



# FACILITATION MANUAL

## *Sanitation Entrepreneur Training*

Compiled by  
**Sanitation Marketing Team**  
WSP EAP - Indonesia



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Ver. 1.0

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# Foreword

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This compilation of documents is the official manual for the implementation of Sanitation Entrepreneur Training. This manual aims to provide a comprehensive reference for planning, implementation, monitoring and evaluations. It consists of four sections and appendices, and is meant to be used as a whole.

This manual was developed by a team of facilitators and resource people who have experience in implementing training in provinces across Indonesia between 2008 and 2013. When used for implementing training, the manual should be adapted as necessary to ensure that the objectives and expected outcomes of the training are relevant to local conditions where the training is being done.

# How To Use This Manual

This manual consists of four chapters, which have been systematically designed to facilitate the independent and structured management of Sanitation Entrepreneur Training. The training implementer should read all the chapters before starting the planning of Sanitation Entrepreneur Training.

## Definitions

### **Sanitation Entrepreneur Training**

Training to create sanitation providers who have the skills and knowledge to be able to create and meet demand for healthy and cost-effective latrines.

### **One-Stop Shop Sanitation Business Model**

A business that provides integrated sanitation products and services, including advice on the choice of sanitation facility, product types and prices that suit the geographical conditions and customer demand, construction materials and services, and a range of payment options.

### **Participatory Approach**

An approach to learning and working that involves more than one participant in the discussion or resolution of a specific issue/problem through the active contribution of the participants in a structured process.

### **Training Implementer**

An organization/institution that is committed and prepared to organize all sanitation entrepreneur training activities.

### **Training Committee**

A group of people appointed and/or entrusted to manage Sanitation Entrepreneur Training. Each member of the Training Committee has a specific role and function. The Training Committee is headed by a Committee Chair.

### **Resource Person**

A person who has knowledge and capacity that is relevant to the material that will be delivered during Sanitation Entrepreneur Training.

### **Facilitator**

A professional or a team of professionals with expertise in planning, managing and evaluating training using the participatory approach.

### **Master Trainer**

A professional or team of professionals whose main task is to be the driver of the training process. The responsibilities of a master trainer are maintaining the flow of the training, keeping the participants motivated during the training with ice breaking activities, and monitoring the course of the training sessions.

### **Mason (Production Technician)**

An individual or team with expertise in latrine installation. The main role of the mason is assisting the sanitation entrepreneur assistance during the production and installation of latrines.

### **Provider**

In the context of the sanitation entrepreneur, provider is a term used to describe a sanitation entrepreneur who is running a sanitation business.





# CHAPTER I

# BACKGROUND AND TRAINING OBJECTIVES

## 1.1 Background

The Water and Sanitation Program (WSP) is an international cooperative program established in 1978 and administered by the World Bank to support poor people in obtaining affordable, safe and sustainable access to water and sanitation services. This program aims to achieve the Millennium Development Goals (MDGs) in developing countries, one of which is Indonesia. The WSP provides technical assistance, facilitates exchange of knowledge, and promotes evidence of the progress of sanitation programs at all official dialogues at national and international forums. One of the programs implemented by the WSP is the Scaling up Rural Sanitation program, which was later adopted by the Indonesian Government as the Sanitasi Total Berbasis Masyarakat (STBM) (or Community-Led Total Sanitation/CLTS in English) program, which featured a new approach to stimulating and generating demand and supply in the healthy sanitation sector. The CLTS program has three inter-connected activity components:

1. Increasing demand for sanitation services.
2. Strengthening supply to meet sanitation demand.
3. Activating enabling environments.

In 2007, this initiative was implemented for the first time in rural areas in 29 districts in East Java. This program was seen as the core foundation for intervention to strengthen all districts in East Java in managing all aspects of upscaling rural sanitation and hygiene improvement programs. The target of the CLTS program was that 1.4 million people in East Java would have improved access to hygienic sanitation services by the end of the fourth year of the program in December 2011.

After successfully creating and developing sanitation entrepreneurs in East Java through Sanitation Entrepreneur Training in three locations (Nganjuk, Surabaya and Jember), the WSP team began doing the same in four new provinces – West Nusa Tenggara, Central Java and West Java. The first step was to organize sanitation entrepreneur training in Jombang, East Java for representatives from five provinces (including East Java).

Seeing the development and growing need for sanitation entrepreneur training, the WSP team felt that there was a need for a standard reference for implementing sanitation entrepreneur training, so that it could be replicated and carried out independently by stakeholders in sanitation entrepreneur training.

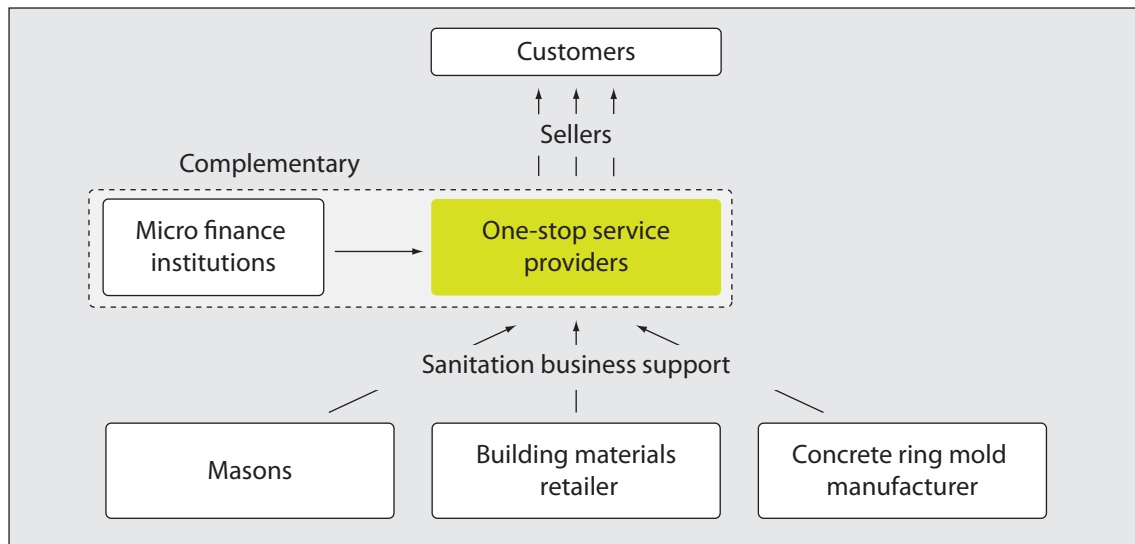
## 1.2 One-Stop Shop Sanitation Business Model

The One-Stop Shop Sanitation business model is an innovation that was adopted to build the competitiveness of sanitation entrepreneurs. The advantages of this business model are as follows:

1. A variety of product and price options
2. Other benefits:
  - Product consultation services
  - Price discounts under certain circumstances (on collective orders by a certain number of households)
  - On-site production process: reducing distribution costs and labor costs
3. Payment flexibility: cash, installments, savings

Also, this business model focuses establishing a strong network among stakeholders in the sanitation business. Below is a diagram of the networks formed through the one-stop shop business model.

**Figure 1.1** Diagram of the One-Stop Shop Sanitation Business Model



## 1.3 APPSANI

Triggering and public education done by local government and government partner organizations has generated a great deal of demand for healthy, quality sanitation facilities. The local supply component (one-stop shop sanitation entrepreneur) must be able to meet this demand, so behavior changes are expected to be able to occur. The role of the local entrepreneur who has expertise in providing sanitation installation products and services that meet customers preferences at affordable prices has to be built, as a part of strengthening sanitation supply. Since 2009, the Indonesian Government and the WSP have been training sanitation entrepreneurs to become competent sanitation suppliers as partners to local government in implementing the CLTS program. Several local governments have even replicated this process using their own funds.

The training method used began with a four-day training, involving coaching and monitoring the progress of their businesses. This method has proven effective and able to produce sanitation entrepreneurs who went on to run businesses in East Java. However, over the course of time, these entrepreneurs started to encounter difficulties as well as opportunities, which meant that an activity forum to unite these entrepreneurs was needed to rise to the challenges that arose and expand their businesses even more. This was the basis for the

foundation of an organization called Asosiasi Pengelola dan Pemberdayaan Sanitasi Indonesia or APPSANI. APPSANI was initiated in Surabaya on 18-20 January 2012, when sanitation entrepreneurs from Lumajang, Nganjuk, Blitar, Kediri, Jombang, Ngawi and Sidoarjo got together to form the initial steering committee. This committee made the following agreements about the APPSANI organization:

- 1. Name of the organization:**  
Asosiasi Pengelola dan Pemberdayaan Sanitasi Indonesia or APPSANI, by notarial deed No. 204 dated 31 January 2012
- 2. Vision of the organization:**  
APPSANI becomes a government partner to improve people's access to sanitation in the context of achieving the MDG 2015 targets.
- 3. Missions of the organization:**
  - a. Provide sanitation services to the general public
  - b. Provide a range of healthy and affordable sanitation products
  - c. Empower women in sanitation services
  - d. Develop skills and knowledge in sanitation
- 4. Organizational structure:**  
The organization is led by a chair, who is assisted by executive managers. There are five activity areas: promotion and public relations, business development and cooperation, technical development and research, education and training, organizational strengthening, and women's empowerment.
- 5. Members of the organization:**  
Members of the organization are people who are operating sanitation businesses and have received sanitation entrepreneur training organized by APPSANI as a part of the effort to standardize service quality.

## 1.4 Training Objectives

The training has an overall objective or goal and specific objectives, as follows:

**Goal:**

Develop self-reliant and sustainable sanitation entrepreneurs to support the supply component of CLTS, to support poor people in obtaining access to healthy latrines.

