Vanessa

WATER MISSION

COMMUNICATION MOBILISATION PROJECT ON DRINKING WATER: A REPORT

March - September 1988

Ashoke Chatterjee

National Institute of Design, Ahmedabad

WATER MISSION

COMMUNICATION MOBILISATION PROJECT ON DRINKING WATER: A REPORT

March - September 1988

Ashoke Chatterjee

National Institute of Design, Ahmedabad

Contents

Annexes

COMMUNICATION MOBILISATION PROJECT ON DRINKING WATER : REPORT

March 1988 - August/September 1988

1. Introduction

This report on my six-month assignment is set out in the context of these earlier documents : the terms of reference for the assignment (Annex 1), the project tasks established in March 1988, the first stage of the communication strategy for the National Drinking Water Mission (NDWM) which emerged after discussions with several agencies (UNICEF, the Department of Rural Development and field activists. Annex 2), Mr Gerson da Cunha's note of 17 June 1988 on the wider strategies of which this assignment is a part, the most recent discussions which have taken place in the Technology Mission headquarters (ref. Mr Sam Pitroda's note and meeting of 19 September and 28 September 1988 respectively) and Mr Gerson da Cunha's note of 7 October 1988.

2. Terms of Reference

My comments follow on the terms of reference provided for this six-month assignment :

a. Overall communication supports: A detailed strategy paper was evolved after many weeks of discussion with the DRD, UNICEF and amongst agencies in the field. It sets out what the Project wishes to say, to whom and why. The process of translating that strategy into action (i.e. the 'how' of it) is now on-going. The strategy was approved by the client organisations and has been acceptable to activists in the field. On this basis, visits to two drought-affected states (Rajasthan and Gujarat) were planned and implemented (Annex 3), and plans formulated for communication action in response to the local needs identified by these visits (Annex 4). Reports on these tours were made to UNICEF in August and October 1988.

b. Review of on-going activities: Communication activities within the DRD were reviewed in detail. An effort was made to assist DRD in understanding its various requirements, and most particularly the distinction between its public information/publicity needs and the communication empowerment process with which the Project is concerned. At UNICEF, I have participated in several reviews and discussion within WES and Information. I cannot yet claim to have acquired a full perception of UNICEF's overall communication

needs in the water sector. Although considerable information activity and visual-aid production is on-going and which impinges on drinking water needs, I would venture that a greater degree of participation and sharing within UNICEF would strenghthen the Project. This should happen quickly, and it may also mean taking another look at communication management systems within UNICEF (see below).

c. **Comprehensive communication** plans commence with proposals for experiments in two drought-affected states: Gujarat and Rajasthan (Annex 4 & 5). A plan of action has been outlined (see 5 below). District selection has adhered to UNICEF guidelines (Annex 3), modified by the need for strong local support through NGO's.

d. **Assistance to the DRD** has been rendered through close contact and consultation. Intensive discussions at several levels within the DRD, including meetings with the Project Director G S Ghose and Secretary V C Pande, assisted the Department to recognise the immense variety of its needs, the importance of segmenting these and assigning priorities, of distinguishing between the needs of the Mobilisation Project and those of the DRD's internal and external relations (which require public information/publicity supports), and the need for communication planning. The identification of target audiences and messages has been an important first step and a support to DRD towards its own better functioning. Its needs have been reviewed, existing media supports evaluated, some of the backlog in material development cleared (including literature on flourosis), a video report on guineaworm eradication efforts produced (as a part of NID's assistance to SWACH), audio-visual aids on the Mission updated (through HTA), and corporate identity supports provided through NID (including symbol design and its application for print and video). DRD's co-ordination with TM headquarters has been assisted, as well as with other government departments and other agencies (including the National Literary Mission, the Ministry of Health and Social Welfare, the National Wastelands Development Board, the Centre for Environmental Education, media representatives and NGO's).

e. **Co-ordination with communication consultants and agencies** has meant participation in the process within UNICEF through which HTA was appointed, and assistance to HTA since their appointment.

f. Monitoring and evaluation on behalf of the DRD has not taken place yet, apart from evaluation of existing audio-visual aids. This must await implementation of field activities.

g. Other tasks have included ad hoc assistance to the TM headquarters in Mr Gerson da Cunha's absence, liaison with and assistance to the NLM and contact with voluntary agencies outside of those in Gujarat and Rajasthan, in response to DRD and Mission objectives.

h. The assignment formally concluded in August. Earlier postponement of the Gujarat field trip due to Mr. R.Gopalakrishnan's illness involved re-scheduling this visit in September. It was assumed that I would devote 12 days of each month to the project. The involvement has been closer to three weeks each month, a factor which may be important to my future participation.

