

Handbook for Sanitation Education



H

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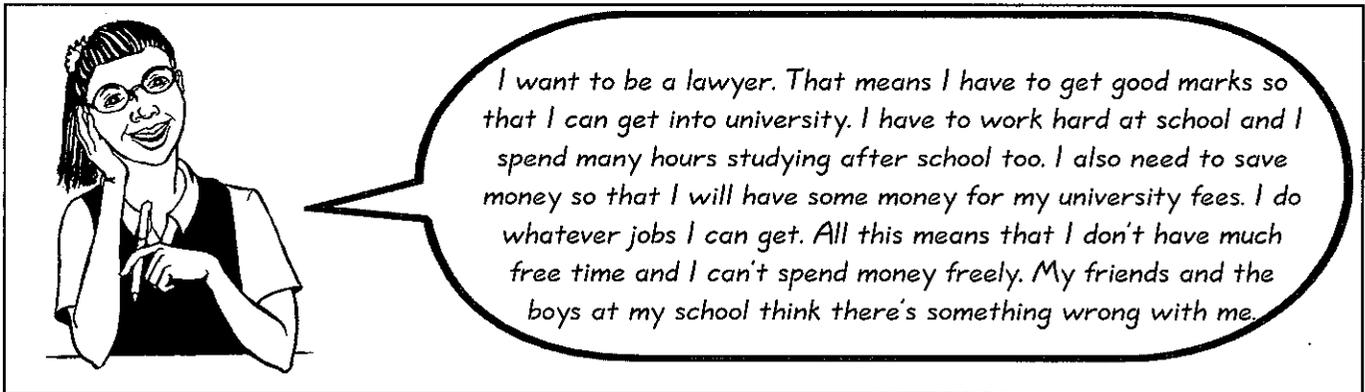


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B

When people try to pull you down...

When Gugu and her friends tried to improve things at their school, they found that some people tried to stand in their way. Here is another person who has found that people don't support what she is trying to do. Read the following speech bubbles to find out more about the situation.



Now talk to the other people in your group about the following questions:

- How do you think Nomusa feels about this situation?
- How do you think Nomusa could keep herself feeling positive about the decisions which she has made?
- What do you think Nomusa should say to her friends and to the boys at her school?

Draw a big speech bubble in your exercise books. Write what you think Nomusa should say in the speech bubble.

An Action Project

This is a report based on a project on health and school toilets which Operation Hunger started with some Grade 11 learners in Maputuland, Kwazulu-Natal.

Reading passage for Partner A:

1. _____

First, the learners talked about health problems at school and in their community. Then they decided to do a project about handwashing. Later they also chose to solve the problem of disposing of infant and toddler faeces safely.

2. _____

Next, the learners needed to know: **Why** weren't people washing their hands after using the toilet? And **why** weren't people disposing of small children's faeces safely? So the learners made a questionnaire to get information from learners at their school and people in the community.

This is what learners found out:

- Many people did know that germs could get on their hands and be taken to their mouths.
- People did know that germs in their mouths could make them sick. But they didn't really **believe** that not washing their hands could be a problem.
- People thought that their hands were clean because they couldn't see germs.
- There was a water shortage in the area, so there was not enough water for handwashing.
- Many people **said** that one should wash hands after going to the toilet. But most people didn't **do** this.

The investigating learners first thought that toddlers' faeces were left on the ground because small children were afraid they would fall through the big toilet hole. But when the learners questioned people more carefully, they found that people just didn't think that babies' and toddlers' faeces were dangerous.

The learners also found out that this is not true. The Operation Hunger people told them that faeces from small children can have five or six times as many germs as adults' faeces.

Reading passage for Partner B:

3. _____

Once they knew **why** the problems were happening, the learners made a plan to try to solve these problems. Here is their action plan:

- *Put up posters in the toilets to remind learners to wash their hands.*
- *Ask Operation Hunger to buy a basin, a towel and some soap for each school toilet.*
- *Make sure that the basins are filled with water every day. Supply soap or ash when the soap from Operation Hunger is finished.*
- *Watch to see whether learners do wash hands after using the toilet.*
- *Ask Operation Hunger to help our school get more toilets.*
- *Ask Operation Hunger to help us get a borehole so that we don't have to fetch water from the river every day.*
- *Share our findings with other schools and our families.*

4. _____

Once the learners had decided on a plan of action, the next step was to **do** the above things.

Operation Hunger agreed to buy a basin, towel and some soap for every toilet. They also agreed to help the learners get more toilets and a borehole. They helped the learners write letters to the Regional Council to apply for these things. If the Regional Council agrees that they can get new toilets and a borehole, the learners have promised to help build the toilets and keep them clean. They have also agreed to look after the borehole.

The learners also collected money to help with the cost of building the toilets and the borehole.