**Objectives:**

1. Build the capacity of the participants in making use of sustainable opportunities in the sanitation market.
2. Build the capacity of the participants in developing sanitation products and services that meet the market demand of poor people in rural areas.
3. Build the capacity of the participants in creating sanitation market opportunities through promotional activities
4. Build the capacity of the participants in keeping consistent and orderly financial records as a prerequisite for growth.
5. Build the entrepreneurial spirit of the participants to enable them to respond to the opportunities and challenges that they might face

## 1.5 Expected Outcomes

The expected outcomes of the training are as follows:

1. The participants are able to offer a range of latrine products and services
2. The participants are able to see opportunities and work with local partners in developing the rural sanitation market
3. The participants are able to promote their healthy latrine products and services
4. The participants are able to sell the healthy latrine products and services that they market
5. The participants are able to keep simple financial records to guarantee the sustainability of their businesses.

# CHAPTER II

## THE PRE-TRAINING PHASE

### 2.1 Selection of the Training Participants

The aim of the selection process is to sort or eliminate training candidates who do not meet the criteria. The selection process is a very important stage, because the growth of a sanitation business depends on the individual having the required characteristics and competencies. Therefore, prospective providers are carefully selected based on parameters from the job analysis. Each step in the selection process must be designed to obtain specific information that can be used to select the training participants.

In this stage, selection of the training participants involves using selection forms. The selection forms are designed to select prospective providers who are suitable for the training and are likely to become outstanding providers. The registration form contains criteria, and a score is given for the responses to these criteria. Three types of tools used for selection are:

1. Training registration form (F1) (completed by the applicant)
2. Guidelines for evaluating the registration forms (F2) (completed by the training organizer)
3. Matrix for evaluating the registration forms (F3) (summary of scores for each participant)

Note :

- See Appendix 2 for the forms used for the selection process
- Bearing in mind the intensive nature of the materials and discussion, the number of Sanitation Entrepreneur Training participants should not exceed 40, and ideally should be around 20-30 people.

### 2.2 The Committee

Terdapat 5 bagian kepanitiaan yang harus dipenuhi dalam penyelenggaraan pelatihan ini, yaitu ketua panitia, koordinator peserta, koordinator narasumber dan acara, koordinator logistik serta koordinator keuangan. Detail tugas dan tanggung jawab masing-masing bagian kepanitiaan adalah sebagai berikut:

#### 1. Committee Chair

- a) Responsible and the main contact for all aspects of the implementation of the sanitation entrepreneur training
- b) Leads the members of the Training Committee.
- c) Chairs regular meetings to update on progress in the preparations for the training, and the meeting with resource people a day before the training.
- d) Identifies and contacts resource people (presenters and facilitators) to get confirmation of their availability for the training
- e) Welcomes the participants at the opening of the training

#### 2. Participant Coordinator

- a) Reports to the Committee Chair and is responsible for participant affairs.
- b) Prepares the list of participants who are to be invited to the training.

- c) Drafts the invitation to the participants or institutions/organizations selected for the training.
- d) Sends an invitation to each institution/organization, by email, printed letter, fax, etc.
- e) Prepares a list of participants, confirms receipt of each invitation, and confirms acceptance of each invitation
- f) Updates the list of participants against the training application forms.
- g) Prepares name tags for the participants.
- h) Prepares and updates the list of participants during the training.

### **3. Resource People and Events Coordinator**

- a) Reports to the Committee Chair and is responsible for resource people and events affairs.
- b) Coordinates with the presenters on the presentation materials and needs.
- c) Coordinates with the facilitators, group facilitators, Notetaker, and Logistics Coordinator regarding facilities required.
- d) Prepares contracts for the resource people.
- e) Supports the resource people (presenters and facilitators) while they are presenting at or facilitating the training.
- f) Acts as the point of contact and coordinates with local managers/suppliers regarding the venue, sound and lighting during the training.

### **4. Logistics Coordinator**

- a) Reports to the Committee Chair and is responsible for logistics affairs.
- b) Coordinates with the resource people and Resource People Coordinator about the logistics required for the training. These requirements include: sound, lighting, equipment (whiteboards, flipcharts, stationery, etc.).
- c) Source, obtain and prepare the logistics required according to the Logistics Plan and/or on the specific request of a resource person.
- d) Prepare the logistics on site one day before the training.
- e) Is responsible for logistical needs while the training is in progress.

### **5. Finance Coordinator**

- a) Reports to the Committee Chair and is responsible for financial affairs.
- b) Prepares, completes and revises the budget.
- c) Coordinates payment to vendors, suppliers and other service providers, and purchase of other training needs.
- d) Receives contracts and invoices, and documentation of the work done by the resource people (e.g. training reports from the Notetaker, and process payments.
- e) Prepares training financial reports.

## **2.3 Logistics Plan**

The logistics plan is divided into two parts: for the in-class training and for the healthy latrine production and installation practice.

Following are details of the logistics needs:

*Logistics for the in-class training:*

**Table 2.1 Logistics for the in-class training**

No	Equipment	Volume
1	Black cloth (1.5 x 3 m) (for the main sticky cloth)	1 unit
2	Black cloth (1 x 1.5 m) (for the sticky cloths for the four groups)	4 units
3	Metaplan cards (white, pink, yellow, light green and light blue)	@500
4	Mount spray	2 bottle
5	Yellow and red plastic string	@ 2 balls
6	Scissors	4 units
7	Colored pens	At least 4 sets
8	Large boardmarkers	At least 4 sets
9	Black boardmarkers	At least 12
10	Large clear tape	At least 2
11	Large black tape	At least 2
12	Double tape	At least 2
13	30 cm rulers	At least 2

*Logistics for the latrine production and installation practice*

Following are the materials needed to make one type 3-3-1 latrine. (price references taken from Sidoarjo, and can be adjusted for other areas)

**Table 2.2 Logistics for the latrine production and installation practice**

Material	Volume	Unit	Price	Total
Sand	0.306	m3	IDR 750,000	IDR 229,500
Cement	4	sacks	IDR 50,000	IDR 200,000
Closet	1	unit	IDR 65,000	IDR 65,000
2" Pipe	0.5	unit	IDR 40,000	IDR 20,000
3" Pipe	1.5	unit	IDR 60,000	IDR 90,000
3" Knee	1	unit	IDR 12,000	IDR 12,000
2" T	1	unit	IDR 8,000	IDR 8,000
Iron Base	1	unit	IDR 20,000	IDR 20,000
Iron Top	1.5	unit	IDR 30,000	IDR 45,000
<b>Total Cost of Materials</b>				<b>IDR 689,500</b>

The equipment needed :

**Table 2.3 Equipment needed for the latrine production and installation practice**

No	Equipment	Volume	Price
1	Hoe	1 unit	IDR 55,000
2	Scoop	1 unit	IDR 25,000
3	Spade	1 unit	IDR 45,000
4	Crowbar	1 unit	IDR 35,000
5	Measuring tape	1 unit	IDR 10,000
6	Cast iron chisel	1 unit	IDR 7,000
7	Point trowel	1 unit	IDR 15,000
8	Hammer	1 unit	IDR 20,000
9	Cement trowel	1 unit	IDR 5,000
10	Spirit level	1 unit	IDR 30,000
11	Bucket	1 unit	IDR 6,500
12	1m septic tank inner mold	1 set	IDR 1,700,000
13	0.5 m septic tank inner mold	1 set	IDR 850,000
14	0.5 m septic tank outer mold	1 set	IDR 850,000
15	Slab mold	1 set	IDR 650,000
16	Septic tank lid mold	1 set	IDR 250,000
Total Cost of Equipment Investment			IDR 4,553,500

**Figure 2.1 Tools needed for latrine production and installation**





## 2.4 Training Budget

The amount of budget needed to run a Sanitation Entrepreneur Training largely depends on:

### 1. The number of participants

The greater the number of participants, the greater not only the costs associated with logistics, but also the costs related to the program, process and facilities.

### 2. The venue

Sanitation Entrepreneur Training can be conducted at a large, comfortable and safe venue. That does not mean that the training must be held at a luxury venue, such as a starred hotel, as long as the venue can accommodate the training needs. For example, a local government hall or meeting room that is suitable for the training could also be used. Based on the experience of previous training, the average cost of a meeting package ranges between IDR 180,000 and IDR 300,000 per person per day, depending on the venue used for the training.

### 3. Resource people and Facilitators

The training of course needs resource people and facilitators to provide the material. The number of resource people and facilitators should be cost efficient, but able to deliver optimal results in terms of the expected training outcomes.

### 4. Masons

The number of masons depends on the number of groups that will be formed for the latrine production and installation practice. One groups should be supported by 2 masons. The mason's fee depends on the agreement with the mason and where the mason comes from.

See appendix 3 for a sample training budget.

## 2.5 Selection of the Training Facilitators, Resource People, Master Trainers and Notetaker

### Facilitators

Facilitators are selected from individuals or teams that have experience in delivering sanitation entrepreneur training.

The facilitators should arrive one day before the training to:

- Confirm the venue for the practical training
- Arrange the training venue, including accessories (if necessary), such as putting up posters, etc.
- Deliver materials appropriate to their area of expertise

### Resource people

The resource people for this training activity are those who have successfully developed sanitation options, including presentation and sales, and have experience participating in mason and marketing training in the context of the CLTS program. They have the competency to provide the training material and experience in developing rural businesses, and include people from the WSP team and from outside.

### Master Trainer

The requirements for a master trainer are as follows:

1. Has good communication skills
2. Has interesting ice-breaking activities
3. Is persistent and disciplined
4. Is sensitive and understanding of the conditions of other people

### **Notetaker**

The requirements for a notetaker are as follows:

1. Has experience documenting training in the form of a structured report, particularly in the field of economic and social development.
2. Has the ability to write/type quickly and to capture the essence of discussions.