3. **The Monsoon**

Within two months of its commencement in March, the monsoon rains altered many of reactions and needs of the Project, most of which were earlier drought-based. Whereas the importance of the drought bias did not change, field responses and the programmes which they suggested were now less crisis-bound. This has not weakened the Project. Indeed, it has made it possible to avoid fire-brigade responses which may have been inevitable had the drought persisted, and which a project of this kind could have done very little to alleviate in the short-term.

4. **Empowerment**

These developments have confirmed the original objectives of the Project, and of the thinking which engendered it. This takes us back to meetings in the Planning Commission in 1986, and the realisation that India's official development communication approaches need to undergo a fundamental change. For the NDWM, the prime task is to respond to local priorities, to empower local citizens to communicate more effectively (with each other and with government functionaries), to create a demand for safe water and an ability to keep it safe, to concentrate on Mission issues and not on the Missions themselves, and to position the needs of women and children as priorities. Thus, the communication with which we are most concerned is a process of empowerment. It is not a list of products or production schedules. This emphasis on the process (as distinct from shopping lists of audio-visual aids) and on empowerment as prime objectives will be repeated at several points in this

report. The most recent discussions held with the Technology Mission have underlined the importance of working at the community level: the need to enrich, extend and support what is already happening in the field. It must be said however that few of us have the experience which this approach demands. Therefore, experimentation is the essence of our task. It is important to stress this. Although these objectives were incorporated at the very outset of our endeavour, along the way the press of daily priorities can often threaten a change of tracks, of switching back to product-oriented targets which can at best improve centrally-produced products which have existed for over 40 years. It cannot change the face of communications into a peoples' effort. This is not to suggest that media aids have lost importance. Far from it. But what has emerged powerfully through this six-month experience is the need to upgrade media and production capabilities which respond to local priorities. It must be the commitment and task of this Project to provide the demonstrations which can make such self-reliance possible. To provide such demonstration, media aids will need to be produced as prototypes for further development by field resources.

5. **Action Plan**
The following plan of action for 1988-1989 is suggested:

A. Communication Products

i. Handpump Information & Maintenance Aids:
(November 1988-January 1989)

- Handpump Information & Instruction Manual (English, Hindi)
- Handpump Instructional Video Programme. (English, Hindi)
- Prototypes of
  - . Handpump leaflet)
  - . Handpump poster)
  - . Handpump flashcards) Community and school use.
  - . Plays, songs, puppet performances)
  - . Handpump spots for radio, TV

Action: Budget/Appoint agency

ii. Water Conservation & Water Harvesting
(November 1988-January 1989)

- Introductory instructional leaflet on issues, techniques & methods : for NGO's (English & Hindi).

- Prototypes of instructional and visual aids for field use.

Action: HTA

iii. Guineaworm Prototype Materials.
(November 1988-January 1989)

- Use CHETANA materials, Udaipur workshop recommendation and HTA skills to produce prototypes for field use.

Action: HTA

iv. Fluorosis Prototype Materials
(December 1988-March 1989)

- Use CEE leaflet now under production as prototype for basic information.
- Review and evaluate CEE leaflet and other material developed at CEE, at proposed Amreli Workshop.
- Prepare prototype package for dissemination in fluorosis affected districts.
- Public information and media support efforts through press, radio & TV.

Action: AIIMS (Dr Susheela), CEE, HTA

v. Other Aids for Drinking Water Messages.

To be planned in March/April after UNICEF review of field workshop (see B v) communication prototypes (see above).

