

**Added Roles & Responsibilities of the Sanitation Marketers**

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*Key roles & responsibilities of the* ***Sanitation Marketers***

1. ***Community mobilisation and awareness creation regarding sanitation***
2. ***Organising and holding public meetings (barazas) and baraza shows***
3. ***Involving opinion leaders in the SafiSan project & SafiSan toilet promotion***
4. ***Organising and implementing SafiSan Mini Fairs***
5. ***Organising and holding household & plot-level social marketing sessions***
6. ***Collecting data and data transfer to the Water Service provider (WSP)***
7. ***Assisting in the Identifying the most appropriate type of toilet***
8. ***Assisting in toilet site identification***
9. ***Determining the number of required toilet units***

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1. ***Monitoring construction of SafiSan toilets and providing advice to Artisans & customers***
2. **Training toilets users on toilet use, cleaning and maintenance**
3. **Post-construction monitoring of SafiSan toilets to ensure sustainable use**
4. ***Promote the hygienic management of sludge (collection, transportation & disposal)***
5. ***Hand-washing awareness & education***
6. ***Implementing hand-washing programme at schools***

**Prepared by the UBSUP Team**

**SafiSan**

**Added Roles & Responsibilities of the Sanitation marketers**



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# Introduction: SafiSan, more than toilets

The main roles and responsibilities of the Sanitation marketers are described in detail in the Social Animators Hand book and in other documents (e.g. the documents that are used during the training of the Sanitation marketers. This document presents and discusses a number of additional roles and responsibilities of the Sanitation marketers.

The key roles & responsibilities of the **Sanitation marketers are the following:**

1. Community mobilisation and awareness creation regarding sanitation.
2. Organising and holding public meetings (barazas) and baraza shows.
3. Involving opinion leaders in the SafiSan project & SafiSan toilet promotion.
4. Organising and implementing SafiSan Mini Fairs.
5. Organising and holding household & plot-level social marketing sessions.
6. Collecting data and data transfer to the Water Service provider (WSP).
7. Assisting in identifying the most appropriate type of toilet.
8. Assisting in toilet site identification.
9. Determining the number of required toilet units.

The following added roles and responsibilities are described in this document:

1. **Monitoring construction of SafiSan toilets and providing advice to Local Artisans & customers (e.g. landlords).**
2. **Training toilets users on toilet use, cleaning and maintenance.**
3. **Post-construction monitoring of SafiSan toilets to ensure sustainable use.**
4. **Hand-washing awareness & education.**
5. **Implementing hand-washing programme at schools.**
6. **Promote the hygienic management of sludge (collection, transport & disposal).**

This list clearly shows that a SafiSan project consists of much more than simply the marketing and sale of improved toilets. If we consider the various activities mentioned the contribution made by the Sanitation marketers can be differentiated as follows:

* **Identification & assessment (town and WSP level).**
* **Awareness creation (community level).**
* **Sensitisation (community level).**
* **Training (Sanitation marketers, DTF Operators, Sludge Managers).**
* **Advice and assisting in choice making (plot level).**

The Sanitation marketers are part of a team: the Project Task Team. In order to carry out these very important tasks, the Social Animator(s) need to work closely together with the entire Project Task Team. Some of the tasks (7, 8, 9 and 11-15) are similar to the roles and responsibilities of the Public Health Officer (PHO). The successful implementation of these tasks, therefore, requires close cooperation with the PHO and coordination of activities. Unlike the Sanitation marketers, who can only collect data, sensitise, advice, train, the PHO can also enforce (the Public Health Act) and use sanctions. The Sanitation marketers also have to work closely with the WSP and the County Resident Monitor of the WSTF.

The roles and responsibilities of the PHO are described in a document (title: “Roles and Responsibilities of the Public Health Officers within the Framework of SafiSan Projects”). The Sanitation marketers are advised to read this document.