Reading passage for Partner C:

5. _____

Although this project is very new, the learners must now take another step and ask: Are we making a difference? **Do** people wash their hands after using the toilet? **Do** people dispose of infant and toddler faeces safely?

They could do this evaluation by doing some of the following:

- looking to see whether handwashing materials like a basin of water, a towel and soap or ash are always available at school;
- looking to see whether handwashing materials are always available at their and other people's houses;
- watching to see whether people use these handwashing materials at school and at home;
- asking whether learners in other schools have started similar projects;
- looking to see whether infant and toddler faeces are covered or disposed of properly;
- asking the members of the Regional Council if more people in the community are applying for toilets and water;
- asking people whether the above things have started because of their project or if they started because of something else.

Solving problems at school and in the community

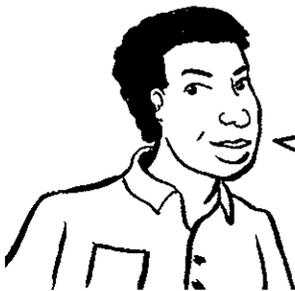
The following people are talking about the project which the learners in Maputoland did. Read what they have to say.



Hu! Those kids in Maputoland are crazy! You wouldn't catch me messing around with toilets and 69. It's not my job to look after babies or to clean up the mess which other people make.



Well, I think it's a nice idea but I don't think it would work here. I mean, we're only kids. We can't change important things like the condition of the toilets and whether we have water at school.



I agree. Only adults can do that type of thing. We don't have the knowledge or the power.

I disagree with all of you. Firstly, I think we all have a responsibility to keep our school and our community clean and healthy. Just because we didn't make the mess doesn't mean we can't clean it up. And anyway, we often do make part of the mess.



Secondly, I think children can make a difference. Sure there are some things which we can't do and which we need adults for. But there are also things which we can do. And we can work with adults to make a difference too.

Now think about the following questions. Talk to your friends about them.

- Do you think we have a responsibility to keep our schools and communities clean and healthy? Give reasons for what you say.
- Do you think we should work to improve situations when other people who have also helped to mess them up are not interested in working to improve the situation? Give reasons for what you say.
- Do you think school children can make a difference in their schools and communities? Give reasons for what you say.
- If you think school children **can** make a difference, what kinds of things do you think they can do? How do you think they can do these things?

Ways of identifying a problem

You may already have some ideas about the health and sanitation problems at your school and in your community. Or you may never have thought about them. Before you do an action project, you have to choose a problem which you will try to solve. There are many ways in which you can try to identify the health and sanitation problems in your area. Here are some ideas:

- ★ **Brainstorm.** This means, list all of the things (in this case problems) which you can think of. Don't judge whether they are important problems or not. Just write them down. You can do this on your own or with a friend or in a group.
- ★ **Draw a map.** Make sure that you include the water sources and the toilets on your map. Once you have drawn the map, you might find that your toilets are uphill from your water source and so pollute the water which you drink. Or you might find that there is no water close to the toilets. This could help explain why people don't wash their hands after using the toilet. So, drawing a map doesn't only help you identify problems. It also helps you think about the causes of the problems.
- ★ **Look at the water and sanitation facilities which you have.**

For example:

- How many toilets are there for boys? girls? male teachers? female teachers?
 - Are the toilets clean?
 - Do the toilets have doors? If so, can the doors shut? Can they lock?
 - Is there toilet paper or some other suitable cleaning material?
 - Is there some place for people to wash their hands after using the toilet?
 - What does the water which we use look like? smell like? taste like?
 - Is our water source free of rubbish like plastic packets and tins?
 - Is our water source protected from animals?
- etc.

- ★ **Look at the way people use the water and sanitation facilities which you have.**

For example:

- Do people wash their hands after going to the toilet?
- Do people use a cup when they drink water from a tap or a bucket or do they use their hands?
- Do people close taps properly after they have used them?

etc.

Once you have an idea of the problems that there are, you can choose one which you would like to try to solve.

How do germs spread?

WORD CHECK:

Germs and diarrhoea

Germs are very small living things that can grow in our bodies. They cause diseases like diarrhoea.

We say that a person has **diarrhoea** if he or she passes three or more loose or watery stools (indle) in 24 hours.

TASK 1:

Talk about these pictures

The following pictures tell a story about how Thandi came into contact with germs and got diarrhoea. Look at the pictures. **Talk to your partner about what is happening in each picture.**



A



B



C



D

TASK 2: Match these paragraphs to the above pictures

Here are some short paragraphs which tell the same story as the pictures do. However, they are in the wrong order. **Read through the paragraphs and then put them in the right order. Write your answer in your exercise book. Write your answers like this:**

Paragraph ___ goes with Picture ___.