B. Communication Awareness & Skills.

i. Udaipur Workshop on Guineaworm Eradication & Control. (November - December 1988)
ii. Mehsana Encounter on Water Conservation
December 1988/January 1989
iii. Amreli Workshop on Fluorisis Eradication & Control.
January/February 1989
lv. Beawar Workshop on the Handpump
February/March 1989
v. UNICEF Review of Field Workshops and Communication Prototypes.
March/April 1989
vi. Briefing of NGO's and Government Functionaries on Communication Mobilisation Project:

Madhya Pradesh	(Jhabua)
Tamilnadu	(Ramanathpuram)
Uttar Pradesh	(Dehra Dun)
W. Bengal	(Bankura)
Manipur	(Imphal)

February-April 1989

vii. Communication Planning for 5 districts
(See vi above)

April 1989

viii. Communication & Awareness & Skill Training Programmes in 5 districts (See vi above)

May-October 1980

ix. Follow-up 1 day Workshops (based on 1988-1989 experience)

Udaipur)	
Mehsana)	October/November 1989
Amreli)	
Beawar)	

Two training workshops and one 'encounter' in the field are included in this plan. The first would be in Rajasthan (Udaipur) and will concentrate on guineaworm eradication and control. The second would be in the Amreli district of Gujarat, with the emphasis on flourosis. The 'encounter' would use the Project as catalyst in Gujarat for an exchange between field activists, beneficiaries and Government functionaries on the problems of the water-table in Mehsana district. The objective would be to help these sectors to spell out alternative water conservation strategies possible in this drought-affected district with its severely dwindling water-table. An outline for a three-day workshop in Udaipur is attached with a budget estimate based on NID experience (Annex 5). This requires UNICEF's review and detailing. The Amreli workshop proposal is under review with Dr A K Susheela (AIIMS). The Udaipur workshop while concentrating on the guineaworm theme, would also seek to sensitise participants to an understanding of the communication process. It would need to include the wider themes of health, sanitation and water conservation, and to harness the resources of the Literacy and Immunisation Missions. The workshop should lead to further training inputs, in response to local needs articulated at this opportunity. The Udaipur experience could provide a

module for extension to the other districts within the purview of the Project (Annex 3), and to development of communication prototypes for training and educational use in the field. The Amreli workshop would follow a similar pattern. Out of these experiences, a system could emerge for servicing the needs of field agencies. Initially, this might require UNICEF and the Technology Missions to provide 'clearing house' and other supports. Ultimately, it should lead to forging professional relationships between the activists and communication agencies, in which the latter are able to set up client-service systems (including remuneration patterns) which respond to these sectors of need. Forging this nexus could be the most important contribution which the Project can make to Indian communications. Workshops at Amreli and in Udaipur should be repeated after one year, to evaluate field experience and relationships and to suggest mid-course corrections to assist the extension of a methodology into other regions. These repeat exercises should involve institutions of communication training, who could draw upon the experiment and in turn take on service responsibilities. Such institutions could include the National Institute of Design, the Film & Television Institute (Pune), the National School of Drama, Jamia-Millia University and the Indian Institute for Mass Communication (New Delhi), Chitrabani (Calcutta), Media Centre (Bangalore) and others.

6. **The KAP Study:**
The idea set forth in 2c have been reviewed in the context of the preliminary findings of the KAP study recently completed by IMRB. The KAP study must closely affect the agenda for the workshops in Udaipur and Amreli, as well as the Mehsana proposal. This can be done once the KAP data at the district level is available.

7. **The Handpump:**
There can be nothing more inimical to the Mission's objectives than to commence communication campaigns which are unrelated to realities on the ground. The central conclusion from this six-month experience is that the workshop handpump is essential to every aspect of the Project. Wherever we have travelled, the inadequacy of pump maintenance systems has been the central issue for discussion. There is no interest in learning about health and sanitation where handpumps are not working. Changes in administrative policy and action will be essential if working handpumps are to be a reality in the field. Without them, communication efforts may be futile and may even backfire dangerously. Taking this into account, the present strategy must

accept as its first priority a concentration on the handpump. Administrative and engineering measures come first. The communication supports which follow can be aimed at behaviorial change within the delivery system as well as amongst beneficiaries. The delivery system must be energised so that the handpump can function as a symbol of safe water. Beneficiaries will need to move from the lethargy of regarding the pump as government's buisness to positions of community and individual responsibility. Handpump mechanics and village women can be the prime targets for this immediate effort. It is a need that can be met without awaiting the outcome of any further field experiments or studies. Aids can be developed in Hindi and English and then translated into the languages of the Project districts. A professional agency can undertake this job now. It will need a good brief, adequate reference materials, contact with key resource persons and minimum field exposure. All of these should be possible quickly. Simultaneously, efforts can continue aimed at guineaworm, fluorosis and water conservation/protection. Communication plans, training programmes, aids and prototypes in these four sectors are the first item on the agenda for tomorrow which I am suggesting. The KAP study can help enormously to build messages of health and sanitation into every communication strategy from this point on.