# Community awareness, sensitisation & education

The community awareness & sensitisation programme and activities (see the previous page; *key roles and responsibilities of the Social Animator*; **1 - 5** are described in some detail in the tool provided for the Sanitation marketers (see Module 3, Sections 2c, 3a and 3b of the SafiSan Toolkit).

The data collection activities (see previous page; **6**) of the Sanitation marketers are described in other tools of the SafiSan Toolkit.

# Sanitation marketers: Detailed description of roles & responsibilities

The table below (table 2.1) shows:

* Some of the key roles and responsibilities of the Social Animator within SafiSan projects.
* The main messages and forms of support he or she can provide.
* The likely impact of the contribution made by the Sanitation marketers.

Table 2.1: Roles & responsibilities of Sanitation marketers, messages & support and potential impact

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Roles & responsibilities of the PHO** | **Message/support** | **(Potential) impact** |
| **7** | Select the best **sites** for toilets | Select sites using public health and access (emptying) criteria | Improved public health |
| **8** | Select **appropriate toilet types** | SafiSan considers public health & socio-cultural factors | Better toilet solutions |
| **9** | Determine **no. of toilet units required** | One SafiSan toilet should serve a maximum of 10 persons | Improving sanitation access and coverage |
| **10** | Monitoring construction of SafiSan toilets | * Providing advice to Local Artisans & customers (e.g. landlords) * Identifying and bringing to the attention poor quality workmanship and deviations from the technical drawings | SafiSan toilets of better quality, built according to the technical drawings and, therefore, having all important features |
| **11** | **Train** toilets users **on toilet use, cleaning and maintenance** | Emphasise the importance and use of the manuals provided with the SafiSan toilets | Improved user experience and better maintained toilets |
| **12** | **Post construction monitoring** and training | How to use, clean, maintain, repair and empty (if applicable) a SafiSan toilet | Sustainable toilets and higher user satisfaction |
| **13** | Promote the hygienic management of sludge (collection, transportation & disposal) | * Sludge & bio-solids have to be handled with care by professionals * Treatment is meant to render sludge and bio-solids harmless and ready for re-use | Sludge & bio-solids are not dumped in the environment but treated and disposed of in a correct way |
| **14** | Hand-washing awareness & education | Importance of hand washing & how to wash hands | Residents adopt better practices and pass messages to others (also through their practices) |
| **15** | Implementing hand-washing programme at schools | Importance of hand washing & how to wash hands | Children adopt better practices and pass messages to parents |

In the following sections the various roles, responsibilities, messages, forms of support and impact are presented in more detail.

# Toilet sites, type and required number

## Select toilet sites using public health and access (emptying) criteria

The PHO and the Sanitation marketers can be very instrumental in identifying the best site for a SafiSan toilet. When identifying the best possible toilet sites the criteria presented in table 4.1 can be used:

Table 4.1: Criteria that can be used to identify toilet sites within yards

|  |  |  |
| --- | --- | --- |
| **No.** | **Criterion** | **Type** |
| 1 | Accessibility for users (including the elderly, the children and the physically challenged). All households (families) should have easy access | Toilet usage & user-friendliness |
| 2 | The site of the toilet should not prevent the users from using the toilet in a correct way and keep the toilet clean | Cleanliness & health |
| 3 | Accessibility for emptiers and their equipment. Emptying should be able to take place without risk for the health of the plot occupants and the emptiers and the environment | Emptying & health |
| 4 | Accessibility for people (and their equipment) carrying out maintenance and repair works | Maintenance & repair |
| 5 | The SafiSan toilet should provide the users with sufficient privacy | Privacy |
| 6 | The SafiSan toilet should not make it more difficult for plot occupants to access their homes or common facilities such as kitchens and bathrooms | Access |
| 7 | Although SafiSan toilets provide access to safe sanitation and limit nuisance related to sanitation, a SafiSan toilet should not be built next to a kitchen or yard well | Nuisance |
| 8 | SafiSan toilets should not block the entrance/exit of the plot. In case of fire or another calamity the occupants of the plot should be able to leave the plot as quickly as they can | Safety & security |
| 9 | If deemed necessary, the site should allow for the construction of additional toilet units | Access |

## Suitable toilet types

SafiSan considers public health & socio-cultural factors. This explains why there exists a variety of SafiSan toilets:

* Pour flush toilet (linked to the sewer/ septic tank/conservancy tank).
* Cistern flush toilet (linked to the sewer/ septic tank/conservancy tank).
* Double vault UDDT (Urine Diversion Dry Toilet).