1. When Vusi got to his friends' house, he made them some banana milkshakes. He didn't wash his hands before he made them.
2. The next day, Thandi had diarrhoea too.
3. One day Vusi had mild diarrhoea. (This means that his diarrhoea wasn't very bad.) While he was on his way to visit his friends, he had to do a number 2. He did it in the bush on the side of the road. There was nowhere to wash his hands afterwards.
4. Vusi gave his friends the milkshakes which he had made.

TASK 3: Write a short story

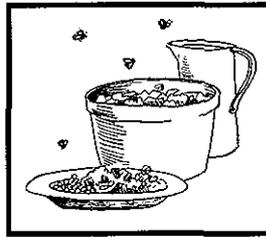
Here is another set of pictures which tells a story. **Talk to a partner about what is happening in each picture. Then write the story in your exercise book.**



A



B



C



D



E

TASK 4: Unjumble these pictures

These three pictures could also tell a story. However, they are in the wrong order. **Look at them carefully and decide which order you think they should go in. Write your answers in your exercise books. Write your answers like this: Picture __ should be first/ second/ third.**



A



B



C

TASK 5: Think about what you have learnt

- What have you learnt about how germs are spread and about how people get diarrhoea?
- Think about the ideas which you had (before this lesson) about how germs spread and about how people get diarrhoea. Have any of these ideas changed because of this lesson? How have they changed? Write your ideas in your exercise book.

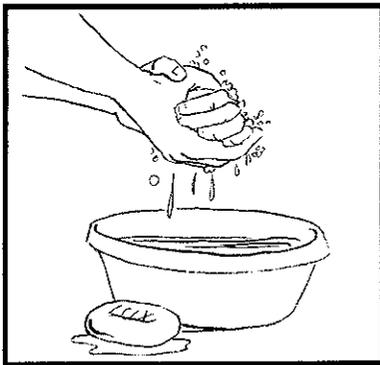
Stopping germs from spreading

Look back at the pictures and stories on the last activity sheet and in your exercise book. They show how germs can spread and how they can make people sick.

TASK:

Think of how the people in the pictures and stories could have **stopped** the spread of germs. **Draw pictures which you could put into the picture stories to show how they could do this.** Draw **one** picture for each story. **Explain your drawing and where it should be put between the other pictures.** The first one has been done as an example. Do the other pictures and stories in your exercise book.

Story 1:



This is a drawing of Vusi washing his hands. He should have washed his hands before he made milkshakes for his friends. He also shouldn't have done a number 2 on the side of the road. If there was nowhere else to go, he should have buried his faeces in a deep hole away from where people walk. He should have done this so that no-one else would come into contact with his faeces by mistake.

Diarrhoea: A killer disease



Why is everyone making all this fuss about diarrhoea? I don't think it's a very dangerous sickness.



That's not true. Diarrhoea can be very dangerous. Read the following passage to find out why.

Why is diarrhoea dangerous?

- A** There is lots of water in almost every part of your body. For example, your blood is partly made of water. Your body also uses water to help it work properly. For example, it uses water when it digests food.
- B** Your body loses some water naturally every day, for example, when you urinate and when you sweat. You need to replace this water so that you don't become dried out (dehydrated). If you do become dried out, your body can't work properly and you could die. When you are thirsty your body is telling you that you need to replace lost water.
- C** People who have diarrhoea lose water quickly because their stools (indle) contain more water than usual. Sometimes people who have diarrhoea also vomit. This makes them lose water even more quickly. It is important to replace this lost water so that these people do not become too dry.
- D** Diarrhoea is especially dangerous for small children. Their bodies are so small that they can become dried out very quickly. **About three million children die from dehydration caused by diarrhoea every year.** However, children with diarrhoea do not have to become dehydrated and they do not have to die. You can help stop this from happening.

TASK: Getting the main idea

There is a main idea in each of the above paragraphs. We have written these main ideas below. However, they are in the wrong order. **Match each main idea with the correct paragraph.**

Main ideas:

1. Diarrhoea makes people lose water quickly.
2. Our bodies need water.
3. Diarrhoea can kill small children.
4. We need to replace lost water.

Correct order:

Write your answers in your exercise book like this...

Paragraph:

Main idea:

- | | |
|---|--------------|
| A | number _____ |
| B | number _____ |
| C | number _____ |
| D | number _____ |

Preventing Dehydration



Now I can see that diarrhoea is a dangerous sickness! What can I do to stop children from becoming dehydrated and from dying?

Obviously, the most important thing is to stop people who have diarrhoea from becoming dehydrated. You can do this by giving them the following liquids as soon as the diarrhoea begins.



- breast milk
- thin soup or very thin porridge
- the water which is left over when you cook rice or samp
- clean water (Boil it and let it cool down if it doesn't come from a tap or a protected spring.)
- fruit juice
- weak, black tea with no sugar
- Home Rehydration Solution (See page 13 for more information on this.)

