11)
- 120” Reflection on Latrine Production (12)
- 30” 5 Minutes of Local Arts
- 120” Building Commitment (13)

DAY 4
- 180” Simple Book Keeping and Financial Management (14)
- 60” Forming Business Team Organizations (15)
- 180” Training Follow Up Plan and Evaluation (16)
- 90” Close (17)
Objectives

1. The participants can explain what they learned from the on-site selling practice

2. The participants can learn from the experiences of the other groups

3. The participants can make collective conclusions as new knowledge from the selling practice
Module Structure

1. Group discussions
2. Presentation of outcomes of group discussions
3. Conclusions from the selling practice
Group Discussions

Each group discusses what they experienced during the selling practice, which are to be presented so that solutions can be found and conclusions made.
Group II
Group III
Group IV
Presentation Of The Group Discussions

Total time for all group presentations is 60 minutes. So the time for each group is:

\[
\text{60 minutes} / \text{number of groups} = \ldots \text{ minutes}
\]
Conclusions From The Selling Practice

1. ................................................................................................................................

2. ................................................................................................................................

3. Etc.
Preparation For Field Practice II: Latrine Production
## Training Flow

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>60&quot;</th>
<th>60&quot;</th>
<th>120&quot;</th>
<th>120&quot;</th>
<th>180&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and Orientation (1)</td>
<td>Business Motivation (2)</td>
<td>Basics of Sanitation Marketing and Sanitation Marketing Networks (3)</td>
<td>Introduction to Products and The Installation/Production Process (4)</td>
<td>Communication and Production Presentation Techniques (5)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>180&quot;</th>
<th>30&quot;</th>
<th>120&quot;</th>
<th>90&quot;</th>
<th>60&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Management and Selling Techniques (6)</td>
<td>Preparation for Field Practice I: Selling (7)</td>
<td>Field Practice I: Selling (8)</td>
<td>Reflection on Selling Practice (9)</td>
<td>Preparation for Field Practice II: Latrine Production (10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 3</th>
<th>240&quot;</th>
<th>120&quot;</th>
<th>30&quot;</th>
<th>120&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Practice II: Latrine Production (11)</td>
<td>Reflection on Latrine Production (12)</td>
<td>5 Minutes of Local Arts</td>
<td>Building Commitment (13)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 4</th>
<th>180&quot;</th>
<th>60&quot;</th>
<th>180&quot;</th>
<th>90&quot;</th>
</tr>
</thead>
</table>
Objectives

1. The participants gain knowledge and skills in the preparations that have to be made before the healthy latrine production practice

2. The participants understand the benefits of the healthy latrine production practice and the lessons that will be learned
Module Structure

1. Group preparation
2. Equipment preparation
3. Materials preparation
4. Review latrine production stages
## Group Preparations

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ..............................................</td>
<td>1. ..............................................</td>
<td>1. ..............................................</td>
</tr>
<tr>
<td>2. ..............................................</td>
<td>2. ..............................................</td>
<td>2. ..............................................</td>
</tr>
<tr>
<td>3. ..............................................</td>
<td>3. ..............................................</td>
<td>3. ..............................................</td>
</tr>
<tr>
<td>4. ..............................................</td>
<td>4. ..............................................</td>
<td>4. ..............................................</td>
</tr>
<tr>
<td>5. ..............................................</td>
<td>5. ..............................................</td>
<td>5. ..............................................</td>
</tr>
<tr>
<td>6. ..............................................</td>
<td>6. ..............................................</td>
<td>6. ..............................................</td>
</tr>
<tr>
<td>7. ..............................................</td>
<td>7. ..............................................</td>
<td>7. ..............................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 4</th>
<th>GROUP 5</th>
<th>GROUP 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ..............................................</td>
<td>1. ..............................................</td>
<td>1. ..............................................</td>
</tr>
<tr>
<td>2. ..............................................</td>
<td>2. ..............................................</td>
<td>2. ..............................................</td>
</tr>
<tr>
<td>3. ..............................................</td>
<td>3. ..............................................</td>
<td>3. ..............................................</td>
</tr>
<tr>
<td>4. ..............................................</td>
<td>4. ..............................................</td>
<td>4. ..............................................</td>
</tr>
<tr>
<td>5. ..............................................</td>
<td>5. ..............................................</td>
<td>5. ..............................................</td>
</tr>
<tr>
<td>6. ..............................................</td>
<td>6. ..............................................</td>
<td>6. ..............................................</td>
</tr>
<tr>
<td>7. ..............................................</td>
<td>7. ..............................................</td>
<td>7. ..............................................</td>
</tr>
</tbody>
</table>
Practice Location

Make a sketch of the latrine production practice location...!
Equipment Preparation

1. Hoe
2. Scoop
3. Spade
4. Crowbar
5. Measuring Tape
6. Cast Iron Chisel
7. Point Trowel
8. Hammer
9. Cement Trowel
10. Spirit Level
11. Bucket
12. Molds
Materials Preparation

1. Gravel
2. Cement
3. Closet
4. 3” PVC pipe
5. 2½” / 2” PVC pipe
6. 1¼” PVC pipe
7. 3” knee
8. T 2½” / 2”
9. T 1¼”
10. Cast iron
Review of Production Stages

Stages:
1. Dig the hole
2. Cast the base
Review of Production Stages

3. Place the mold in the hold
4. Cast
Review of Production Stages

5. Remove the mold

(To remove wooden mold, first remove separators)
Review of Production Stages

6. Install pvc pipes and closet

- Dug Earth
- Install Slab Mold
- Cast Slab
- Slab After mold removed
- Install Closet
Review of Production Stages

7. Install the lid
Review of Production Stages

8. Finish

- PVC pipe 3"
- PVC pipe 2.5"
- Ventilation
- Dug Earth

Dimensions:
- 80 cm
- 80 cm
- 150 cm
- 50 cm
- 25 cm
Field Practice II: Latrine Production
# Training Flow