When it comes to toilets SafiSan customers have different preferences. When considering health and environmental aspects the PHO can help to identify the best suitable toilet.

## Number of toilet units required

**One SafiSan toilet can serve a maximum of 10 persons**. The PHO or the Sanitation marketers (or another member of the Project Task Team) after counting the number of people residing on the plot can advise the landlord or householder on the number of toilet units that are required to achieve access to adequate sanitation for all occupants.

Calculating the number of toilet units that are required for adequate access is an important activity. Especially when residents opt for the UDDT, the use of this toilet by more than 10 persons may have serious public health and environmental implications. If a UDDT toilet has to be emptied before the internal treatment & drying process is complete, the removed bio-solids may still contain pathogens that are harmful to one’s health.

## Approval of toilet sites and the number of toilet units

Before construction or assembly can start, the PHO should approve:

* The toilet site.
* The type of toilet.
* The number of toilets.

# Monitoring the construction of SafiSan toilets

As the Sanitation marketers are involved in the sale of SafiSan toilets they are also well positioned to carry out follow-up visits during the construction of the SafiSan toilets. The main objectives of these visits can be summed up as follows:

1. Ensure that construction works are carried out according to plan and to the satisfaction of the customer.
2. Ensure that the quality of works is excellent and that the technical drawings of the SafiSan toilets have been followed correctly.
3. Attempt to mediate between the customer and the artisan in case things go wrong.
4. Ensure that each toilet is delivered with a hand washing facility and mainstreaming material.

The Sanitation Marketer is expected to report any major problems encountered to the Project Task Team (PTT).

# On-going training of users on toilet use, maintenance & repair

It is important, indeed a human right, that all Kenyans have unrestricted access to a modern improved toilet. Every toilet, however, has to be used properly. Although most people have experience using a pit latrine, a pour flush toilet or a flush toilet, they may not be (always) aware that a toilet has to be left clean after use. In other words it’s not the new user who has just entered the toilet who has to start cleaning it. No, it’s the person who has used it who has to ensure that he or she leaves the toilet clean.

The SafiSan Toolkit and the toilet itself contain the necessary tools to inform people on the need for toilet cleanliness and on how to keep it clean. Since a dirty toilet is a health hazard, the PHO can play an important role in explaining the residents of a low income area on the need for toilet cleanliness.

Landlords and tenants who have a SafiSan toilet in their yard can be shown how the toilet is used, cleaned and maintained in a proper way.

Especially the use, cleaning and maintenance of the Double Vault Urine Diversion Dry Toilets (UDDT) may require some explanation and training by the PHO and the Sanitation marketers. UDDTs require the separation of urine and faecal matter as well as the use of ashes.

# Post construction monitoring and training

Some of the training can be done during the construction of the SafiSan toilet unit(s). In order to ensure sustainability and continued customer/user satisfaction, it is important that the Sanitation marketers (and the PHO) continue to monitor the SafiSan toilets **after** the toilet has been commissioned.

The focus of the post commissioning monitoring will be on the following:

1. How to use the toilet (in the case of the UDDT the emphasis will be on urine diversion, the use of ashes, where to leave used tissue paper and the negative impact of dumping other wastes in the toilet.)
2. How to keep the toilet clean (tips, do’s and don’ts).
3. What to do if a vault, septic tank or conservancy tank is full?
4. What to do if a vault needs to be emptied?
5. What if, on average, more than 10 persons are using the toilet daily? (the best answer is to buy an additional toilet unit).
6. How is customer satisfaction? Is there e.g., need for a pedestal to make toilet use easier to the elderly and the physically challenged?
7. Etc.