## **2.6 Selection of the Training Venue**

Selection of the Sanitation Entrepreneur Training venue consists of three parts:

### **1. Venue for the in-class training**

Sanitation Entrepreneur Training can be conducted at a large, comfortable and safe venue. That does not mean that the training must be held at a luxury venue - such as a starred hotel, as long as the venue can accommodate the training needs. For example, a local government hall or meeting room that is suitable for the training could also be used. Details of the selection and layout of the in-class training venue is shown in appendix 4.

### **2. Field practice 1 location (selling)**

The location selected for the selling practice should meet the following requirements:

- a. It has been used to do triggering using the CLTS method
- b. Has potential (sub-village or village community with many households that do not have latrines). One method for identifying the potential of an area is to make a social map, as shown in appendix 5 part 1. The social map is a map of social conditions in a particular area. At the training, this social map provides information about how many households do not have latrines and their position on the map.
- c. The selling practice location should not be too far from the training venue (no more than a one hour journey from the training venue)

### **3. Field practice 2 location (production and installation)**

The location selected for the production and installation practice should meet the following requirements:

- a. The production practice location should be the same as the selling practice location to facilitate coordination and authorization.
- b. If there is a local one-stop shop sanitation business near the training venue, work with this business by using its orders as media for production and installation practice. Another option, if there is no local sanitation business, is proposing working with the local public works agency to procure materials and equipment (which is what they did at the sanitation entrepreneur training in Batu, East Java)
- c. The latrine installation practice location should not be too far from the training venue (no more than a one hour journey from the training venue)
- d. The practice sites for each group should be close together to facilitate coordination and control. See Appendix 5 part 2 for a sample selection of practice sites.

## 2.7 Preparation Meeting

As shown in the training schedule and plan in Appendix 1, coordination meetings of all stakeholders associated with the training need to be held 14 days and 7 days before the actual training. These meetings must be attended at the very least by the committee, facilitators, and resource people. Outside these meetings, the committee are expected to take the initiative to hold meetings as and when needed. Key points for discussion at these meetings are: confirming the training needs, the people in charge of meeting these needs, and the schedule for doing this.

**Table 2.4 List of training needs to be discussed at coordination meetings**

No	Need	Person In charge	Schedule																														
1	Confirming training location																																
2	Confirming locations of practical training (selling practice and latrine installation practice)																																
3	Check the production equipment (molds, hoes, scoops, etc.)																																
4	Check the materials for healthy latrine production (for type 3-3-1) :																																
	<table><tr><th>Material</th><th>Volume</th><th>Unit</th></tr><tr><td>Sand</td><td>0.3</td><td>m3</td></tr><tr><td>Cement</td><td>4.0</td><td>Sacks</td></tr><tr><td>Closet</td><td>1.0</td><td>unit</td></tr><tr><td>2" pipe</td><td>0.5</td><td>unit</td></tr><tr><td>3" pipe</td><td>1.0</td><td>unit</td></tr><tr><td>3" knee</td><td>1.0</td><td>unit</td></tr><tr><td>2" T</td><td>1.0</td><td>unit</td></tr><tr><td>Iron Base</td><td>1.0</td><td>unit</td></tr><tr><td>Iron Top</td><td>1.5</td><td>unit</td></tr></table>	Material	Volume	Unit	Sand	0.3	m3	Cement	4.0	Sacks	Closet	1.0	unit	2" pipe	0.5	unit	3" pipe	1.0	unit	3" knee	1.0	unit	2" T	1.0	unit	Iron Base	1.0	unit	Iron Top	1.5	unit		
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2" T	1.0	unit																															
Iron Base	1.0	unit																															
Iron Top	1.5	unit																															

# CHAPTER III

## THE TRAINING PHASE

### 3.1 Methodologies

#### **Presentation**

Presentation of material on a specific topic for a specific duration of time by the resource person, in the form of a talk, with or without presentation aids.

#### **Question and Answer**

An interactive discussion session between the resource person and the participants on a specific topic for a specific duration, with or without facilitation by the facilitator. The participants are expected to focus the questions they ask to clarification or elaboration on the presentation or discussion just given by the resource person. Comments and input are also acceptable, but must be focused on the topic being discussed.

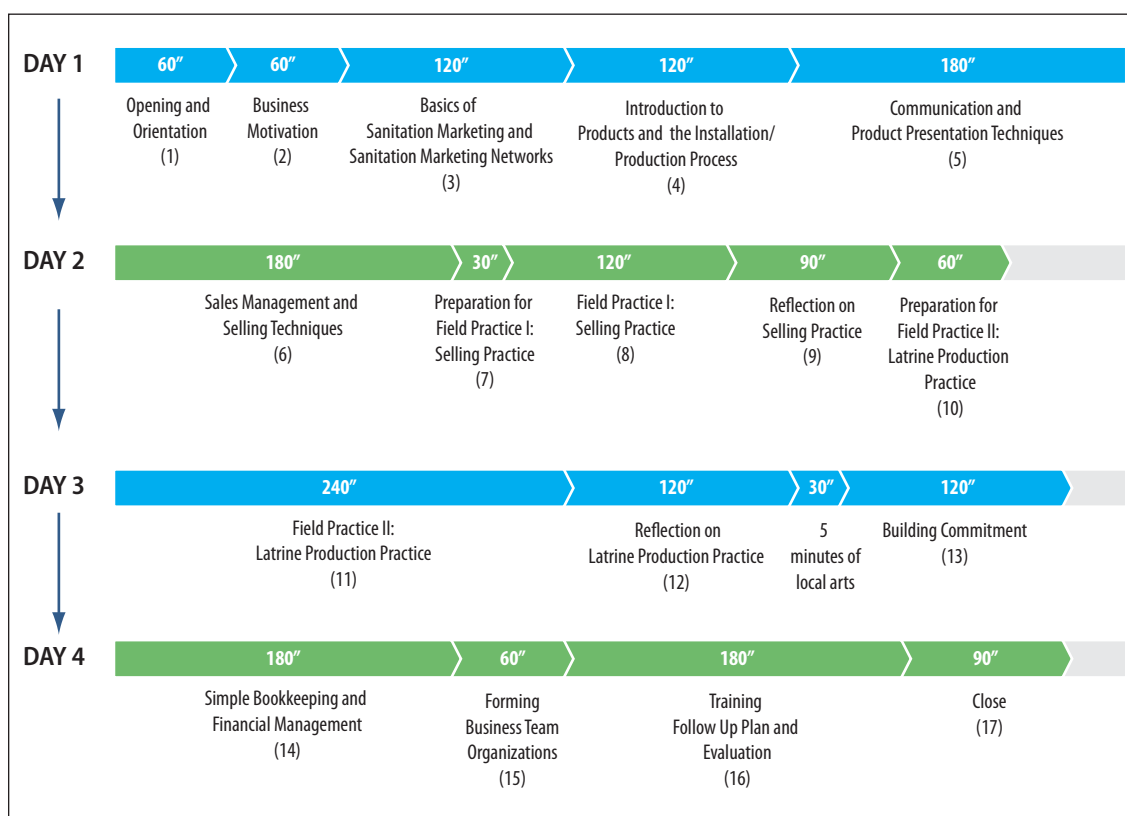
### 3.2. Training Curriculum

The curriculum has been designed based on WSP's experience of implementing Sanitation Entrepreneur Training, with some modifications. The training syllabuses are as follows:

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

Flow of the sanitation entrepreneur training:

**Figure 3.1 Flow of the sanitation entrepreneur training**



**Note :**

For technical implementation details for the syllabuses, see the Manual for the Development and Use of Sanitation Entrepreneur Training Modules, which contains the curriculum and technical details for implementing each syllabus. The Manual for the Development and Use of Sanitation Entrepreneur Training Modules and the Sanitation Entrepreneur Training Modules, which contain descriptions of the training syllabuses, including presentation material to be used by resource people and facilitators, form an integral part of this Training Manual.

### 3.3. Training Agenda

The agenda below provides a brief illustration of the learning and work processes that Sanitation Entrepreneur Training participants will undergo. This agenda was carefully designed to optimize the participatory learning and work processes in the Sanitation Entrepreneur Training so that the expected objectives and goal of the training can be achieved. Therefore, the sequence of sessions in this agenda should not be rearranged, although the duration of each session could be adjusted to the dynamics of the training.