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>60&quot;</th>
<th>60&quot;</th>
<th>120&quot;</th>
<th>120&quot;</th>
<th>180&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and Orientation (1)</td>
<td>Business Motivation (2)</td>
<td>Basics of Sanitation Marketing and Sanitation Marketing Networks (3)</td>
<td>Introduction to Products and The Installation/Production Process (4)</td>
<td>Communication and Production Presentation Techniques (5)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>180&quot;</th>
<th>30&quot;</th>
<th>120&quot;</th>
<th>90&quot;</th>
<th>60&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Management and Selling Techniques (6)</td>
<td>Preparation for Field Practice I: Selling (7)</td>
<td>Field Practice I: Selling (8)</td>
<td>Reflection on Selling Practice (9)</td>
<td>Preparation for Field Practice II: Latrine Production (10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 3</th>
<th>240&quot;</th>
<th>120&quot;</th>
<th>30&quot;</th>
<th>120&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Practice II: Latrine Production (11)</td>
<td>Reflection on Latrine Production (12)</td>
<td>5 Minutes of Local Arts</td>
<td>Building Commitment (13)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 4</th>
<th>180&quot;</th>
<th>60&quot;</th>
<th>180&quot;</th>
<th>90&quot;</th>
</tr>
</thead>
</table>
Objectives

1. The participants gain experience in producing healthy latrines after securing orders

2. The participants learn lessons from the hands-on experience (healthy latrine production)
Module Structure

1. Group details
2. On-site tasks
3. Participants’ responsibilities during the practice
4. Sketch of location
5. Key activities on site
## Group Details

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ketua</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On-Site Tasks

1. The participants receive an explanation from the facilitator and make a note of the on-site tasks.

2. The participants get in their designated vehicles according to the lists affixed to the windscreens of the vehicles.

3. Each group coordinates with the village office and receives an explanation from the field facilitator.

4. Each group follows the instructions of the field facilitator.
Participants’ Responsibilities During The Practice

• All participants are expected to participate actively, and be familiar with all the equipment and materials used and how to use them.

• The participants must get involved in the latrine production process.

• The participants must record points of note to discuss during the reflection session.
Sketch Of Location

Sample sketch of location

GROUP : 1
1. P. Hengki (01)
2. P. Takim (01)
3. P. Wakit (02)

GROUP : 2
1. Umi Kudzaimah (02)
2. P. Sutikno (01)
3. B. Tiyam (01)

GROUP : 3
1. B. Lilik (02)
2. B. Siti Maslakah (02)
3. B. Solikatun (01)

GROUP : 4
1. B. Juwanik (01)
2. B. Anis Fauzizah (01)
3. B. Nur Sa’adah (02)

GROUP : 5
1. P Abd. Ajis (01)
2. B. Inayah (02)
3. B. Poniatin (02)

GROUP : 6
1. P. Basuki (02)
2. P. Suroso (02)
3. B. Aslipah (01)
Key Activities On Site

- Communication with the field facilitator
- Coordination with the group leader
- Communication with the masons on site
- Communication with local latrine owners
- Communication with village administration, community leaders, and villagers
Thank You
Reflection on Latrine Production Practice
Training Flow

DAY 1
- 60” Opening and Orientation (1)
- 60” Business Motivation (2)
- 120” Basics of Sanitation Marketing and Sanitation Marketing Networks (3)
- 120” Introduction to Products and The Installation/Production Process (4)
- 180” Communication and Production Presentation Techniques (5)

DAY 2
- 180” Sales Management and Selling Techniques (6)
- 30” Preparation for Field Practice I: Selling (7)
- 120” Field Practice I: Selling (8)
- 90” Reflection on Selling Practice (9)
- 60” Preparation for Field Practice II: Latrine Production (10)

DAY 3
- 240” Field Practice II: Latrine Production (11)
- 120” Reflection on Latrine Production (12)
- 30” 5 Minutes of Local Arts (13)
- 120” Building Commitment (14)

DAY 4
- 180” Simple Book Keeping and Financial Management (14)
- 60” Forming Business Team Organizations (15)
- 180” Training Follow Up Plan and Evaluation (16)
- 90” Close (17)
Objectives

1. The participants can explain what they learned from the on-site latrine production practice
2. The participants can learn from the experiences of the other groups
3. The participants can make collective conclusions as new knowledge from the latrine production practice
Module Structure

1. Group discussions
2. Presentation of outcomes of group discussions
3. Conclusions from the latrine production practice
Group Discussions

Each group discusses what they experienced during the latrine production practice:

1. Process
2. Obstacles
3. Interesting findings
4. Lessons learned during the practice
Group IV
Group V
Presentation Of The Group Discussions

Total time for all group presentations is 60 minutes. So the time for each group is:

60 minutes / number of groups = ...... minutes
Conclusions From The Latrine Production Practice

1. ................................................................................................................................

2. ................................................................................................................................