8. After the Handpump:
If the handpump is to be a symbol for the integrated understanding of safe drinking water, its context must be established. An understanding of water needs an awareness of health, and of the environment essential to it. The ecological cycle, with the mother and the child at its centre, is what finally must be understood. Therefore the second item on the agenda is that UNICEF helps develop a communication scenario for health and family welfare, within which messages concerning water are strategically located. This is a difficult task. (Initial efforts to develop the current strategy revealed some fifty 'key' messages for drinking water alone). There is the real danger of communication over-kill when a plethora of health and environmental issues are sought to be incorporated. The task is one of selecting the essential ideas and messages which can be exchanged as catalysts for a new awareness. I cannot think of any agency better equipped for this challenge than UNICEF. Its concern for the child and mother has made it familiar with the multiple dimensions of such a commitment, and with the variety of effort essential to it. This immediate task requires a review the Communication Strategy utilised thus far (Annex 2) so as

to select and adapt the objectives (contained in Section 3) to this contextual purpose. Such a brief will facilitate the third step, which is to plan now for an integrated communication strategy between the Technology Missions on Drinking Water and on Immunisation, utilising the facilities offered by the National Literacy Mission as one of several channels available to put on integrated strategy to work (see 9 below).

9. **Integration and Networking:**
The last six months have highlighted the importance of ensuring that the integration which is essential to the success of the Technology Missions is explored and extended at every level of operation, including within UNICEF and DRD. This means that the communication mobilisation requirements of at leat three Missions must be seen together: drinking water, immunisation and adult literacy. There is absolutely no way by which the integrated mobilisation which we seek in the field can take place unless there is corresponding integration in New Delhi. Each of these Mission thrusts can provide an important support to, and help accelerate, the other. Their strategies must also be carefully co-ordinated. Message selection and integrated training are the keys. This logic must be clear to the benificiary as well as to the functionaries (government and others) ultimately responsible for communication. For example, the handpump becomes not merely a symbol of drinking water, but a means through which the health, sanitation, immunisation and mother-child messages are projected. This projection could take place through the adult literacy channels available in the field. Working out the communication and training modules which can facilitate such integration in a clear and simple manner is an immediate task for both the DWM, IM and the NLM. Time and effort of such integration must be invested without fear that the projects resources might be wasted. This investment is a real saving, and it will stretch scarce resources of time and talent. The lack of cohesive approach is the root cause for so much that has failed in India's development effort. The resistance towards integration, even at the Technology Mission level, is symptomatic of an ailment that is deep-rooted. Yet without such integration, our communication mobilisation objective cannot get off the ground.

10. **Communication Mobilisation and Public Information/Publicity:**
Despite the important support which this project has received from UNICEF, DRD and the Technology Missions, a sense of impatience with its inevitably subjective