Recognising when someone is becoming dehydrated



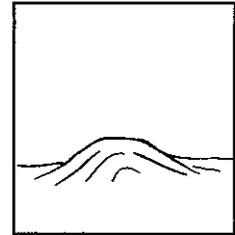
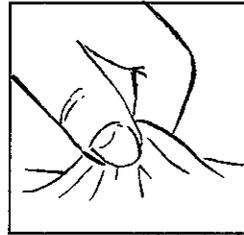
But how will I know if the person hasn't had enough liquid and he or she is becoming dehydrated?

The information in the box on the next page will help you recognise when someone is becoming dehydrated. **Read through it so you will be able to recognise when this is happening.**

Recognising when someone is becoming dehydrated

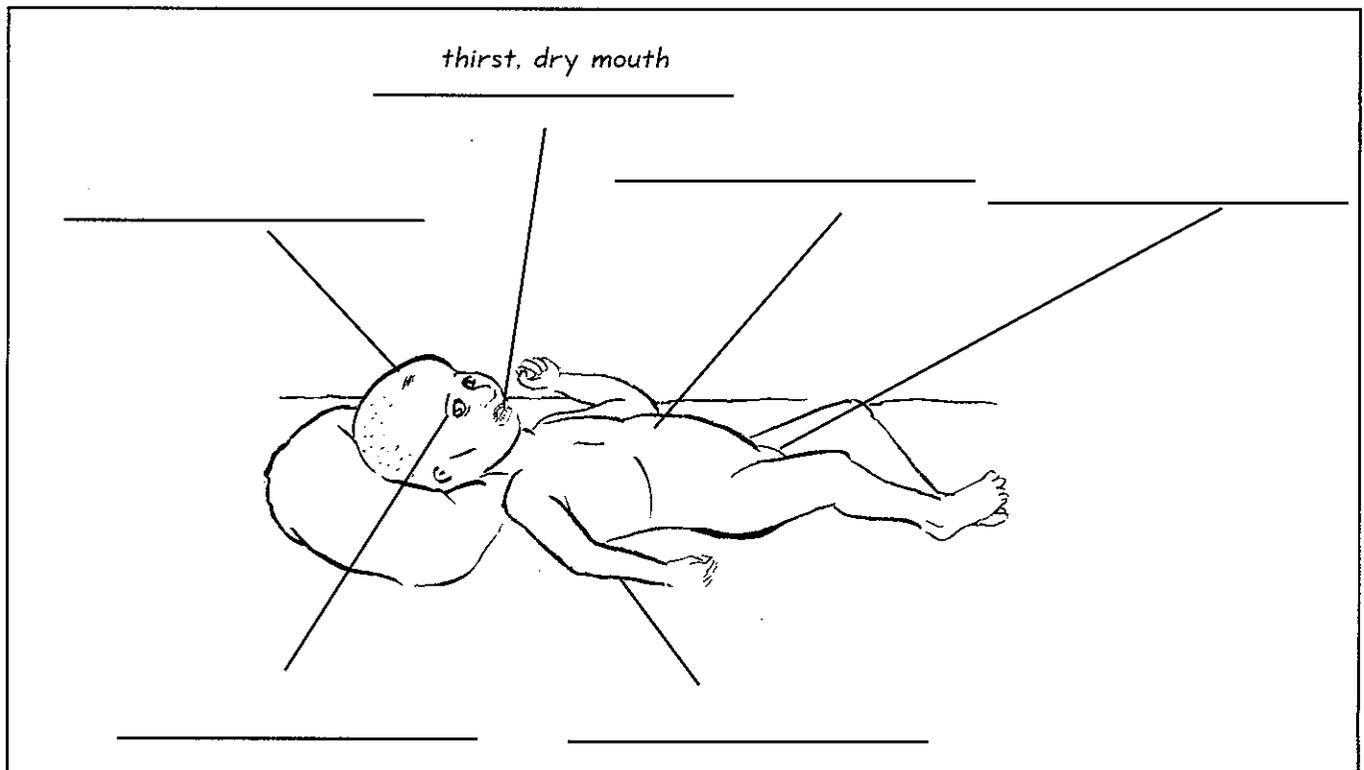
Signs of dehydration:

- thirst is often the first, early sign of dehydration
- little or no urine; the urine is dark yellow
- sudden weight loss
- dry mouth
- a baby's "soft spot" (ukhakhayi) sags inwards
- sunken, tearless eyes
- loss of elasticity (i.e. stretchiness) of the skin. You can test whether this has happened by lifting the skin between two fingers, like in the above picture ... If the skin fold does not fall back right to normal, the child is dehydrated.