**Table 3.1 Training agenda**

Day, Time		Activity/Syllabus	Person in Charge
Day 1		Participants check in at hotel	Committee
Day 2	07.00 – 07.30	Registration of Participants	Committee
	07.30 – 08.00	Ice-breaker: games	Master trainer
	08.00 – 09.00	(S-1) Opening and Orientation	Organizer
	09.00 – 10.00	(S-2) Business Motivation	Facilitator
	10.00 – 10.15	Coffee break	Committee
	10.15 – 12.15	(S-3) Basics of Sanitation Marketing and Sanitation Marketing Networks	Facilitator
	12.15 – 13.15	Lunch break + prayers	Committee
	13.15 – 15.15	(S-4) Introduction to Products and the Installation/Production Process	Facilitator
	14.15 – 15.15	(S-5) Communication and Production Presentation Techniques (part 1)	Facilitator
	15.15 – 15.30	Coffee break + prayers	Committee
	15.30 – 17.30	(S-5) Communication and Production Presentation Techniques (part 2)	Facilitator
	17.30 – 19.00	Dinner + prayers	Committee
Day 3	07.00 – 07.30	Registration of Participants	Committee
	07.30 – 08.00	Ice-breaker: reflection and games	Master trainer
	08.00 – 10.00	(S-6) Sales Management and Selling Techniques (part 1)	Facilitator
	10.00 – 10.15	Coffee break	Committee
	10.15 – 11.15	(S-6) Sales Management and Selling Techniques (part 2)	Facilitator
	11.15 – 13.00	Lunch break +prayers	Committee
	13.00 – 13.30	(S-7) Preparation for Field Practice I: Selling Practice	Facilitator
	13.30 – 15.30	(S-8) Field Practice I: Selling Practice	All Facilitators
	15.30 – 16.00	Coffee break + prayers	Committee
	16.00 – 17.30	(S-9) Reflection on Selling Practice	Facilitator
	17.30 – 19.00	Dinner break + prayers	Committee
	19.00 – 20.00	(S-10) Preparation for Field Practice II: Latrine Production Practice	Facilitator
Day 4	07.00 – 07.30	Registration of Participants	Committee
	07.30 – 08.00	Ice breaker	Master trainer
	08.00 – 09.00	Journey to Field Practice II Location	Committee
	09.00 – 13.00	(S-11) Field Practice II: Latrine Production Practice	All Facilitators
	13.00 – 14.00	Lunch break + prayers	Committee
	14.00 – 15.00	Return journey to hotel	Facilitator
	15.00 – 15.30	Coffee break + prayers	Committee
	15.30 – 17.30	(S-12) Reflection Latrine Production Practice	Facilitator
	17.30 – 19.00	Dinner break + prayers	Committee
	19.00 – 19.30	5 minutes of local arts	Committee
	19.30 – 21.30	S-13) Building Commitment	Facilitator
Day 5	07.00 – 07.30	Registration of Participants	Committee
	07.30 – 08.00	Ice breaker: reflection and games	Facilitator
	08.00 – 10.00	(S-14) Simple Bookkeeping and Financial Management (part 2)	Facilitator
	10.00 – 10.15	Coffee break	Committee
	10.15 – 11.15	(S-14) Simple Bookkeeping and Financial Management (part 2)	Facilitator
	11.15 – 12.15	(S-15) Forming Business Team Organization (Sanitation Providers)	Facilitator
	12.15 – 13.00	Lunch break +prayers	Committee
	13.00 – 16.00	(S-16) Training Follow Up Plan and Evaluation	Facilitator
	16.00 – 16.30	Coffee break + prayers	Committee
	16.30 - 17.30	(S-17) Close	Facilitator and Organizing Committee

**Note :**

For technical implementation details for the syllabuses, see the Manual for the Development and Use of Sanitation Entrepreneur Training Modules.

### 3.4. Sanitation Entrepreneur Training Approach and Facilitation Process

#### 1) Training Approach

The Sanitation Entrepreneur Training consist of several presentation, plenary discussion and group discussion sessions. In this training, a participatory approach is used so that the participants are actively involved in learning and working both as individuals and as group members. A participatory approach is also applied when forming groups, which are formed dynamically to create effective interaction between the participants. The team of facilitators facilitates and supports the participants, but for the most part it is the participants who determine the outcomes of the training.

#### 2) Facilitation Process

Overall, the training is facilitated by the lead facilitator, who is responsible for the running of the training. So that the participants can follow the training properly, they are asked to read and refer to the Training Manual. If there are questions about the methodologies being used, the participants should ask the facilitator. If there are any changes to the Training Manual, the facilitator will inform the participants before these changes are made.

Before the training begins, the facilitator will ask the participants to agree to the training contract, which states that:

- 1) The participants will start and end the training as a unit.
- 2) The participants will respect all input and opinions of the other participants.
- 3) The participants will be open to offering input and comments and will actively participate in discussions.
- 4) The participants will express opinions based on their own individual perceptions and experiences.
- 5) There will be no "punishment" for participants, as individuals or groups, for expressions and opinions expressed.
- 6) The participants decide on and/or agree to, and comply with, the training agenda and schedule.
- 7) Mobile phones will be turned off and put on silent mode
- 8) Phone calls will be answered outside the training room.

### 3.5. Guidelines for Field Practice 1 (Selling)

Steps that must be taken for the selling practice are as follows:

1. Confirm the time of arrival and agenda with the selling practice location
2. Check that the banners showing the latrine production stages have been put up at each practice point.
3. Check that the social map is ready. The social map is a map showing the social conditions of an area. In this training, the social map provides information about how many houses do not have their own latrines and their position on the map. A sample of a social map used as a reference for the selling practice is shown in Appendix 5.
2. Confirm the transport for the journey to the selling practice location.
3. Check the consumables on arrival at the location
4. Check that the all the equipment is ready for the participants for the training as indicated in the Preparation for Selling Practice syllabus.
5. Do a head count of the participants , and check that each group has a leader who is responsible for all the group members.
6. Upon arrival at the selling practice location, schedule a meeting between the committee and participants and the village as a token of appreciation for their agreeing to be a selling practice location.

7. When the participants are doing their selling practice, they should be supported by at least one facilitator from the committee.
8. To facilitate identifying targets for the selling practice (households that do not have latrines), coordinating with the local village head to prepare a social map is strongly recommended.
9. The facilitators who support each of the groups must ensure that the selling practice can proceed as scheduled (no delays).
10. When the practice is over, the facilitators, with the help of the group leaders, do a head count of the group members before returning to the training location (classroom)

**Figure 3.2 Selling practice**



### 3.6 Guidelines for Field Practice II (Latrine Production and Installation)

Steps that must be taken for the latrine production and installation practice are as follows:

1. Confirm the time of arrival and the agenda with the latrine production and installation location.
2. Check that the equipment and materials for the latrine production and installation practice are ready at the practice location.
3. Check that the masons who will assist with the practical are ready at the location.
4. Confirm the transport for the journey to the latrine production and installation practice location.
5. Check the consumables on arrival at the location.
6. Check that all the equipment is ready for the participants for the training as indicated in the Preparation for Latrine Production and Installation Practice syllabus.
7. Do a head count of the participants, and check that each group has a leader who is responsible for all the group members.
8. During the practice, each group will be at a post previously designated by the committee. Each group will remain at the same post for the entire duration of the latrine production and installation practice (there will be no moving from one post to another).
9. When the participants are doing their latrine production and installation practice, they should be supported by at least one facilitator who has experience in latrine installation. The facilitator's task is to ensure that the latrine production process meets the healthy latrine production standards, as explained in the Introduction to Products and the Installation/Production Process syllabus.
10. The facilitators who support each of the groups must ensure that the latrine production and installation practice can proceed as scheduled (no delays).
11. When the practice is over, the facilitators, with the help of the group leaders, do a head count of the group members before returning to the training location (classroom)



Following are the stages in the latrine installation process:

- 1 – 2 : Measure and dig the hole for the septic tank and inlet pipe
- 3 – 4 : Prepare the mold: adjust the mold, oil the mold, etc.
- 5 : Place the mold in the hole
- 6 : Cast the septic tank, concrete ratio: 1 cement x 2 gravel x 3 sand
- 7 : Leave the cast to dry and set ( $\pm$  2 hours)
- 8 : Remove the mold
- 9 : Plaster the inside of the hole and the entire surface of the cast
- 10 – 11 : Cast/install the lid, including the ventilation hole and slab
- 12 : Transfer the completed latrine

The entire process is shown in the illustrations below:

**Figure 3.3 Latrine production and installation**



Following are illustrations of the latrine production and installation process:

**Figure 3.4 Latrine production and installation practice activities**



Stage I of the latrine production and installation practice



Preparing the concrete ring mold



Mixing the sand and cement



Placing the mold in the hole



Casting the septic tank



Removing the concrete ring mold



Stage 2 of the latrine production and installation practice



Installing the pipes



Figure 3.4 Latrine production and installation practice activities (continued)



Installing the bamboo framework



Casting the septic tank lid



Stage 3 of the latrine production and installation practice



Installing the slab mold



Casting and installing the closet



Removing the slab mold

# CHAPTER IV

## POST-TRAINING (MONITORING) PHASE

Two types of monitoring are undertaken: telephone surveys and coaching through field visits.

### 4.1 Telephone Survey

**The aims of the telephone survey are as follows :**

1. Initial monitoring to ask about how the sanitation business is doing.
2. Identify any difficulties encountered in running the sanitation business.

The telephone survey should be conducted by the person or organization that arranged the sanitation entrepreneur training and coordinated with the local health agency where the sanitation entrepreneur lives.

**Telephone Survey SOP :**

**Preparation:**

1. Prepare the required materials:
  - a. Biodata of the sanitation providers who are going to be surveyed
  - b. List of questions (see Appendix 6a) and response form (see Appendix 6b)
  - c. Mobile phone or landline phone, ensuring that it has sufficient top up. To save money, use the same mobile phone operator as the respondent (sanitation provider).
2. Plan when to contact the respondents. The most effective time to telephone is outside working hours, ideally on holidays. On holidays, the most effective time to telephone is around 15.00 on.

**The Telephone Call :**

After successfully connecting with the respondent (sanitation provider), the following steps are taken:

- A. Before starting the interview:
  - Introduce yourself in a friendly and polite manner.
  - Give the respondent a clear, brief explanation of the purpose of the call.
  - Ask whether the respondent is available to be interviewed. If the respondent is too busy to be interviewed, make an appointment to contact the respondent at another time. Don't force respondents to be interviewed when they are busy.

B. During the interview:

- Don't move on from a question until you have an adequate response. Don't second guess the respondent.
- Don't automatically assume that if the respondent has a lot to say that the interview has achieved its aims. Listen critically to the responses and make sure that they are clear.
- Don't be satisfied with an "I don't know" response unless you are certain that the respondent really doesn't know. Ask probing questions to ensure that the respondent really doesn't know.
- Try to get the respondent to talk. If the respondent talks about things that are not relevant to the question, direct the conversation back to the point.
- Don't give opinions, even when the respondent asks for clarification about the question. The opinions of the surveyor could influence the respondent's answers.
- Avoid making suggestions for the response to a question. The respondent's answer should reflect his or her own reaction, and not be influenced by the surveyor or anyone else who may be present when the interview is being conducted.
- Look back over the questionnaire at the end of each interview to make sure that all the questions have been answered.