3. Etc.
Building Commitment
Training Flow

**DAY 1**
- 60” Opening and Orientation (1)
- 60” Business Motivation (2)
- 120” Basics of Sanitation Marketing and Sanitation Marketing Networks (3)
- 120” Introduction to Products and The Installation/Production Process (4)
- 180” Communication and Production Presentation Techniques (5)

**DAY 2**
- 180” Sales Management and Selling Techniques (6)
- 30” Preparation for Field Practice I: Selling (7)
- 120” Field Practice I: Selling (8)
- 90” Reflection on Selling Practice (9)
- 60” Preparation for Field Practice II: Latrine Production (10)

**DAY 3**
- 240” Field Practice II: Latrine Production (11)
- 120” Reflection on Latrine Production (12)
- 30” 5 Minutes of Local Arts
- 120” Building Commitment (13)

**DAY 4**
- 180” Simple Book Keeping and Financial Management (14)
- 60” Forming Business Team Organizations (15)
- 180” Training Follow Up Plan and Evaluation (16)
- 90” Close (17)
Objectives

1. The participants have a growing awareness that change starts from within

2. The participants have a growing awareness that enterprise is related to the motivation to succeed

3. The participants understand that success requires knowledge, skills and experience

4. The participants understand that to build knowledge, skills and experience requires a positive mental attitude

5. The participants have a growing understanding that a person’s determination and capacities strengthen each other, and that every activity always has a benefit. This understanding comes from positive mental attitude

6. The participants understand the need to build mutual trust and respect as a sure foundation for us all on which to build mutual dependency
Module Structure

1. What will you do now?
2. Change Your Mindset With Chemical Reaction
3. How to quickly change your mindset
What are you going to do now?

MAKE YOURSELF PROUD
Respect Yourself...!

“On this beautiful morning..!
    Today..!
What are you going to do?
    Meet others
    Speak to others
Connect with others
    Close to you
    Far from you
Smile at them
Make them happy?
Make them feel comfortable with you?
Help to sort out their problems?
    Make them happy
At the end of the day…..
What will you have done …?"
CHANGE YOUR MINDSET WITH CHEMICAL REACTION

CHANGE OFTEN SPARKS CONFIDENCE

WHICH MEANS: CHANGING YOUR ROUTINE is a DYNAMIC change in attitude in doing all activities

‘‘You Can Do It!’’
How To Quickly Change Your Mindset?

THE KEY! IS LETTING GO OF IRRATIONAL STIGMAS

Kongkow kongkow, frekwensi dugem tinggi, hempaskan kemalasan, buang pikiran kotor bunuh gengsi

GRADUALLY START POSITIVE THINKING

EXPLORE NEW THINGS
Eksplore New Thing

Start With

A Blank Sheet of Paper
The Solutions For You

>>> Make New Roads

>>> Seek New Challenges

>>> Serve More

>>> Accelerate Building Your Capacity

>>> Develop Love For Your Parents And Family

>>> Obey And Always Remember The Creator Of The Universe
Bookkeeping and Financial Management
## Training Flow

### DAY 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>60”</td>
<td>Opening and Orientation (1)</td>
</tr>
<tr>
<td>60”</td>
<td>Business Motivation (2)</td>
</tr>
<tr>
<td>120”</td>
<td>Basics of Sanitation Marketing and Sanitation Marketing Networks (3)</td>
</tr>
<tr>
<td>120”</td>
<td>Introduction to Products and The Installation/Production Process (4)</td>
</tr>
<tr>
<td>180”</td>
<td>Communication and Production Presentation Techniques (5)</td>
</tr>
</tbody>
</table>

### DAY 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>180”</td>
<td>Sales Management and Selling Techniques (6)</td>
</tr>
<tr>
<td>30”</td>
<td>Preparation for Field Practice I: Selling (7)</td>
</tr>
<tr>
<td>120”</td>
<td>Field Practice I: Selling (8)</td>
</tr>
<tr>
<td>90”</td>
<td>Reflection on Selling Practice (9)</td>
</tr>
<tr>
<td>60”</td>
<td>Preparation for Field Practice II: Latrine Production (10)</td>
</tr>
</tbody>
</table>

### DAY 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>240”</td>
<td>Field Practice II: Latrine Production (11)</td>
</tr>
<tr>
<td>120”</td>
<td>Reflection on Latrine Production (12)</td>
</tr>
<tr>
<td>30”</td>
<td>5 Minutes of Local Arts</td>
</tr>
<tr>
<td>120”</td>
<td>Building Commitment (13)</td>
</tr>
</tbody>
</table>

### DAY 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>180”</td>
<td>Simple Book Keeping and Financial Management (14)</td>
</tr>
<tr>
<td>60”</td>
<td>Forming Business Team Organizations (15)</td>
</tr>
<tr>
<td>180”</td>
<td>Training Follow Up Plan and Evaluation (16)</td>
</tr>
<tr>
<td>90”</td>
<td>Close (17)</td>
</tr>
</tbody>
</table>
Module Structure

1. Calculating healthy latrine production costs
2. Planning monthly sales
3. Calculating operating costs
4. Calculating operating profit
## Costing for construction of latrine type PS-1

### Perkiraan Belanja Sendiri

<table>
<thead>
<tr>
<th>No.</th>
<th>Jenis Barang</th>
<th>Kebutuhan</th>
<th>Harga</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bong buis 80 Ø</td>
<td>7 biji</td>
<td>65,000</td>
<td>455,000</td>
</tr>
<tr>
<td>2.</td>
<td>Tutup bong buis</td>
<td>3 biji</td>
<td>50,000</td>
<td>150,000</td>
</tr>
<tr>
<td>3.</td>
<td>Closet keramik</td>
<td>1 biji</td>
<td>70,000</td>
<td>70,000</td>
</tr>
<tr>
<td>4.</td>
<td>Paralon 3 Ø</td>
<td>1 batang</td>
<td>65,000</td>
<td>65,000</td>
</tr>
<tr>
<td>5.</td>
<td>Paralon 2 Ø</td>
<td>1,5 batang</td>
<td>35,000</td>
<td>52,500</td>
</tr>
<tr>
<td>6.</td>
<td>Paralon 1 Ø</td>
<td>0,5 batang</td>
<td>26,000</td>
<td>13,000</td>
</tr>
<tr>
<td>7.</td>
<td>Knie 3 Ø</td>
<td>1 biji</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>8.</td>
<td>T 1 Ø</td>
<td>1 biji</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>9.</td>
<td>Batu bata</td>
<td>50 biji</td>
<td>400</td>
<td>50,000</td>
</tr>
<tr>
<td>10.</td>
<td>Pasir</td>
<td>0,5 kubik</td>
<td>60,000</td>
<td>30,000</td>
</tr>
<tr>
<td>11.</td>
<td>Semen Gresik</td>
<td>2 zag</td>
<td>45,000</td>
<td>90,000</td>
</tr>
<tr>
<td>12.</td>
<td>Ongkos pasang bong huis</td>
<td>7 biji</td>
<td>25,000</td>
<td>175,000</td>
</tr>
<tr>
<td>13.</td>
<td>Ongkos Tukang</td>
<td>2 hari</td>
<td>50,000</td>
<td>100,000</td>
</tr>
<tr>
<td>14.</td>
<td>Ongkos pemb. tukang</td>
<td>2 hari</td>
<td>40,000</td>
<td>80,000</td>
</tr>
<tr>
<td></td>
<td><strong>Jumlah keseluruhan</strong></td>
<td></td>
<td></td>
<td>1,241,500</td>
</tr>
<tr>
<td></td>
<td><strong>Keuntungan bagi masyarakat</strong></td>
<td></td>
<td></td>
<td>189,000</td>
</tr>
<tr>
<td></td>
<td><strong>Jumlah yang harus dibayar</strong></td>
<td></td>
<td></td>
<td>1,150,000</td>
</tr>
</tbody>
</table>