In other words, also during the post-implementation phase the role of the Sanitation Marketer remains important.

# Promote the hygienic management of sludge

The Sanitation marketers, especially during the post commissioning phase but also when marketing the toilets, should emphasise the importance of the hygienic management of sludge and bio-solids:

* Sludge & bio-solids have to be handled with care by professionals…not by the toilet users themselves.
* Licensed/certified professionals should do Emptying and transportation (to treatment facilities).
* Treatment is meant to render sludge and bio-solids harmless (to health and the environment) and ready for re-use.

# Hand-washing awareness & education

It is difficult to underestimate the importance of hand-washing. People should know:

* How to wash their hands properly.
* What is needed for hand washing (water, soap, ashes, etc.).
* When to wash their hands (just a few examples of “hand-washing moments”; after using the toilet and before eating, before and after changing baby nappies).

During the various social marketing activities and programmes the Sanitation marketers should take every opportunity to point out the importance of hand washing. The fact that hand washing is an important “weapon” in our struggle against water-related diseases, can be used as a very strong social marketing “argument”.

# Organise hand-washing programme at schools

The UBSUP programme has developed a **hand washing programme for schools** located within the SafiSan project areas.

The PHO is, correctly so, seen as the authority on public health and hygiene and he or she, therefore, should participate in the schools hand-washing programme. The Sanitation marketers should also participate in the schools hand-washing programme. When they visit the various plots and households it is good if they can remind the children and their parents of the hand-washing programme and “The KonoSafi” comic book.

# Useful background materials

The **Toolkit for Urban Water Supply Projects** of the Water Sector Trust Fund (WSTF) contains an elaborate training programme for water Kiosk Operators. The training also focuses on water-related diseases.

After opening the page, just press the “Urban Water Supply Projects” button. Then go to Module, Section 3, Training of Kiosk Operators (files 2a and 2b).

The handbook for Kiosk Operators also contains detailed information on health risks and water-related diseases.

# List of relevant definitions

1. **Community**

A **community** is a [social unit](http://en.wikipedia.org/wiki/Level_of_analysis#Meso-level) of any size that shares common [values](http://en.wikipedia.org/wiki/Value_(personal_and_cultural)). Although embodied or face-to-face communities are usually small, larger or more extended communities such as a [national](http://en.wikipedia.org/wiki/Nation) community, [international community](http://en.wikipedia.org/wiki/International_community) and [virtual community](http://en.wikipedia.org/wiki/Virtual_community) are also studied.

In [human](http://en.wikipedia.org/wiki/Human) communities, [intent](http://en.wikipedia.org/wiki/Intention), [belief](http://en.wikipedia.org/wiki/Belief), [resources](http://en.wikipedia.org/wiki/Natural_resource), [preferences](http://en.wikipedia.org/wiki/Preference), [needs](http://en.wikipedia.org/wiki/Need_assessment), [risks](http://en.wikipedia.org/wiki/Risk), and a number of other conditions may be present and common, affecting the [identity](http://en.wikipedia.org/wiki/Identity_(social_science)) of the participants and their degree of cohesiveness.

Since the advent of the [Internet](http://en.wikipedia.org/wiki/Internet), the concept of community has less geographical limitation, as people can now gather virtually in an online community and share common interests regardless of physical location. Prior to the internet, virtual communities (like social or academic organizations) were far more limited by the constraints of available communication and transportation technologies.