### **Interview Techniques:**

A. Probing

The quality of an interview is determined by the ability of the interviewer to communicate and be critical. One interesting and important aspect of interviewing is probing. Probing is the art of finding out additional information by digging deeper for information. One thing that must be avoided when probing is giving the impression that you are forcing the respondent into a corner; don't make it sound like a police officer interrogating a thief.

Types of Probing:

- Repeating a question

The interviewer repeats a question because it could be that the respondent has not heard the whole question or has missed an important point of the question. The interviewer may have spoken too quickly when asking the question. Repeat the question slowly with precise intonation until the respondent understands what the question means.

- Repeat the respondents answer

Sometimes repeating the respondent's answer can prompt the respondent to think more about the question and give an appropriate response to it.

- Ask neutral probing questions

Such as "How?", "What do you mean?", "Why do you think that?" or other questions.

- Ask for clarification

The interviewer can explain that he or she doesn't understand the respondent's answer, and ask for clarification.

B. Responding to "I Don't Know" answers

One response that indicates the respondent is doubtful is "I don't know". This response could mean one of the following:

- The respondent doesn't understand what is being asked  
Perhaps the interviewer did not read the question clearly (too slowly or not fluently) or the question was not worded clearly, so the respondent had difficulty understanding. If this happens, the survey must ask the question again but more slowly and with proper intonation if needed, or by changing the main purpose and point of the question.
- The respondent is thinking about the question and says "I don't know" to fill the silence, and have more time to think. The interviewer must be sensitive to the capacity of the respondent and change his or her questioning technique accordingly, be patient, and give the respondent enough time to think.

- The respondent might well not know, or not have an opinion. Using various techniques might help the interviewer to make sure that the respondent really does not know.

### **Concluding the Interview**

When the respondent has answered all the questions, and all the information needed has been obtained, the interview can be concluded. Following are the steps to concluding the interview:

1. Ask if the respondent would mind being contacted again should there be any more questions.
2. Thank the respondent for his or her time.
3. End the call with regards.

## **4.2 On-Site Coaching**

After completing the telephone surveys, to get a more detailed picture of the progress that the sanitation entrepreneurs are making, on-site coaching is required. During these field visits, the following activities are carried out:

- Observe first-hand the progress in the sanitation business at the provider's location.
- Discuss problems encountered and help to find solutions to them
- Look for findings of interest in the field
- Document facts in the field

Following is a list of the preparations that need to be made for on-site monitoring:

1. Resource people who must be visited during the field survey:
  - b. Head of Environmental Health Section, District Health Agency
  - c. Sanitation entrepreneurs
  - d. Customers ( whose latrines have been built, will be built, and have not been built yet)
  - e. Key stakeholders (village administration, midwives, community leaders, building materials retailers, etc.)
2. Instruments required:
  - a) Monitoring map (see page 30 for a sample monitoring map)
  - b) List of questions (Appendix 7)
  - c) Business plan from the training
  - d) Sanitation business evaluation form (Appendix 8)
  - e) Stakeholder evaluation form (Appendix 9)
  - f) Documentation, including:
    - i. Interesting findings
    - ii. Business office
    - iii. Healthy latrines built
    - iv. Equipment
    - v. Materials inventory
    - vi. Promotion media (sign, business cards, banners, etc.)
    - vii. Village map
    - viii. Networks
    - ix. And other things relevant to the business



Following are illustrations of the on-site coaching activities:

**Figure 4.3 On-site coaching**



Coaching a provider



Talking to a customer



Meeting with the head of environmental health



Talking to owner building materials retailer

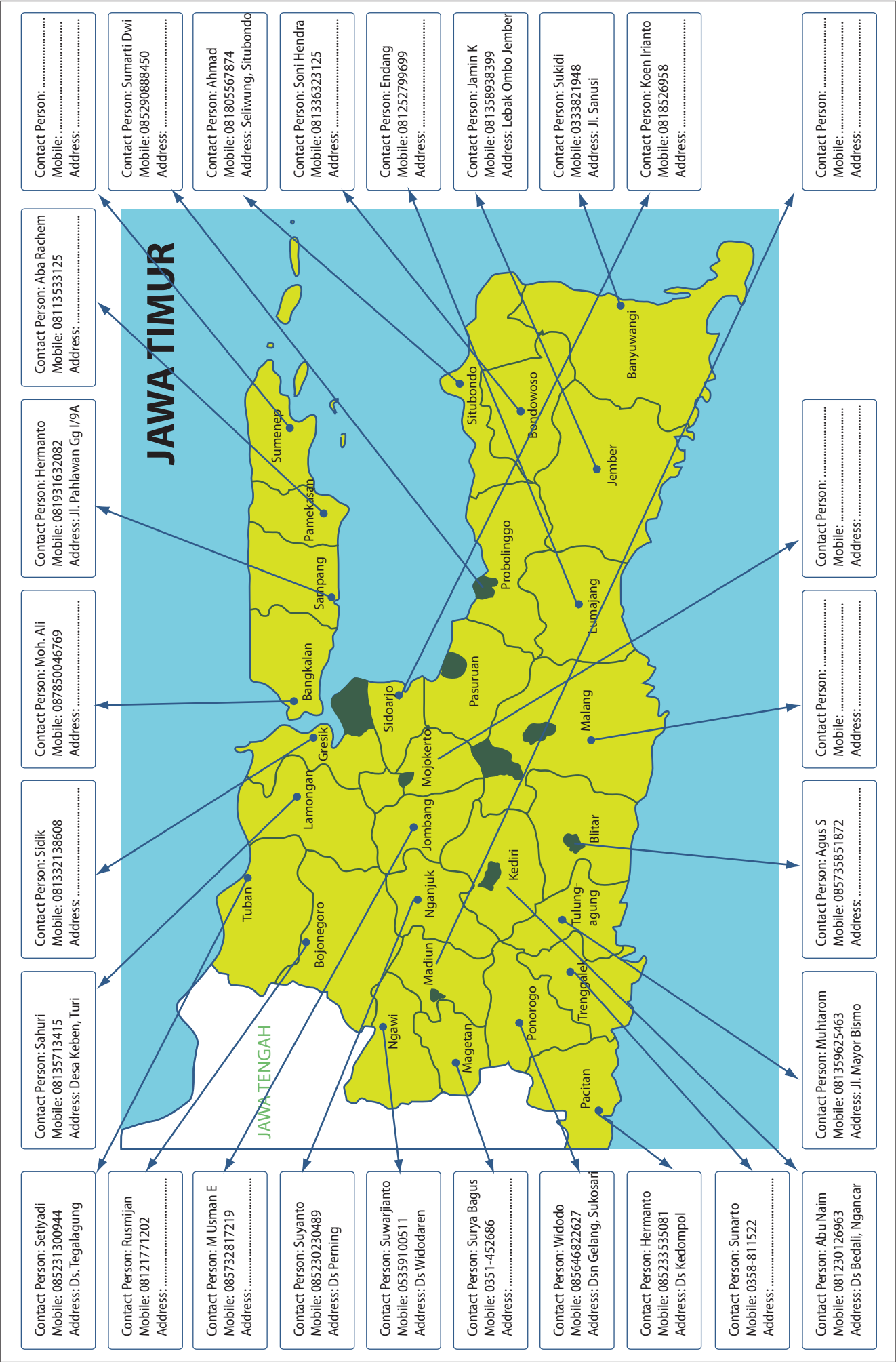


Talking to a septic tank de-sludging service provider



Talking to the local youth association

Figure 4.4 Sample on-site coaching map





# Appendices

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## APPENDIX 1

### TRAINING PLANNING SCHEDULE

Below is a generic schedule for the planning and preparation of Sanitation Entrepreneur Training. This schedule was made based on the experience of running previous training sessions. Given that local conditions and constraints vary, it is very likely that this schedule will need to be modified to ensure that it is relevant.

When	Activity	Person In Charge
60 – 30 days before the training	Confirm the resource people (presenters and facilitators)	Training Organizer
	Form the Training Committee	Training Organizer
	Select training candidates	Training Committee
	Prepare the budget and confirm funding	Training Committee
	Survey and confirm the venues for the training and the practical field work (selling and production process)	Training Committee
30 days before the training	Send invitations to the participants, resource people and facilitators	Training Committee
	Confirm participants	Participant Coordinator
	Confirm resource people and facilitators	Training Committee
14 days before the training	Preparation Meeting I between committee, resource people and facilitators	Training Committee
	Make a list of participants	Training Committee
	Make logistics preparations	Logistics Coordinator
7 days before the training	Preparation meeting II between the committee, resource people and facilitators	Training Committee
	Identify additional participants (if necessary)	Training Committee
	Make preparations on site for the practical training in sales and production process	Facilitators and Training Committee
1 day before the training	Briefing with local managers Agenda: 1. Rundown of the training schedule 2. Layout of the space	Committee Chair, Logistics Coordinator, Resource People and Event Coordinator
	Briefing with resource people (committee, master trainers, facilitators, resource people, and note-taker) Agenda: 1. Rundown of the agenda 2. Prepare training materials (PowerPoint files, documents that need to be printed, etc.)	Committee Chair, Logistics Coordinator, Resource People and Event Coordinator
	Revise list of participants	
	Load logistics	
	Training	Training Organizer
	Day 1 Evaluation	Resource People
The 2nd day of the training	Training	Facilitators
	Day 2 Evaluation	Notetaker
The 3rd day of the training	Training	Training Organizer
	Day 3 Evaluation	Resource People
		Facilitators
		Notetaker
The 4th day of the training	Training	Training Organizer
	Day 4 Evaluation	Resource People
		Facilitators
		Notetaker
1 – 3 days after the training	Document training proceedings	Notetaker
7 days after the training	Reporting	Notetaker
7 days after the training	Training Follow Up	Training Organizer