---

**PACKAGE SMS-1**

- IDR 1.150.000 package
**Equipment**

1. Hoe
2. Scoop
3. Spade
4. Crowbar
5. Measuring Tape
6. Cast Iron Chisel
7. Point Trowel
8. Hammer
9. Cement Trowel
10. Spirit Level
11. Bucket
12. Molds
Molds
Investment Cost

- Equipment
- Cart
- Motorbike
- Etc.
Cost of Goods Sold

It is crucial that you understand cost of good/services sold. Cost of goods sold gives you a picture of the direct costs of your services. The formula for calculating cost of goods sold is as follows:

\[
\text{Cost of Goods Sold} = \text{cost of raw materials} + \text{direct labor costs}
\]

<table>
<thead>
<tr>
<th>Cost of Goods Sold</th>
<th>Product/service type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-0</td>
</tr>
<tr>
<td>Cost of raw materials</td>
<td>300,000</td>
</tr>
<tr>
<td>Direct labor costs (Mason + Assistant Masons)</td>
<td>75,000</td>
</tr>
<tr>
<td>TOTAL COST OF GOODS SOLD</td>
<td>375,000</td>
</tr>
</tbody>
</table>
Production Capacity

Based on total cost of goods sold, calculate your monthly production capacity

<table>
<thead>
<tr>
<th>Product</th>
<th>Maximum production capacity per month (units)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3-2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3-3-1</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
Sales Projection

_Taking into account production capacity and market opportunities, project your sales for the next few months._

<table>
<thead>
<tr>
<th>Product/service type</th>
<th>Per unit selling price</th>
<th>1(....)</th>
<th>2(....)</th>
<th>3(....)</th>
<th>4(....)</th>
<th>5(....)</th>
<th>6(....)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3-0</td>
<td>650,000</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2. 3-2</td>
<td>1,200,000</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3. 3-3-1</td>
<td>1,500,000</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total Sales (Units)</strong></td>
<td></td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Sales (IDR)</strong></td>
<td></td>
<td>26,550,000</td>
<td>26,550,000</td>
<td>26,550,000</td>
<td>26,550,000</td>
<td>26,550,000</td>
<td>26,550,000</td>
</tr>
</tbody>
</table>
### Projected Operating Cost

In addition to cost of goods sold, you must also take into account monthly operating costs for the same period. Below is an example of an operating cost table. Complete the table below based on your sales projection.

<table>
<thead>
<tr>
<th>No.</th>
<th>Operating Cost</th>
<th>Total Cost (IDR ‘000)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Month 1</td>
</tr>
<tr>
<td>1.</td>
<td>Sales commission</td>
<td>75,000</td>
</tr>
<tr>
<td>2.</td>
<td>Transport</td>
<td>10,000</td>
</tr>
<tr>
<td>3.</td>
<td>Overheads</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Rental</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Communication</td>
<td>10,000</td>
</tr>
<tr>
<td>6.</td>
<td>Other: Package</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL OPERATING COST</td>
<td>95,000</td>
</tr>
</tbody>
</table>
**Cash Flow Projection**

*Good cash flow planning will improve the financial health of your business. You must think about the availability of cash for day-to-day needs and also the right time to make additional capital investment, etc. Below is a cash flow projection table. Complete the table the cash flow projection for your business.*

<table>
<thead>
<tr>
<th>Details</th>
<th>Month in IDR ‘000)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>MONEY IN</strong></td>
<td></td>
</tr>
<tr>
<td>Money in/balance at start of month</td>
<td></td>
</tr>
<tr>
<td>Money in from latrine sales</td>
<td>26,550,000</td>
</tr>
<tr>
<td>Other money in</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL MONEY IN</td>
<td>26,550,000</td>
</tr>
<tr>
<td><strong>MONEY OUT</strong></td>
<td></td>
</tr>
<tr>
<td>Cost of goods sold</td>
<td>19,925,000</td>
</tr>
<tr>
<td>Operating cost</td>
<td>95,000</td>
</tr>
<tr>
<td>Other costs</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL UANG KELUAR</td>
<td>20,020,000</td>
</tr>
<tr>
<td><strong>TOTAL MONEY AT END OF MONTH:</strong></td>
<td>6,530,000</td>
</tr>
</tbody>
</table>
Profit and Loss Projection

An important question that an entrepreneur must answer is the business in profit or loss

Gross profit = total money in – total cost of goods sold
Profit before interest = gross profit – operating cost
Pre-tax profit = profit before interest – loan interest
Net profit = pre-tax profit – corporate tax