Very bad dehydration may cause rapid, weak pulse; fast, deep breathing; fever; weak and floppy muscles; coma and death. At the earliest signs, **act quickly. Do not wait.**

Here is a picture of a baby who has all the symptoms of dehydration. Draw a stick figure baby in your exercise book. Then use the above information to label the picture. The first label has been put in to show you how.



Have you ever seen these signs in anyone you know? How was the person treated? What happened to them? Write your answers in your exercise book.

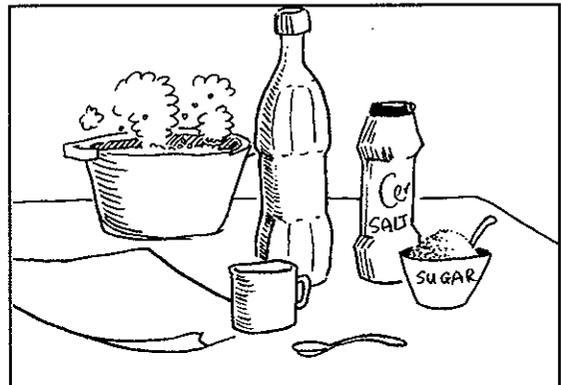
Treating dehydration

Once a person is dehydrated, you need to replace the water and salts which he or she has lost. Here is a recipe for a drink which you can make and then use to do this.

How to make the Home Rehydration Solution

You need:

- a clean one-litre bottle with a cap
- sugar (4 level teaspoons)
- salt (**half** a level teaspoon)
- a piece of clean paper, or a plastic funnel
- a pot or kettle of water which has been boiled and cooled (more than 1 litre)
- a clean cup and teaspoon



What to do:

- Wash your hands.
- Pour clean water into the one-litre bottle.
- Add 4 level teaspoons of sugar to the water in the bottle. You can use a funnel made of paper or a plastic funnel to help you do this.
- Add **half** a level teaspoon of salt to the water.
- Make sure the salt and sugar are dissolved.
- Taste the drink. It should not be more salty than tears.



REMEMBER:

DON'T USE TOO MUCH SUGAR: THIS COULD MAKE THE DIARRHOEA WORSE.

How to give the Home Rehydration Solution to someone

- Give the person the liquid straight from a cup or with a teaspoon. Don't use a baby's bottle because it is very difficult to keep bottles clean.
- Give the dehydrated person sips of the Rehydration Solution every 5 minutes, day and night, until he or she begins to urinate normally. A child should have $\frac{1}{2}$ – 1 cup of the mixture every time he or she passes a loose watery stool or vomits.

You can also give the Home Rehydration Solution to someone who has diarrhoea but who is not dehydrated. First give them normal food. When they have finished eating, offer them some of the mixture.

- If the person vomits when you give them the drink, wait for 10 minutes and then try again.

Other things to remember

- Children who have diarrhoea can become malnourished. They need food even though they may not want to eat. Try to give them small amounts of fresh food many times each day.
- Children who are recovering from diarrhoea need an extra meal a day for two weeks after the diarrhoea has stopped.
- **If a person is taking in more fluid than they are losing but their diarrhoea goes on for more than about 5 days, get trained help. If a person is losing more liquid than they are taking in, get help if their diarrhoea goes on for more than 2 days.**

Do enemas help or not?

Xolani's Gogo tried to cure his diarrhoea by giving him an enema (sput). Many people use this remedy for diarrhoea and for other sicknesses. But do enemas really help? Do the following activities to try to find out.

TASK 1: Do a survey amongst the members of your family

WORD CHECK: Surveys



We can use surveys to find out more about health issues in the community. Sometimes we look for things which we can see or count, but more often we talk to people to find out what they do or what they feel.

Do a survey amongst the people in your family to find out answers to the following questions:

- Which people in your family have had an enema?
- Why did they have an enema?
- Did the enema solve their problem?

Use the language which you and the members of your family are most comfortable with when you ask them these questions.

Record the information which you get in your exercise book in a table like this:

Name	Has this person had an enema?	If so, what was the enema for?	Did the enema solve the person's problem?
For example: <i>Xolani</i>	<i>yes</i>	<i>diarrhoea</i>	<i>no - he still had diarrhoea</i>

TASK 2: Think about what you have learnt from the survey

When you have completed your survey, think about what it teaches you about how often enemas are used in your family, why they are used and whether they work or not. **Write some sentences about this in your exercise book.** Use the words and sentence starters from the box below to help you:

often sometimes
hardly ever never always
The people in my family use enemas
They use them for/ when
Enemas help/ don't help cure

TASK 3: Should we use enemas to treat diarrhoea?

Many people use enemas as a home cure for diarrhoea. However, enemas often don't help cure diarrhoea and sometimes they can harm the sick person.

Read the following passage to find out more about this subject.