## APPENDIX 2

### FI: Sanitation Entrepreneurtraining Application Form

Type of Training<sup>1</sup>: ☐ Basic ☐ Intermediate ☐ Advanced

#### A. GENERAL INFORMATION

1. Name: \_\_\_\_\_

☐ Male

☐ Female

2. Marital Status:

☐ Unmarried

☐ Married

3. Address:

\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

4. Date of Birth: \_\_\_\_\_

#### B. EDUCATIONAL BACKGROUND

5. What are your educational qualifications?

Program	Name of Educational Institute	Qualifications <sup>2</sup>	Year
Primary	_____		
Junior Secondary	_____		
Senior Secondary	_____		
Level 1 Diploma	_____		
Level 3 Diploma	_____		
Degree	_____		

#### C. WORK EXPERIENCE

6. What work experience do you have?

Position	Duration (How long) <sup>3</sup>	Year <sup>4</sup>
_____		
_____		
_____		
_____		

<sup>1</sup> Tick as applicable

<sup>2</sup> Pass/ Fail : Primary, Junior Secondary, Senior Secondary (or equivalents) ; Completed /not completed : Level 1 Diploma ; Award: Level 3 Diploma , Undergraduate Degree, Postgraduate Degree<sup>3</sup> Isi jumlah tahun bekerja

<sup>3</sup> Indicate number of years worked

<sup>4</sup> Indicate start and end dates

#### D. COMMUNICATION SKILLS (choose one answer)

7. What are your communication skills like?
- a. I have difficulty expressing ideas
  - b. I can express ideas to others
  - c. I can express ideas to and convince others
  - d. I can express ideas to, convince, and teach others

#### E. BUSINESS EXPERIENCE<sup>5</sup>

8. Have you ever been involved in an business? ☐ Yes ☐ No
9. Do you have a business just now? ☐ Yes ☐ No
10. Why did you start your business?

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#### F. BUSINESS IDEA

11. Do you have a business idea? ☐ Yes ☐ No

Please describe your business idea:

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12. Have you taken any steps to start this business? ☐ Yes ☐ No

If yes, what steps have you taken?

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<sup>5</sup> Tick as applicable

## G. FUNDING SOURCES

13. From what sources do you plan to finance your business?

- ☐ Family      ☐ Money lender      ☐ Friends      ☐ Bank      ☐ Other

Please state:

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If you intend to take out a loan, can you provide a guarantee or collateral?      ☐ Yes      ☐ No

## H. WORK DEMANDS (choose one answer)

14. How do you perceive opportunities in the healthy latrine business?

- a. Interesting products/services  
b. Uninteresting products/services

15. Have you ever suffered a serious illness that would prevent you from working in the field (locations where healthy latrines are being constructed)?

- a. Yes  
b. No

## I. COMMITMENT

16. Are you prepared to participate fully in this training?      ☐ Yes      ☐ No

17. What percentage contribution are you prepared to make towards the cost of this training?

- ☐ 0%      ☐ 50%      ☐ 75%      ☐ 100%

18. When do you hope to start your business?

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## J. ANY OTHER INFORMATION THAT YOU FEEL IS RELEVANT TO YOUR APPLICATION

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Name & Signature of Applicant

## F2: GUIDELINES FOR EVALUATING THE SANITATION PROVIDER TRAINING APPLICATION FORMS

Scores are given for each of the following criteria:

- A. Educational background
- B. Work experience
- C. Communication skills
- D. Business experience
- E. Business idea
- F. Funding sources
- G. Work demands
- H. Commitment to participate in the training and start a business
- I. Motivation to participate in the training

The scores given for each criteria are weighted, because each criterion has a range of indicators.

### A. Educational Background

Maximum score of 5 for this criterion.

Indicator	Score
Level 1/Level 3 Diploma/Degree	5
Senior secondary	4
Junior secondary	3
Primary	1 - 2

### B. Work Experience

Maximum score of 5 for this criterion.

Indicator	Score
At least two years' experience as a sanitarian or in the construction business	5
Appropriate educational qualifications for running a sanitation business	3 - 4
At least two years' work experience in any area	2 - 3
Less than two years' work experience	1 - 2

### C. Communication Skills

Maximum score of 5 for this criterion.

Indicator	Score
Excellent (can communicate ideas, and persuade and teach others)	5
Good (can communicate ideas, and persuade others)	4
Fair (can communicate ideas)	3
Poor (cannot communicate ideas to others)	1 - 2

## D. Business Experience

Maximum score of 10 for this criterion.

Indicator	Score
Has run a sanitation business in the past	8 - 10
Currently has own business	5 - 8
Has ideas for a business plan	1 - 4

## E. Business plan

Maximum score of 10 for this criterion.

Indicator	Score
Has a good sanitation business idea, and has taken steps to start up this business	8 - 10
Has a clear business idea, but has not taken steps to start up a sanitation business	6 - 8
Has idea for a sanitation business that he/she wants and intends to start	3 - 6
Has no business idea or no intention of starting a sanitation business	Reject application

## F. Funding Sources

Maximum score of 10 for this criterion.

Indicator	Score
Has the financial capacity to start up a sanitation business without any financial support or loans	9 - 10
Hopes to get the startup funds from family or friends or other sources	6 - 8
Has no guarantee or hope of financial support from others	Reject application

## G. Work Demands

Maximum score of 5 for this criterion.

Indicator	Score
Has suffered no serious illnesses and does not have a chronic illness, and is prepared to be looked down on by others for running a sanitation business	5
Has suffered a serious illness or has a chronic illness, but is prepared to be looked down on by others for running a sanitation business	3 - 4
Has never suffered a serious illness and does not have a chronic illness, but is not prepared to be looked down on by others	2 - 3
Has suffered a serious illness or has a chronic illness, and is not prepared to be looked down on by others	Reject application

## H. Commitment to training

Maximum score of 5 for this criterion.

Indicator	Score
Prepared to attend the entire training course and willing to pay 100% of the training costs	5
Prepared to attend the entire training course and willing to pay 75% of the training costs	4
Prepared to attend the entire training course and willing to pay 50% of the training costs	3
Prepared to attend the entire training course and willing to pay 25% of the training costs	2
Prepared to attend the entire training course but not willing to make any contribution to the training costs (0%)	1
Not willing to participate fully	Reject application

## I. Motivation

Maximum score of 5 for this criterion.

Indicator	Score
Wants to be a successful sociopreneur in the healthy latrine sanitation business	4 - 5
Wants to make use of opportunities in the healthy latrine business	2 - 3
Has no motivation to become a healthy latrine sanitation provider	Reject application



### F3: MATRIX FOR EVALUATING APPLICATION FORMS

[illegible]

Selection Status Key : Selected, Reserve, Not suitable

## Appendix 3

### BUDGET

[Price, 2013]

	Expenditure	Unit	Volume	Unit Price	Total Cost	Remarks
PRE TRAINING - VISIT TO TRAINING VENUE (INCLUDING PRACTICAL TRAINING VENUES)						
	Operating costs:					
1	Accommodation	Person day	4	Rp500,000	Rp2,000,000	2 people 2 days
2	Local transport (vehicle lease, petrol, driver, driver's food allowance)	day	2	Rp200,000	Rp400,000	1 unit 2 days
3	Data and photocopying	pax	1	Rp100,000	Rp100,000	
Sub Total					Rp2,500,000	
IMPLEMENTATION						
Venue						
4	Lease of venue & equipment (sound system, notebooks, screen, flipchart, whiteboard)	Day	5	Rp1,000,000	Rp5,000,000	
5	Lease of LCD & printer	Day				
6	Meeting package	Pax	160	Rp180,000	Rp28,800,000	40 people 4 days
Sub Total					Rp33,800,000	
Professional Fees						
8	2 resource people	Person day	10	Rp1,000,000	Rp10,000,000	
9	Facilitators	Person day	10	Rp500,000	Rp5,000,000	
10	Masons	pax	4	Rp250,000	Rp1,000,000	
Sub Total					Rp16,000,000	
Accommodation						
11	Participants (30 people)	Person day	60	Rp400,000	Rp24,000,000	1 twin room for 4 days
12	Resource people (2), assistants (2), facilitators (2)	Person day	15	Rp400,000	Rp6,000,000	1 twin room for 5 days
Sub Total					Rp30,000,000	
Transport						
13	Local transport (vehicle lease, petrol, driver, driver's food allowance)	Unit	5	Rp200,000	Rp1,000,000	
14	Transport for non-local participants (return)	Orang	30	Rp300,000	Rp9,000,000	
	Vehicle lease for field practice I and II	day	8	200,000	1,600,000	
Sub Total					Rp11,600,000	
Equipment for participatory method						
15	Black cloth (2.5 x 1.5 m) (for the main sticky cloth)	m	3.75	Rp20,000	Rp75,000	
16	Black cloth (1 x 1.5 m) (for sticky cloths for the 4 groups)	m	6.00	Rp20,000	Rp120,000	
17	Mount spray	Bottle	3	Rp130,000	Rp390,000	
18	Colored string	Roll	2	Rp5,000	Rp10,000	
19	Metaplan cards (white, pink, yellow, light green and light blue) @ 1 ream	Ream	5	Rp25,000	Rp125,000	
Sub Total					Rp720,000	
Materials for latrine production and installation practice (for 4 type 3-3-1 latrines)						
20	Sand	m3	1	Rp750,000	Rp918,000	
21	Cement	sack	16	Rp50,000	Rp800,000	