<table>
<thead>
<tr>
<th>Details</th>
<th>Month (IDR ‘000)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Money in from Sales</td>
<td>26,550,000</td>
</tr>
<tr>
<td>Other money in</td>
<td>0</td>
</tr>
<tr>
<td>Total cost of goods sold</td>
<td>19,925,000</td>
</tr>
<tr>
<td>GROSS PROFIT</td>
<td>745,000</td>
</tr>
<tr>
<td>Operating cost</td>
<td>95,000</td>
</tr>
<tr>
<td>PROFIT BEFORE INTEREST</td>
<td>6,530,000</td>
</tr>
<tr>
<td>Loan interest</td>
<td>0</td>
</tr>
<tr>
<td>PRE-TAX PROFIT</td>
<td>6,530,000</td>
</tr>
<tr>
<td>Corporate tax</td>
<td>0</td>
</tr>
<tr>
<td>NET PROFIT</td>
<td>6,530,000</td>
</tr>
</tbody>
</table>
## Start-Up Capital

*How much capital do you need to start your business? To answer this question, you must calculate the investment capital and working capital you will need. Using the data you filled in earlier, calculate the start-up capital you need. Assume that the initial working capital you need is for 2 months.*

\[
\text{Start-up capital} = \text{investment capital} + \text{working capital}
\]

<table>
<thead>
<tr>
<th>Component of Start-Up Capital</th>
<th>Total Cost (IDR’000)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INVESTMENT CAPITAL</strong></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>equipment</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Total Investment Capital:</td>
<td>462,0000</td>
</tr>
<tr>
<td><strong>WORKING CAPITAL</strong></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Cost of materials for 1 month</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Direct labor cost for 1 month</td>
</tr>
<tr>
<td>3.</td>
<td>Other operating costs for 1 month</td>
</tr>
<tr>
<td>4.</td>
<td>Other costs........................................</td>
</tr>
<tr>
<td>Total Working Capital</td>
<td>20,020,000</td>
</tr>
<tr>
<td><strong>TOTAL START-UP CAPITAL</strong></td>
<td>20,020,000</td>
</tr>
</tbody>
</table>
# Source of Capital

*Write down the sources of capital for your business and how much.*

<table>
<thead>
<tr>
<th>No.</th>
<th>Source of Capital</th>
<th>Total (IDR ’000)</th>
<th>Remarks (note interest rate and conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Bank loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Cooperative loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CAPITAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Training Flow

DAY 1
- Opening and Orientation (1)
- Business Motivation (2)
- Basics of Sanitation Marketing and Sanitation Marketing Networks (3)
- Introduction to Products and The Installation/Production Process (4)
- Communication and Production Presentation Techniques (5)

DAY 2
- Sales Management and Selling Techniques (6)
- Preparation for Field Practice I: Selling (7)
- Field Practice I: Selling (8)
- Reflection on Selling Practice (9)
- Preparation for Field Practice II: Latrine Production (10)

DAY 3
- Field Practice II: Latrine Production (11)
- Reflection on Latrine Production (12)
- 5 Minutes of Local Arts (13)
- Building Commitment (14)

DAY 4
- Simple Book Keeping and Financial Management (14)
- Forming Business Team Organizations (15)
- Training Follow Up Plan and Evaluation (16)
- Close (17)
Objectives

1. The participants understand business teams and the minimum roles required

2. The participants are able to define tasks and responsibilities

3. The participants are able to define the knowledge and skills required for each role in a sanitation business organization
Module Structure

1. Organizational Goal and Structure
2. Organizational Structure of Sanitation Business Team
3. Tasks and Responsibilities
4. Knowledge and Skills Required
5. Group Discussion
Organizational Goal and Structure

» The goal of an organisation is a statement of the situation that is not possible now but could be achieved in the future through other people.
Organizational Goal And Structure

**Organizational Structure** is the structure and relationship between each part and position in an organisation or company in running operational activities to achieve goals.

**Organizational Structure** clearly describes the division of work between one part and the others and how activities and functions are connected.

**Good Organizational Structure** describes the line of authority and who reports to whom.
Organizational Structure Of A Sanitation Business Team

- Chair
  - Masons
  - Administration & Finance
  - Marketing
# Tasks And Responsibilities

<table>
<thead>
<tr>
<th>Position</th>
<th>Tasks &amp; Responsibilities</th>
</tr>
</thead>
</table>
| Manager           | • Supervises all business activities  
                      • Coordinates business activities  
                      • Performs periodic evaluation of activities  
                      • Motivates personnel  
                      • Controls the organization  
                      • Makes policies  
                      • Makes innovations                                                                                                                                     |
| Marketing         | • Prepares periodical sales reports  
                      • Makes promotions  
                      • Pursues market share  
                      • Receives feedback from consumers, including complaints  
                      • Determines future marketing strategy                                                                                                                                 |
| Administration & Finance | • Regulates cash flow  
                      • Prepares monthly journals / periodic bookkeeping  
                      • Coordinates with the marketing division                                                                                                                                 |
| Masons            | • Fill latrine orders                                                                                                                                          |
# Knowledge And Skills Required

<table>
<thead>
<tr>
<th>Position</th>
<th>Knowledge and Skills Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td>• Communication&lt;br&gt;• Creative and innovative&lt;br&gt;• Leadership&lt;br&gt;• Integrity&lt;br&gt;• Knowledge of the business&lt;br&gt;• Responsible</td>
</tr>
<tr>
<td>Marketing</td>
<td>• Hard working&lt;br&gt;• Creative&lt;br&gt;• Self confidence&lt;br&gt;• High market sensitivity&lt;br&gt;• Negotiation skills&lt;br&gt;• Marketing management</td>
</tr>
<tr>
<td>Administration &amp; Finance</td>
<td>• Precise&lt;br&gt;• Integrity&lt;br&gt;• Understands accounting and finance</td>
</tr>
<tr>
<td>Masons</td>
<td>• Latrine construction skills</td>
</tr>
</tbody>
</table>
Group Discussion