What causes diarrhoea?

People get diarrhoea when germs from dirty water, faeces, spoilt food etc get into their stomachs. The diarrhoea (and vomiting) tries to get the germs out of their stomachs. They will continue to have diarrhoea and to vomit until the germs have gone.

The main danger of diarrhoea

The most important danger of diarrhoea is dehydration. People who have diarrhoea lose a lot of water. They can become too dry.

Why don't enemas help?

Enemas can make people lose more water. When you give an enema to a person who has diarrhoea, there is more chance that they will dry out and die. **Never** give a child an enema.

Enemas can also harm people in other ways. Here are just a few of these ways:

- The instrument that you use to give someone an enema can scratch or even make a hole in their intestines.
- The herbs which some people put into enemas can cause liver and kidney damage. This can kill people.
- Some people put washing powder in enemas. Washing powders contain bleach which can seriously harm people.

What can you do instead?

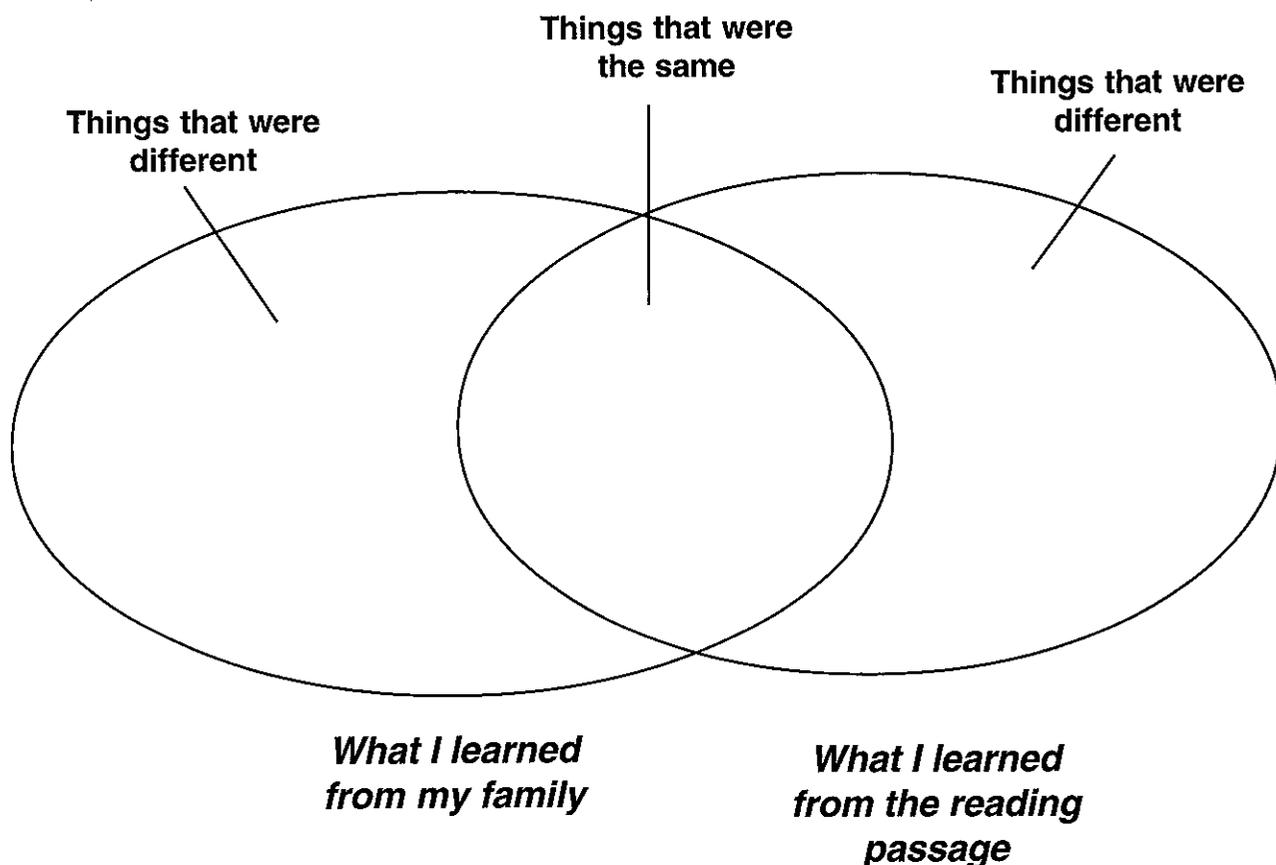
Instead of giving an enema to a person who has diarrhoea, give them lots of liquids. This will make sure that they don't dry out. Their diarrhoea and vomiting will continue until the germs are out of their stomachs but they won't become dehydrated and they won't die. Once the diarrhoea has stopped, you can give them extra food for two weeks so that they put on the weight which they lost when they had the diarrhoea.