Expenditure		Unit	Volume	Unit Price	Total Cost	Remarks
22	Closet	unit	4	Rp65,000	Rp260,000	
23	2" pipe	unit	2	Rp40,000	Rp80,000	
24	3" pipe	unit	6	Rp60,000	Rp360,000	
25	3" knee	unit	4	Rp12,000	Rp48,000	
26	2" T	unit	4	Rp8,000	Rp32,000	
27	Iron base	unit	4	Rp20,000	Rp80,000	
28	Iron lid	unit	6	Rp30,000	Rp180,000	
Sub Total				Rp2,758,000		
Equipment for latrine production and installation practice (for 4 type 3-3-1 latrines)						
29	Hoe	unit	4	Rp55,000	Rp220,000	
30	Scoop	unit	4	Rp25,000	Rp100,000	
31	Spade	unit	4	Rp45,000	Rp180,000	
32	Crowbar	unit	4	Rp35,000	Rp140,000	
33	Measuring tape	unit	4	Rp10,000	Rp40,000	
34	Cast iron chisel	unit	4	Rp7,000	Rp28,000	
35	Point trowel	unit	4	Rp15,000	Rp60,000	
36	Hammer	unit	4	Rp20,000	Rp80,000	
37	Cement trowel	unit	4	Rp5,000	Rp20,000	
38	Spirit level	unit	4	Rp30,000	Rp120,000	
39	Bucket	unit	4	Rp6,500	Rp26,000	
40	1 m septic tank inner mold	unit	4	Rp1,700,000	Rp6,800,000	
41	0.5 m septic tank inner mold	unit	4	Rp850,000	Rp3,400,000	
42	0.5 m septic tank outer mold	unit	4	Rp850,000	Rp3,400,000	
43	Closet mold	unit	4	Rp650,000	Rp2,600,000	
44	Septic tank lid mold	unit	4	Rp250,000	Rp1,000,000	
Sub Total				Rp18,214,000		
Office stationery						
45	Printer ink	pax	4	Rp25,000	Rp100,000	
46	Small (< 1cm diameter) round stickers	pack	1	Rp15,000	Rp15,000	
47	Double tape (1 inch wide)	roll	2	Rp10,000	Rp20,000	
48	Paper sticky tape	roll	2	Rp10,000	Rp20,000	
49	Colored card A4/Legal	pack of 10	30	Rp10,000	Rp300,000	
50	Rental of large whiteboard/pinboard (180x240cm)	unit	2	Rp150,000	Rp300,000	
51	Rental of flipchart	unit	6	Rp150,000	Rp900,000	
52	Flipchart paper	ream	1	Rp50,000	Rp25,000	
53	Paper roll (1.2 m wide)	m	20	Rp5,000	Rp100,000	
54	A3 paper	sheet	10	Rp500	Rp5,000	
55	A4 paper	ream	1	Rp25,000	Rp25,000	
56	Medium boardmarker	pak of 12	8	Rp2,500	Rp20,000	
57	Large boardmarker	unit	4	Rp5,000	Rp20,000	
58	Sticky tape (1 inch wide)	roll	2	Rp10,000	Rp20,000	
59	White glue-tack	pack	2	Rp20,000	Rp40,000	
60	Notebook (for participants, if necessary)	unit	50			From venue manager (hotel)

	Expenditure	Unit	Volume	Unit Price	Total Cost	Remarks
61	Ballpoint pens (for participants, if necessary)	bh	50			From venue manager (hotel)
<b>Sub Total</b>					<b>Rp1,910,000</b>	
<b>Printing and Photocopying</b>						
62	Print List of Participants	unit	2	Rp500	Rp1,000	
63	Print Attendance List	unit	3	Rp500	Rp1,500	
64	Print and photocopy Sanitation Entrepreneur Training modules	unit	35	Rp2,500	Rp87,500	
65	CD for documentation and reports	unit	35	Rp15,000	Rp525,000	
66	Print banner for latrine production and installation practice	unit	8	Rp50,000	Rp400,000	
<b>Sub Total</b>					<b>Rp1,015,000</b>	
<b>Grand Total</b>					<b>Rp118,517,000</b>	

The costs above are before tax

## APPENDIX 4

### ROOM LAYOUT

Sanitation Entrepreneur Training requires a fairly large room to accommodate all the activities, including individual activities (presentations), collective activities (plenary discussions) and group activities (group discussions). For a maximum of 30 participants, a room of at least 150m<sup>2</sup>, with no pillars or dividing walls is needed.

At least one side of the room must have a solid wall or offer protection from sunlight, so it can be used as a presentation area. Ideally, the side used for presentations (where the screen is) should be the longer side, in order to minimize the distance between the presenter and the participants sitting at the back. The side used for the presentations should be opposite the main door so as not to distract the participants when the door is opened during presentations.

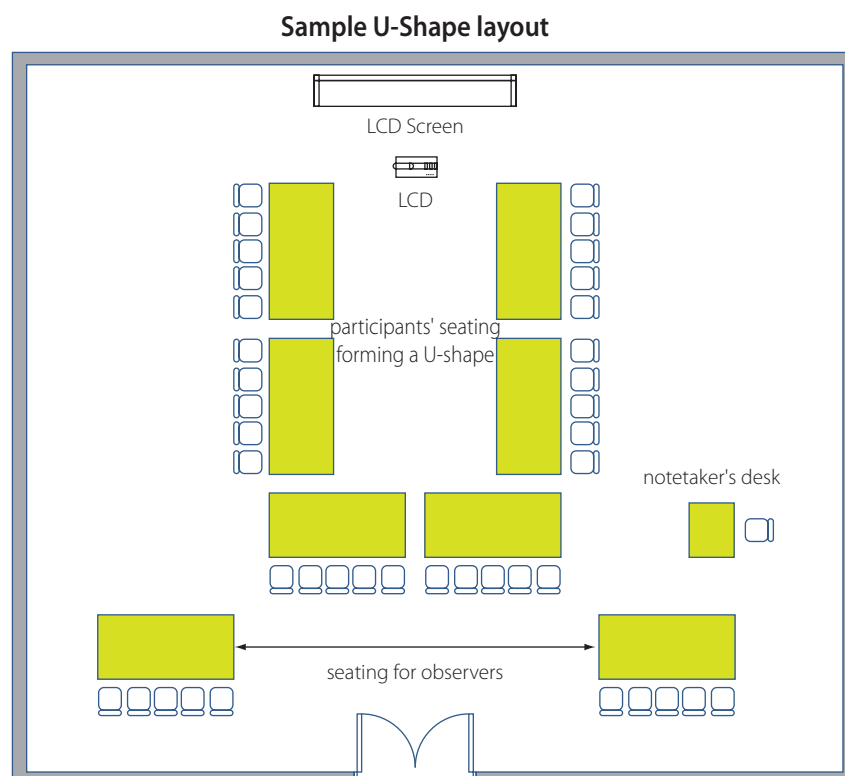
The coffee break area should be separate from the training room to avoid distracting the participants when the refreshments are being prepared, but close enough that the participants do not need to waste too much time fetching their refreshments. The toilets and prayer room should also be close enough to the training room that the participants do not have to spend too much time on these private activities.

The room should be made comfortable, without:

1. any distracting views or sounds,
2. public access,
3. etc.

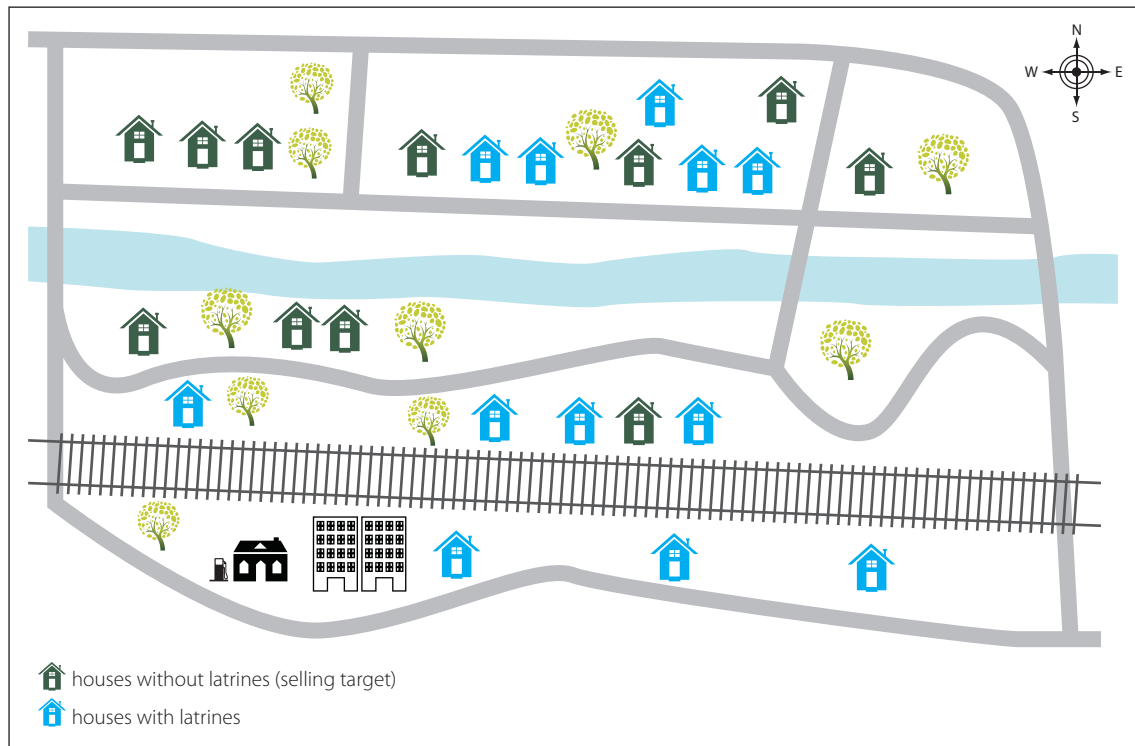
The sound system needs to be loud enough to be heard from all parts of the room. At least two wireless microphones and one standing microphone are needed. Ideally, there should be a clip-on microphone (for the facilitator or master trainer), two microphones (for Q & A sessions and presentation of group discussions) and one standing microphone (for back up). Before the training begins, the sound system should have been checked and tested by the facilitators and Logistics Coordinator.