1. The participants are divided into three groups
2. Discuss the minimum roles in the organizational structure of a sanitation business organization
3. Group presentations
4. Make an agreements about the organizational structure of a sanitation business organization
Training Follow Up Plan and Evaluation
Training Flow

DAY 1
- Opening and Orientation (1)
- Business Motivation (2)
- Basics of Sanitation Marketing and Sanitation Marketing Networks (3)
- Introduction to Products and The Installation/Production Process (4)
- Communication and Production Presentation Techniques (5)

DAY 2
- Sales Management and Selling Techniques (6)
- Preparation for Field Practice I: Selling (7)
- Field Practice I: Selling (8)
- Reflection on Selling Practice (9)
- Preparation for Field Practice II: Latrine Production (10)

DAY 3
- Field Practice II: Latrine Production (11)
- Reflection on Latrine Production (12)
- 5 Minutes of Local Arts (13)
- Building Commitment (14)

DAY 4
- Simple Book Keeping and Financial Management (14)
- Forming Business Team Organizations (15)
- Training Follow Up Plan and Evaluation (16)
- Close (17)
Objectives

The participants gain the knowledge and skills to prepare a sanitation business plan to use after the training and be a reference for post-training monitoring.
Module Structure

1. Sample Sanitation Business Plan
2. Making a Sanitation Business Plan
Sample Sanitation Business Plan

<table>
<thead>
<tr>
<th>Sanitation Business Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Owner            : Pak Suwarjiyanto</td>
</tr>
<tr>
<td>Address                  : Desa Widodaren, Ngawi</td>
</tr>
<tr>
<td>Name of Business         : Sanitation Business</td>
</tr>
</tbody>
</table>
Business Goals

- Accelerate the achievement of ODF (open defecation free) status
- Increase revenues
Market Analysis

One key to success is understanding the market. Provide a description of the market based on your understanding and analysis, including market opportunities, market segmentation, target market, and competitors.

Market opportunities
Describe the market area that you want to enter and potential consumers of the products/services that your business will sell.

<table>
<thead>
<tr>
<th>District/municipality</th>
<th>Ngawi District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subdistrict</td>
<td>Widodaren</td>
</tr>
<tr>
<td>Population</td>
<td>33,872</td>
</tr>
<tr>
<td>No. of households without latrines</td>
<td>40% of the population</td>
</tr>
</tbody>
</table>
Market Segmentation

Market segmentation
State the consumer group that you want to focus on in marketing your business products/services. *TICK (V) the appropriate box

☐ Consumers who do not have latrines
☐ Low income consumers
☐ Other, please state: ..................................................................................
Target Market

<table>
<thead>
<tr>
<th>Target market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the target market you want to focus your business on from the potential market described above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District/municipality</th>
<th>: Ngawi District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subdistrict</td>
<td>: Widodaren</td>
</tr>
<tr>
<td>Village</td>
<td>: Widodaren</td>
</tr>
<tr>
<td>Population</td>
<td>: 33.872</td>
</tr>
<tr>
<td>No. of households without latrines</td>
<td>: 40% of the population</td>
</tr>
</tbody>
</table>
## Target Market

### Competitors

*Describe the competitors (provider of the same products/services as your business) that are in your market area and the price of their products.*

**No competitors**

<table>
<thead>
<tr>
<th>Name of Competitor</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

Sanitation Entrepreneur Training Module

16 | Training Follow Up Plan and Evaluation
Marketing Strategy

You need to have a precise marketing strategy to make your products saleable on the market. Describe your marketing strategy below, including business premises, promotional media, sales staff, service system, guarantees, and price discounts.

**Business premises**
State the full address of your business.
Kedung Galar Primary Health Center
Ward : kedunggalar
Subdistrict : kedunggalar
District : Ngawi

**Products/services**
State and describe the types of products/services you offer.

<table>
<thead>
<tr>
<th>Type of product/service</th>
<th>Selling price</th>
<th>Construction time</th>
<th>Additional facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 3-0</td>
<td>IDR 650,000</td>
<td>1 day</td>
<td></td>
</tr>
<tr>
<td>2. 3-2</td>
<td>IDR 1,200,000</td>
<td>1 day</td>
<td></td>
</tr>
<tr>
<td>3. 3-3-1</td>
<td>IDR 1,500,000</td>
<td>1 day</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Promotional Media

States what media you use to promote your products/services. *TICK (V) the appropriate boxes.

- [✓] Brochures *
- [✓] Banners
- [ ] Catalogue
- [✓] Presentation book
- [✓] Direct sales *
- [ ] Advertising in print and electronic media
- [ ] Radio advertising

## Sales Staff

States who you will involve in marketing your products/services. *TICK (V) the appropriate boxes.

- [✓] Manager
- [✓] Masons
- [✓] Administrator
- [✓] Customers

## Sales commission mechanism

For each latrine package sold, the sales staff receives commission of IDR 25,000
Payment & Orders

**Payment options**
State which payment options you offer
*TICK (v) the appropriate box and COMPLETE the form below.

- [x] Cash
- [x] Installments
  - [ ] Down payment 50 %
  - [ ] 3 installments/month

**Methods of marketing your products/services**
State how you market your products/services
*TICK (v) the appropriate box and COMPLETE the form below.