The word "community" is derived from the [Old French](http://en.wikipedia.org/wiki/Old_French) *comunete* which is derived from the [Latin](http://en.wikipedia.org/wiki/Latin) [*communitas*](http://en.wikipedia.org/wiki/Communitas) (from Latin [*communis*](http://en.wiktionary.org/wiki/communis), things held in common), a broad term for fellowship or organized society.[[1]](http://en.wikipedia.org/wiki/Community#cite_note-1) One broad definition which incorporates all the different forms of community is "as a group or network of persons who are connected (objectively) to each other by relatively durable social relations that extend beyond immediate genealogical ties, and who mutually define that relationship (subjectively) as important to their social identity and social practice."[[2]](http://en.wikipedia.org/wiki/Community#cite_note-2)*(Source; Wikipedia*; keyword:“community”)

1. **Awareness**

**Awareness** is the state or ability to perceive, to feel, or to be [conscious](http://en.wikipedia.org/wiki/Conscious) of events, [objects](http://en.wikipedia.org/wiki/Object_(philosophy)), or sensory [patterns](http://en.wikipedia.org/wiki/Pattern). In this level of consciousness, sense data can be confirmed by an observer without necessarily implying [understanding](http://en.wikipedia.org/wiki/Understanding). More broadly, it is the state or quality of being aware of something. In [biological psychology](http://en.wikipedia.org/wiki/Biological_psychology), awareness is defined as a human's or an animal's [perception](http://en.wikipedia.org/wiki/Perception) and [cognitive](http://en.wikipedia.org/wiki/Cognitive) reaction to a condition or event. *(Source; Wikipedia; keyword:**“awareness”)*

1. **Sensitisation**

**Sensitization** is a non-associative [learning](http://en.wikipedia.org/wiki/Learning) process in which repeated administrations of a [stimulus](http://en.wikipedia.org/wiki/Stimulation) results in the progressive amplification of a response.[[1]](http://en.wikipedia.org/wiki/Sensitisation#cite_note-1) Sensitization often is characterized by an enhancement of response to a whole class of stimuli in addition to the one that is repeated. For example, repetition of a painful stimulus may make one more responsive to a loud noise.  *(Source; Wikipedia; keyword:**“sensitization”)*

1. **Education**

**Education** in its general sense is a form of [learning](http://en.wikipedia.org/wiki/Learning) in which the [knowledge](http://en.wikipedia.org/wiki/Knowledge), [skills](http://en.wikipedia.org/wiki/Skills), and [habits](http://en.wikipedia.org/wiki/Habit_(psychology)) of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be [autodidactic](http://en.wikipedia.org/wiki/Autodidacticism).[[1]](http://en.wikipedia.org/wiki/Education#cite_note-1) Any [experience](http://en.wikipedia.org/wiki/Experience) that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as [preschool](http://en.wikipedia.org/wiki/Preschool), [primary school](http://en.wikipedia.org/wiki/Primary_school), [secondary school](http://en.wikipedia.org/wiki/Secondary_school) and then [college](http://en.wikipedia.org/wiki/College), [university](http://en.wikipedia.org/wiki/University) or [apprenticeship](http://en.wikipedia.org/wiki/Apprenticeship).

A [right to education](http://en.wikipedia.org/wiki/Right_to_education) has been recognized by some governments. At the global level, Article 13 of the [United Nations](http://en.wikipedia.org/wiki/United_Nations)' 1966 [International Covenant on Economic, Social and Cultural Rights](http://en.wikipedia.org/wiki/International_Covenant_on_Economic,_Social_and_Cultural_Rights) recognizes the right of everyone to an education.[[2]](http://en.wikipedia.org/wiki/Education#cite_note-ICESCR-art13.1-2) Although [education is compulsory](http://en.wikipedia.org/wiki/Compulsory_education) in most places up to a certain age, attendance at [school](http://en.wikipedia.org/wiki/School) often isn't, and a minority of parents choose [home-schooling](http://en.wikipedia.org/wiki/Home-schooling), [e-learning](http://en.wikipedia.org/wiki/E-learning) or similar for their children. *(Source; Wikipedia; keyword:**“education”)*