The participants should sit in a U-shape, as shown in the diagram below:

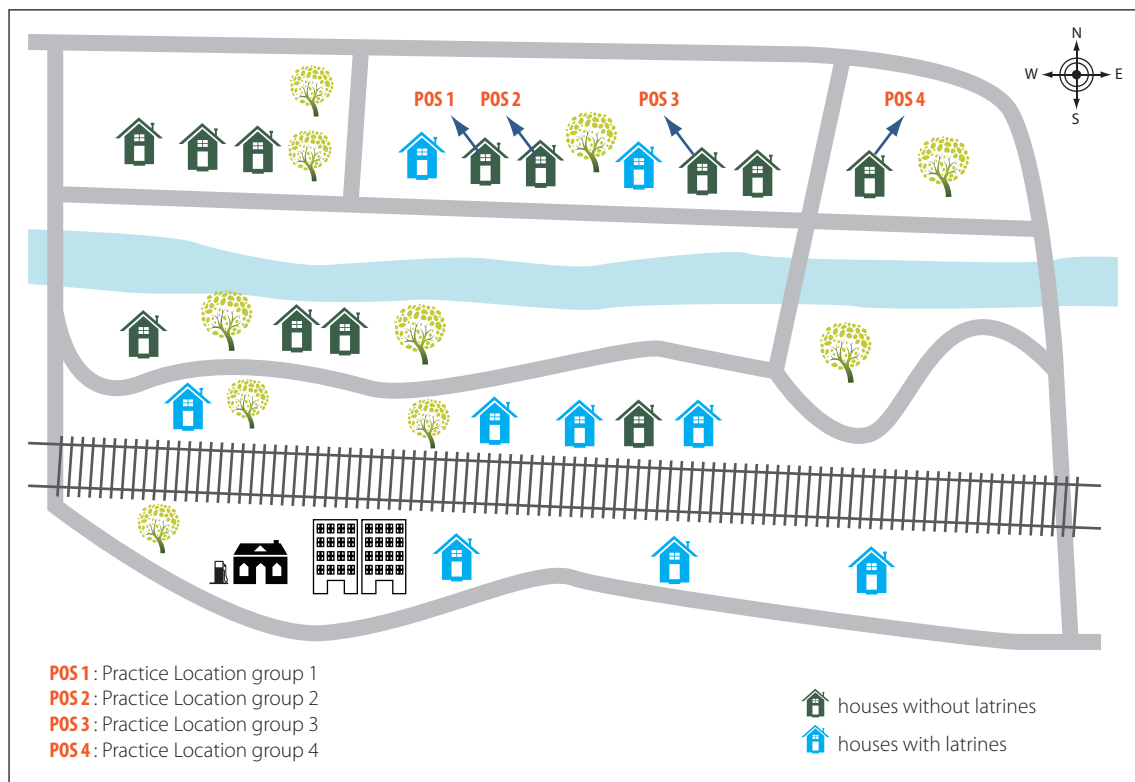


## APPENDIX 5 SOCIAL MAP

### 1. Mapping Potential Customers (as Targets for the Selling Practice)



### 2. Locations for the Latrine Production and Installation Practice



## APPENDIX 6

### 6A: LIST OF TELEPHONE SURVEY QUESTIONS

Following are the topics that need to be asked about during the telephone survey:

**1. Marketing area**

The marketing area comprises the districts, subdistricts, and villages where the sanitation entrepreneur has filled orders. This information is used to identify the extent of the marketing area and the possibility of there being more than one sanitation entrepreneur in a particular area.

**2. Number of latrines built**

Insert the number of latrines that the respondent has built, from the first to the most recent.

**3. Average number of orders for latrines per month**

Insert the average number of latrine orders per month. This information is used to determine whether the entrepreneur's production capacity is sufficient to meet these orders, based on production time, and the number of molds and masons he or she has. If production capacity is inadequate, the number of additional masons and molds needed to meet this demand can be calculated.

**4. Number of molds**

Insert the number of septic tank molds and slab molds the respondent owns. This information is used to determine whether the entrepreneur's production capacity is sufficient to meet these orders, based on production time, and the number of molds and masons he or she has. If production capacity is inadequate, the number of additional masons and molds needed to meet this demand can be calculated.

**5. Number of masons**

Insert the number of mason crews and the number of masons in each crew that the respondent currently has. This information is used to determine whether the entrepreneur's production capacity is sufficient to meet these orders, based on production time, and the number of molds and masons he or she has. If production capacity is inadequate, the number of additional masons and molds needed to meet this demand can be calculated.

**6. Per unit production time**

Insert how long it takes for one mason crew to complete 1 latrine. This information is used to determine whether the entrepreneur's production capacity is sufficient to meet these orders, based on production time, and the number of molds and masons he or she has. If production capacity is inadequate, the number of additional masons and molds needed to meet this demand can be calculated.

**7. Network**

Insert information about the stakeholders involved by the entrepreneur in running his or her business.

**8. New entrepreneurs trained**

Insert biodata, including name, address and telephone number of new entrepreneurs personally trained by the respondent to replicate the business he or she owns.

**9. Business constraints**

Insert information about any constraints or problems the entrepreneur has encountered while running his or her business. Also ask what measures the respondent has taken to address these problems/constraints.

## **10. Survey notes**

Insert any information not addressed by the questions or any particularly interesting findings.

These questions are the minimum that must be asked during the telephone survey. The questions can be developed based on the respondent's answers and also on the dynamics during the phone call. There should be plenty of opportunity to ask additional questions, provided that they are in the context of the sanitation business.



## 6B: LIST OF TELEPHONE SURVEY QUESTIONS

No	Date	Name	Address	Tel. No.	Marketing Area	Latrines built	Orders per month	No. of molds	No. of masons	Per unit production time	Network	New providers trained	Business constraints	Survey notes
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
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25														

## **APPENDIX 7**

### **LIST OF ON-SITE COACHING QUESTIONS**

Following are the topics that need to be asked about when coaching the sanitation entrepreneurs:

1. Validate the results of the telephone survey (based on the questions in Appendix 6a)  
Validate the responses given by the sanitation entrepreneur during the telephone survey. This is done to ensure that the information obtained reflects the actual facts in the field.
2. Payment methods
3. Details of the marketing process

Following are the topics that need to be asked about during discussions with the Head of Environmental Health:

1. Support given by the health agency for the development of the sanitation business in the area
2. Difficulties encountered in developing the sanitation business
3. Suggestions for improving the sanitation business

Following are the topics that need to be asked about during discussions with customers:

1. Experiences or impressions before and after having a latrine
2. Complaints about the service provided by the sanitation entrepreneur
3. Suggestions for improving the service provided by the sanitation entrepreneur

Following are the topics that need to be asked about during discussions with key stakeholders (village administration, midwives, community leaders, owners of building materials shops, etc.):

1. Support given for the development of the sanitation business in the area
2. Difficulties encountered in developing the sanitation business
3. Suggestions for improving the sanitation business

These questions are the minimum that must be asked during the coaching. The questions can be developed based on the respondent's answers and also on the dynamics during the phone call. There should be plenty of opportunity to ask additional questions, provided that they are in the context of the sanitation business.

## APPENDIX 8

### SANITATION ENTREPRENEUR EVALUATION FORM

This performance evaluation form describes the performance of the providers in 3 aspects and 15 sub-aspects. The result of this provider performance evaluation will be used to identify the provider's weaknesses, which will be used as input for further training. The sanitation entrepreneur performance evaluation form is shown in the following table:

Aspects and Sub-Aspects	Name of Provider	Name of Provider	Name of Provider
A. The Provider's Personal Characteristics (50%)			
A.1. Commitment			
A.2. Motivation			
A.3. Risk taker			
A.4. Decision maker			
A.5. Uses and creates opportunities			
<b>Total</b>			
<b>Average</b>			
<b>Weighted average</b>			
B. Knowledge and Skills (30%)			
B.1. Knowledge of customers, market and competition			
B.2. Technical (production) skills			
B.3. Marketing and Costing Skills and			
B.4. Bookkeeping skills			
B.5. Communication and negotiating skills			
<b>Total</b>			
<b>Average</b>			
<b>Weighted average</b>			
C. Family, Financial and Stakeholder Support (20%)			
C.1. Family Support			
C.2. Financial Support			
C.3. Stakeholder Support			
<b>Total</b>			
<b>Average</b>			
<b>Weighted average</b>			
<b>TOTAL SCORE</b>			

*Evaluation Scale:*

0-25 = Low  
 26-50 = Medium  
 51-75 = High  
 76-100 = Very High

## APPENDIX 9

### STAKEHOLDER EVALUATION FORM

There are various kinds of stakeholders in the sanitation business. They include government, health agencies, sanitarians, and NGOs working on the environment. From the visits, information is obtained about the role of each of these stakeholders in each of the districts visited. This will be presented as the evaluation of stakeholders in each district, based on the information obtained during the visits. The results of this evaluation will show how much influence stakeholders have on the development of the sanitation business in that area. Following is the stakeholder evaluation form:

Stakeholder	District 1	District 2	District 3	District 4
Government				
Health Agency				
Sanitarians				
Village midwives/primary health center health workers				
Integrated health post cadres				
Village heads/administrations				
Community leaders				
Building material retailers				
Financial institutions (banks, cooperatives, etc.)				
Industry				
Universities				
CSR programs				
<b>TOTAL</b>				

Key:

- +++ Good (Stakeholder has a significant positive influence on the development of the sanitation business)
- ++ Satisfactory (Stakeholder has a positive influence on the development of the sanitation business)
- + Poor (Stakeholder has little positive influence on the development of the sanitation business)

## **APPENDIX 10**

### **CONTACT PERSONS**

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