- [x] Via telephone and text message
- [x] Via primary health center personnel
- [x] Via village administrations
- [x] Via previous customers
- [x] Other: _______savings club________________

Organizational Structure

CHAIR
Suwarjianto

Mason
Darwanto

Administration
Suwarjianto

Marketing
Kader
# Tasks and Competencies

<table>
<thead>
<tr>
<th>Position</th>
<th>Tasks and Responsibilities</th>
<th>Competencies required</th>
</tr>
</thead>
</table>
| Manager           | • Supervises all business activities  
                   • Coordinates business activities  
                   • Performs periodic evaluation of activities  
                   • Motivates personnel  
                   • Controls the organization  
                   • Makes policies  
                   • Makes innovations       | • Communication  
                   • Creative and innovative  
                   • Leadership  
                   • Integrity  
                   • Knowledge of the business  
                   • Responsible |
| Marketing         | • Prepares periodical sales reports  
                   • Makes promotions  
                   • Pursues market share  
                   • Receives feedback from consumers, including complaints  
                   • Determines future marketing strategy | • Hard working  
                   • Creative  
                   • Self confidence  
                   • High market sensitivity  
                   • Negotiation skills  
                   • Marketing management |
| Administration & Finance | • Regulates cash flow  
                                • Prepares monthly journals / periodic bookkeeping  
                                • Coordinates with the marketing division | • Precise  
                                • Integrity  
                                • Understands accounting and finance |
| Mason             | • Fill latrine orders                                                                         | • Latrine construction skills                               |
### Service Procedure

*Describe your service procedure in the columns below. This will help you to design appropriate standard working procedures for your marketing process*

<table>
<thead>
<tr>
<th>Steps</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promotion</td>
<td>1 hour</td>
</tr>
<tr>
<td>2. Location survey</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3. Order raw materials</td>
<td>1 day</td>
</tr>
<tr>
<td>4. Construction :</td>
<td>3 hours</td>
</tr>
<tr>
<td>a. Installing concrete rings</td>
<td>3 hours</td>
</tr>
<tr>
<td>b. Installing closet</td>
<td>3 hours</td>
</tr>
<tr>
<td>c. Installing lid</td>
<td>1 hour</td>
</tr>
<tr>
<td>d. Finishing</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
### Cost of Goods Sold

It is crucial that you understand cost of good/services sold. Cost of goods sold gives you a picture of the direct costs of your services. The formula for calculating cost of goods sold is as follows:

\[
\text{Cost of Goods Sold} = \text{cost of raw materials} + \text{direct labor costs}
\]

<table>
<thead>
<tr>
<th>Cost of Goods Sold</th>
<th>Product Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-0</td>
</tr>
<tr>
<td>Cost of raw materials</td>
<td>300,000</td>
</tr>
<tr>
<td>Direct labor costs (Mason + Assistant Masons)</td>
<td>75,000</td>
</tr>
<tr>
<td>TOTAL COST OF GOODS SOLD</td>
<td>375,000</td>
</tr>
</tbody>
</table>
# Production Capacity

*Based on total cost of goods sold, calculate your monthly production capacity*

<table>
<thead>
<tr>
<th>Product</th>
<th>Maximum production capacity per month (units)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3-2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3-3-1</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
Sales Projection

*Taking into account production capacity and market opportunities, project your sales for the next few months.*

<table>
<thead>
<tr>
<th>Product/service type</th>
<th>Per unit selling price</th>
<th>Total products/services in month…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1(....)  2(....)  3(....)  4(....)  5(....)  6(....)</td>
</tr>
<tr>
<td>1. 3-0</td>
<td>650,000</td>
<td>3        3        3        3        3        3</td>
</tr>
<tr>
<td>2. 3-2</td>
<td>1,200,000</td>
<td>3        3        3        3        3        3</td>
</tr>
<tr>
<td>3. 3-3-1</td>
<td>1,500,000</td>
<td>14       14       14       14       14       14</td>
</tr>
<tr>
<td>Total Sales (Units)</td>
<td></td>
<td>20       20       20       20       20       20</td>
</tr>
<tr>
<td>Total Sales (IDR)</td>
<td></td>
<td>26,550,000 26,550,000 26,550,000 26,550,000 26,550,000 26,550,000</td>
</tr>
</tbody>
</table>
## Projected Operating Cost

In addition to cost of goods sold, you must also take into account monthly operating costs for the same period. Below is an example of an operating cost table. Complete the table below based on your sales projection.

<table>
<thead>
<tr>
<th>No.</th>
<th>Operating Cost</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
<th>Month 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sales commission</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
</tr>
<tr>
<td>2.</td>
<td>Transport</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>3.</td>
<td>Overheads</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Rental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Communication</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>6.</td>
<td>Other: Package</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL OPERATING COST</strong></td>
<td><strong>95,000</strong></td>
<td><strong>95,000</strong></td>
<td><strong>95,000</strong></td>
<td><strong>95,000</strong></td>
<td><strong>95,000</strong></td>
<td><strong>95,000</strong></td>
</tr>
</tbody>
</table>
### Cash Flow Projection

**Good cash flow planning will improve the financial health of your business. You must think about the availability of cash for day-to-day needs and also the right time to make additional capital investment, etc. Below is a cash flow projection table. Complete the table the cash flow projection for your business.**

<table>
<thead>
<tr>
<th>Details</th>
<th>Month (in IDR ‘000)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>MONEY IN</strong></td>
<td></td>
</tr>
<tr>
<td>Money in/balance at start of month</td>
<td></td>
</tr>
<tr>
<td>Money in from latrine sales</td>
<td>26,550,000</td>
</tr>
<tr>
<td>Other money in</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL MONEY IN</td>
<td>26,550,000</td>
</tr>
<tr>
<td><strong>UANG KELUAR</strong></td>
<td></td>
</tr>
<tr>
<td>Cost of goods sold</td>
<td>19,925,000</td>
</tr>
<tr>
<td>Operating cost</td>
<td>95,000</td>
</tr>
<tr>
<td>Other costs</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL MONEY OUT</td>
<td>20,020,000</td>
</tr>
<tr>
<td><strong>TOTAL MONEY AT END OF MONTH</strong></td>
<td>6,530,000</td>
</tr>
</tbody>
</table>
# Profit and Loss Projection

An important question that an entrepreneur must answer is the business in profit or loss.