TASK 4: Compare what you learnt from your family with what you learnt from the reading passage

Now compare the information which you got from the passage with the information which you got from your family.

- Were some of the things you learnt from your family the same as what you learnt from the passage?
- Were some of the things you learnt from your family different from the things you read in the passage?

Draw a diagram like the following one in your exercise book. Then write in the things which were the same and different in the right place.



- How can you spread any new information which you got from the passage to other people in the community?
- Do you have any questions about the use of enemas?

Interviewing people

Look at the following two pictures and then talk about the questions which follow them:



- Look at the question which the interviewer in each picture asked the other learners. How are these questions different from each other?
- Which question do you think was the better question? Why do you think this?

Remember two things when you ask people questions to find out what they think causes a problem and what they think the effect of the problem is:

1. Don't ask them questions which they can answer "yes" or "no" to. Rather, ask them questions which will give you longer answers. Use the following words to help you do this: **who, what, why, when, how?**
2. Ask them what "people" do rather than what they do themselves. They will be freer to answer questions if the questions and answers don't make it look like they do something wrong.

Now, think about what questions you want to ask people about the problem you are trying to solve. Remember that you are trying to find out what causes the problem and what the effects of the problem are. **Write your questions in your exercise book.**

Interviewing people

Here are some other things to remember when you are interviewing people:

- Interview people in pairs. One person can ask the questions and the other person can write the answers down. Why do you think it is a good idea to do this?
- Don't try to write down every word which the person says. Rather, write down the main ideas.
- Read what you have written to the person who gave you the answer. This way you can check whether you understood them properly and whether you got their ideas down correctly.



Now, practise asking a partner some of the questions which you wrote down above. **Record their answers in your exercise book, and then read them what you wrote.**



Now you are ready to interview other learners. Record their ideas in your exercise book.

Planning for action

Use the following guidelines to draw up a plan of action in your exercise book.

1. Problem which we want to solve.

Write down what problem you would like to solve. Describe the problem situation as it is now. Give as much detail as you can. When you have carried out your action you can come back to this description to see what differences you have made.

2. Things which may help us solve this problem.

List all the resources which you have at school and in the community which could help you solve this problem. For example, people who might be interested in helping you, people who have special skills you can draw on, other actions which people are taking which you could link up with etc.

3. Difficulties we may experience.

List the difficulties you may have while trying to solve the problem. For example: Some learners may try to stop us from improving the school environment. Or: There may not be any money to buy things like basins, buckets and soap.

4. How we will try to avoid these difficulties.

Write what you will do to try and avoid the difficulties. For example: Ask your teacher to get the principal to hold an assembly where s/he explains what your class is trying to do and asks for the whole school's support. Or: Organise some fundraising events to collect money. Make sure the principal knows what the money is being collected for so that s/he doesn't decide to use it for something else after you have collected it.

5. Draw up a detailed plan of action. Use a table like the following one to do this.

Steps we will take to try to solve this problem:	The person who is going to do each step:	When this person should start this thing by:	When we hope this thing will be finished:
1.	1.	1.	1.
2.	2.	2.	2.

6. Names and signatures of the people in your group.

Write these at the bottom of your action plan.

7. Date.

Write the date.

Evaluating actions



After you have planned and implemented action, you need to find out whether your action is actually making a difference: Have people changed the way they do things because of what you have done? Has the situation improved because of what you have done? Use the questions on this page to help you begin thinking about these things. Write answers to the questions in your exercise book.

1. How much of your action plan have you implemented?
2. Describe the problem situation which you have been working on **as it is now**. Give as many details as possible.
3. Now look at the descriptions of this problem situation which you wrote in your exercise book when you were planning the action you would take. Has the situation changed in any ways? If so, what are the changes?
4. If there are changes, do you think the changes have happened because of actions which you have taken or because of other things? Give reasons for what you say.
5. If the situation hasn't changed at all, or if it has become worse, why do you think this has happened?
6. What other actions could you take to try to improve the situation some more?

Useful information

Who is responsible for supplying toilets and water to schools?

The Education Department is responsible for supplying schools with toilets and water. The Department of Water Affairs and Forestry (DWAF) is responsible for supplying toilets and water to houses. However, because the Department of Education doesn't have enough money to give all schools water and toilets, DWAF has agreed to help schools **which are in communities where they are already working to supply houses with water and toilets.**

How to apply for water and toilets at your school

If you want to apply for (more) toilets or water for your school, you must write to the KwaZulu Natal Sanitation Task Group (SanTaG). Tell them the following things:

- who you are
- the name of your school
- the principal's name and a contact number for him/ her
- what you want
- how many learners and teachers are in the school
- what toilets and water supply you already have
- who is in charge of the project and how they can contact this person

When SanTaG gets your letter, they will forward it to the Regional Council. There is no guarantee that the Regional Council will be able to supply your school with water and toilets.