1. **Public health**

**Public health** is "the science and art of preventing disease, prolonging life and promoting [health](http://en.wikipedia.org/wiki/Health) through the organized efforts and informed choices of society, organizations, public and private, communities and individuals."[[1]](http://en.wikipedia.org/wiki/Public_health#cite_note-1) It is concerned with threats to health based on population health analysis. The population in question can be as small as a handful of people, or as large as all the inhabitants of several continents (for instance, in the case of a [pandemic](http://en.wikipedia.org/wiki/Pandemic)). The dimensions of health can encompass "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity", as defined by the United Nations' [World Health Organization](http://en.wikipedia.org/wiki/World_Health_Organization).[[2]](http://en.wikipedia.org/wiki/Public_health#cite_note-2) Public health incorporates the [interdisciplinary](http://en.wikipedia.org/wiki/Interdisciplinary) approaches of [epidemiology](http://en.wikipedia.org/wiki/Epidemiology), [biostatistics](http://en.wikipedia.org/wiki/Biostatistics) and [health services](http://en.wikipedia.org/wiki/Health_services). [Environmental health](http://en.wikipedia.org/wiki/Environmental_Health), [community health](http://en.wikipedia.org/wiki/Community_health), [behavioral health](http://en.wikipedia.org/wiki/Behavioral_health), [health economics](http://en.wikipedia.org/wiki/Health_economics), [public policy](http://en.wikipedia.org/wiki/Public_policy), [insurance medicine](http://en.wikipedia.org/wiki/Insurance_medicine) and [occupational health](http://en.wikipedia.org/wiki/Occupational_health) (respectively [occupational medicine](http://en.wikipedia.org/wiki/Occupational_medicine)) are other important subfields.

The focus of public health intervention is to improve health and quality of life through the prevention and treatment of [disease](http://en.wikipedia.org/wiki/Disease) and other physical and mental health conditions, through [surveillance](http://en.wikipedia.org/wiki/Disease_surveillance) of cases and [health indicators](http://en.wikipedia.org/wiki/Health_indicators), and through the promotion of healthy behaviors. Promotion of [hand washing](http://en.wikipedia.org/wiki/Hand_washing) and [breastfeeding](http://en.wikipedia.org/wiki/Breastfeeding), delivery of [vaccinations](http://en.wikipedia.org/wiki/Vaccination), and distribution of [condoms](http://en.wikipedia.org/wiki/Condom) to control the spread of [sexually transmitted diseases](http://en.wikipedia.org/wiki/Sexually_transmitted_disease) are examples of common public health measures.

Modern public health practice requires [multidisciplinary teams](http://en.wikipedia.org/wiki/Multidisciplinarity) of professionals including [physicians](http://en.wikipedia.org/wiki/Physician) specializing in public health/community medicine/infectious disease, [epidemiologists](http://en.wikipedia.org/wiki/Epidemiology), [biostatisticians](http://en.wikipedia.org/wiki/Biostatistics), [public health nurses](http://en.wikipedia.org/wiki/Public_Health_Nursing), [medical microbiologists](http://en.wikipedia.org/wiki/Microbiologist), [environmental health officers](http://en.wikipedia.org/wiki/Environmental_health_officer) / [public health inspectors](http://en.wikipedia.org/wiki/Public_health_inspector), [pharmacists](http://en.wikipedia.org/wiki/Pharmacist), [dental hygienists](http://en.wikipedia.org/wiki/Dental_hygienist), [dietitians](http://en.wikipedia.org/wiki/Dietitian) and [nutritionists](http://en.wikipedia.org/wiki/Nutritionist), [veterinarians](http://en.wikipedia.org/wiki/Veterinarian), public health engineers, public health lawyers, [sociologists](http://en.wikipedia.org/wiki/Sociologist), community development workers, communications experts, [bioethicists](http://en.wikipedia.org/wiki/Bioethics), and others.[[3]](http://en.wikipedia.org/wiki/Public_health#cite_note-3)*(Source; Wikipedia; keywords:**“public health”)*

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