**Gross profit** = total money in – total cost of goods sold

**Profit before interest** = gross profit – operating cost

**Pre-tax profit** = profit before interest – loan interest

**Net profit** = pre-tax profit – corporate tax

<table>
<thead>
<tr>
<th>Details</th>
<th>Month (IDR ‘000)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Money in from Sales</td>
<td>26,550,000</td>
</tr>
<tr>
<td>Other money in</td>
<td>0</td>
</tr>
<tr>
<td>Total cost of goods sold</td>
<td>19,925,000</td>
</tr>
<tr>
<td><strong>GROSS PROFIT</strong></td>
<td>745,000</td>
</tr>
<tr>
<td>Operating cost</td>
<td>95,000</td>
</tr>
<tr>
<td><strong>PROFIT BEFORE INTEREST</strong></td>
<td>6,530,000</td>
</tr>
<tr>
<td>Loan interest</td>
<td>0</td>
</tr>
<tr>
<td><strong>PRE-TAX PROFIT</strong></td>
<td>6,530,000</td>
</tr>
<tr>
<td>Corporate tax</td>
<td>0</td>
</tr>
<tr>
<td><strong>NET PROFIT</strong></td>
<td>6,530,000</td>
</tr>
</tbody>
</table>
Start-Up Capital

How much capital do you need to start your business? To answer this question, you must calculate the investment capital and working capital you will need. Using the data you filled in earlier, calculate the start-up capital you need. Assume that the initial working capital you need is for 2 months.

Start-up capital = investment capital + working capital

<table>
<thead>
<tr>
<th>Component of Start-Up Capital</th>
<th>Total Cost (IDR ‘000)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
<td><strong>Investment Capital</strong></td>
</tr>
<tr>
<td>1. equipment</td>
<td>462,000</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Investment Capital</strong></td>
<td>462,000</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td><strong>Working Capital</strong></td>
</tr>
<tr>
<td>1. Cost of materials for 1 month</td>
<td>17,300,000</td>
</tr>
<tr>
<td>2. Direct labor cost for 1 month</td>
<td>2,625,000</td>
</tr>
<tr>
<td>3. Other operating costs for 1 month</td>
<td>95,000</td>
</tr>
<tr>
<td>4. Other costs</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Working Capital</strong></td>
<td>20,020,000</td>
</tr>
<tr>
<td><strong>Total Start-Up Capital</strong></td>
<td>20,020,000</td>
</tr>
</tbody>
</table>
Sources of Capital

*Write down the sources of capital for your business and how much.*

<table>
<thead>
<tr>
<th>No.</th>
<th>Source of Capital</th>
<th>Total (IDR ‘000)</th>
<th>Remarks (note interest rate and conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Bank loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Cooperative loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CAPITAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prepare a sanitation business plan for your business!
APPSSANI Secretariat
Tel : 031-8946465
Jefi : 08993539328
Training Flow

DAY 1
- Opening and Orientation (1) 60"
- Business Motivation (2) 60"
- Basics of Sanitation Marketing and Sanitation Marketing Networks (3) 120"
- Introduction to Products and The Installation/Production Process (4) 120"
- Communication and Production Presentation Techniques (5) 180"

DAY 2
- Sales Management and Selling Techniques (6) 180"
- Preparation for Field Practice I: Selling (7) 30"
- Field Practice I: Selling (8) 120"
- Reflection on Selling Practice (9) 90"
- Preparation for Field Practice II: Latrine Production (10) 60"

DAY 3
- Field Practice II: Latrine Production (11) 240"
- Reflection on Latrine Production (12) 120"
- 5 Minutes of Local Arts (13) 30"
- Building Commitment (14) 120"

DAY 4
- Simple Book Keeping and Financial Management (15) 180"
- Forming Business Team Organizations (16) 60"
- Training Follow Up Plan and Evaluation (17) 180"
- Close (18) 90"
Objectives

1. The participants understand the degree of change in their understanding from the start to end of the training

2. The participants gain additional knowledge, skills and experiences during the training

3. The committee gets feedback on the organization of the training (gifts/commissions), suggestions and input from the training participants

4. The sanitation entrepreneurs are encouraged to develop networks, supply and entrepreneur potential in their respective districts
Module Structure

1. Level of change in understanding from the start to end of the training
2. What Made you Proud and Concrete Measures
3. Lessons Learned and Feedback
4. Prayer and Closing Address
## Level of change in motivation and understanding from start to end of training

<table>
<thead>
<tr>
<th>100%</th>
<th>75%</th>
<th>50%</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Motivation</td>
<td>Basics of Sanitation Marketing and sanitation Marketing Networks</td>
<td>Introduction To products And the Installation/ Production Process</td>
<td>Communication And product Presentation Techniques</td>
</tr>
</tbody>
</table>

- **Business Motivation**
- **Basics of Sanitation Marketing and sanitation Marketing Networks**
- **Introduction To products And the Installation/ Production Process**
- **Communication And product Presentation Techniques**
- **Sales management And selling Techniques**
- **Selling Practice**
- **Latrine Production Practice**
- **Simple Book-keeping And Financial Management**
- **Forming Business Team Organization**
- **Training Follow up Plans and Evaluation**
What Made You Proud & Concrete Measures

WHAT MADE YOU PROUD
What made you proud during the training?

CONCRETE MEASURES
What concrete measures will you take after the entrepreneur training?
Lessons Learned And Feedback

**LESSONS LEARNED**
What lessons were learned during the training?

**FEEDBACK**
Do you have any feedback on the entrepreneur training?
PRAYER AND CLOSING ADDRESS