If you know that a **Water Reticulation System** is being installed in households in the area your school is in, then you can contact the Regional Council and motivate to have them include your school in the programme. If you are not sure, ask a member of your local development committee. The ELET trainer will help you to contact them.

Addresses

SANTAG

P.O. Box 55
Howick
3290

Zululand Regional Council

Private Bag X76
Ulundi 3838
Tel (0358) 701 001

Something to remember

Your school might have to pay something towards getting toilets and water. Ask your teacher for more information about this.

Useful information

How to maintain a pit toilet

- **DO NOT** put cleaning agent like Jeyes Fluid down a pit toilet. The chemicals in these liquids kill the bioenzymes which are in the waste matter. If these bioenzymes are killed, the waste won't decompose and the pit will become full more quickly than usual.
- You can use Jeyes Fluid on the floor and walls of the toilet structure to keep them clean.
- If the toilet has a pedestal and a seat, clean the seat and the inside of the bowl regularly. Don't use chemicals like Jeyes Fluid as they will go into the pit and kill the bioenzymes.
- Don't throw things like glass, plastic bottles or packets into the pit.
- Pads can be wrapped in newspaper and thrown into the pit. **DO NOT** put pads or newspaper into flush toilets.
- If your toilet becomes very full, you can use bioenzymes to reduce the load. Bioenzymes are alive. They live in your toilet and cause the waste to decompose. You can add bioenzymes to a full pit so that the decomposing process goes faster. Here is some information about products which contain bioenzymes and where you can get them from:

★ Mr Boucher
FAB Agencies
15 Bamboo Lane
Pinetown
Tel: 031- 702 7917

Mr Boucher sells two products. The first is called Biolog Michro. You can buy it in 1 kg buckets. It costs R 70,40 (including vat) per bucket. You use 1/2 a cup of Biolog Michro for every 5 people who use the toilet, per week, per toilet. Mix the Biolog Michro with water and then throw it into the pit. This will help the waste break down. Then it will be absorbed into the ground.

The second product which Mr Boucher sells is called Michro Fresh. It is a bacterial product (that is, it doesn't contain chemicals) which helps to control odours. You can buy Michro Fresh in 25 litre containers. If you buy this much, it costs R 20,58 per litre (inc. vat). You can get it in smaller containers. If you buy the smaller containers, the product is slightly more expensive per litre. You dilute the Michro Fresh and use it to wash the walls, floor and toilet seat.

- ★ You can also use Sannitree which you can buy at Spar outlets. It is usually used in septic tanks and the instructions on the package are for septic tanks. If you have a pit latrine, use it like this:

Mix 100 grams into 5 litres of warm water (about the same temperature as you would bath a baby in). The water activates the bioenzymes. Stir the mixture. Leave it in the sun for 20 minutes. Stir the mixture again. Pour it down the pit. Repeat this treatment three days later

and again three days after this. If the waste in the pit is very dry, you may have to add some extra water to it before the Sannitree works.

For more information about this product, phone Dr Crawford at the Institute of Natural Resources in Pietermaritzburg. His telephone number is (033) 346 0796.

Dr Crawford suggests treating pit toilets with Sannitree about two weeks before long holidays.

The above products obviously cost money and it may become too expensive to do the treatments every week. However, you could do the treatments only when the pit starts to get too full. **DO NOT** use chemicals like Jeyes Fluid between treatments as this will stop the treatments from working.

- Another way to deal with full toilets is to get them emptied. Try to contact the local authority which is responsible for sanitation in your area. Ask them to arrange for a “honey sucker” to come and empty your toilets. Alternatively, you could ask people in the construction industry to help you empty the pits.
- If you have Ventilated Improved Pit (VIP) latrines, the ventilation pipes which go into the pits could get blocked. This will stop the toilets from working as they should and they could become smelly. Try to wash out the ventilation pipes by pouring a few litres of water down them every few months.
- Here are some ideas for if you have a mosquito problem in your toilets:
 - ★ Throw styrofoam beads on the top of the waste in the pit. This will prevent mosquitoes from getting to the water so they won't be able to breed.
 - ★ Alternatively, you could put a tablespoon of cooking oil into the pit every 2 - 3 days. (If your toilets have chutes between the seats and the pits, make sure the oil doesn't just land on the side of the chutes and stay there. You will have to throw it so that it goes down the chutes and into the pits.) When the oil lands in the pit, it makes a layer on top of the waste. This layer kills mosquito larvae so the mosquitoes can't breed. However, the bioenzymes in the waste break the oil up quite quickly so you will have to repeat the process every few days.

DO NOT use paraffin as it will kill the enzymes in the pit.