approach has been patent. Much of this is linked to the need to get on with 'action', and the need to show 'results'. Action and results are still seen largely as designed and produced communication aids: posters, leaflets, video programmes etc. Yet this Project has from the outset been concerned with a larger process that is essential if more relevant products are ever to emerge, and if such products are to be actually used. It is not a mere upgrading of products that concerns us. It is the transfer of skills, and the training of people. The Project succeeds if activists in the field become increasingly self-reliant in meeting their communication needs. Their dependance on 'centrally-produced' aids should diminish, and their ability sharpened to utilise and amend the models or prototypes which the Project suggests, to suit local needs. Providing such prototypes is a Project task. Developing a much larger number of sensitised, trained communicators for field needs must be the Project's first objective. It is important that this perception be adequately shared at each 'client' level if the maximum is to be drawn out of the expertise assembled. This perception demands, first of all, a seperation of public information/publicity needs from the training and awareness process which is the Project's core concern. A reason why product-orientation can often push aside process considerations is that the Mobilisation Project can be misunderstood as a public information/publicity support system. There is certainly a legitimate need to provide public information/publicity supports: at UNICEF, at the DRD and at the TM headquarters. But this is a seperate task. It can be more quickly achieved if such PR requirements of the organisations cooperating in the Mission are clearly segmented from communisation training tasks and an infrastructure developed to service those needs. Some of the essential public information aids required by the Technology Missions as well as by the DRD have now begun to emerge. It is in this area that the support of advertising agencies could provide a quick and immediate thrust. Their contribution to the 'process' requirements will take longer, because this is an area still new to agency experience. There is thus a need to re-state Project objectives to adequately reflect the distinction between these two sectoral requirements, and to mobilise resources in a manner so that these requirements are met simultaneously, the efforts in each direction supplemented by the other.

11. **Managing Communications: UNICEF**

I would venture to suggest the need for a reorientation of UNICEF's own attitude towards communications, and toward management structures that effective

communications demand. I would suggest that UNICEF seriously review its present situation, in which communication responsibilities (locating and recruiting talent, developing briefs, approving proposals, evaluating results, planning) are distributed over several departments. These departments harness their own communication supports. Often, one is not aware of plans and activities in another. In the course of my contacts, I have found that creative teams can take out of the UNICEF building very different perceptions of key themes. The Information Section's over-arching responsibilities for UNICEF communications are unclear to me and, I suspect, to many others. In my own experience, such a system has not been known to work. It can lead to a situation of overlapping responsibilities, divergent policies, contradictory briefs, and wastage of communication resources and talent. I do not think that a Project of the present kind can succeed unless there is a point within UNICEF at which this agency's experience and communication needs as a whole come together, which recognises and resolves internal priorities and demands, and is responsible for the initial briefings and for the final evaluation of creative work directed toward accepted UNICEF objectives. To take an example, the briefing provided to HTA in June (ref Note for the Record of 16 June) and HTA's contractual responsibilities as determined the next month, are not identical. The advertising agency now has a narrower focus. This might be essential for UNICEF's administrative purposes. In terms of the support which HTA could provide to the Project, the contract's constraints are a distinct disadvantage. The advertising agency can be an important support in the areas defined in its contract, but their contribution to needs at the village level is unlikely to be evident over a three-month trial period. Social communication of the kind intended is a very new experience for advertising agencies. Yet there are immediate tasks well suited to HTA's experience as well as to Project needs: aids to communicate handpump use and maintenance, training and information materials required by DRD for in-house purposes, communication supports for the additional changes sought at the level of decision-makers. The management of agency/consultant resources is now an important aspect of UNICEF's communication needs. UNICEF has worked to sensitise its managers to the communication process. It has lent powerful support in New Delhi to the understanding of communications as a specialisation and as a profession. This awareness needs to be more adequately reflected within UNICEF, through systems and structures that provide its departments with professional support in the planning, control and evaluation of communications.

Ashoke Chatterjee

ANNEX 1

TERMS OF REFERENCE FOR COMMUNICATION AND SOCIAL MOBILIZATION ACTIVITIES FOR WATER SUPPLY AND SANITATION PROGRAMME

1. Identify overall communication support needs for the Rural Water Supply and Sanitation programme, especially in respect of drought-affected areas with focus on behavioural changes in water conservation, personal hygiene, cleanliness and transmission of water and sanitation related diseases.

2. Review ongoing communication activities for the programme and identify needs for additional activities and/or needs for change in strategy, in consultation with officials of the Department of Rural Development and UNICEF.

3. Develop a comprehensive plan for communication and social mobilization for all aspects of the water and sanitation programme with priority on drought affected areas in consultation with the officials of the Department of Rural Development and UNICEF;

4. Assist the Department of Rural Development in the identification of appropriate communication media for different target groups, especially for women and children and advise on the development of materials for communication support and social mobilization;

5. Assist the Department of Rural Development to coordinate with the government departments and non-government organizations involved in the communication/social mobilization activities;

6. Assist the Department of Rural Development in coordinating and implementation of communication and social mobilization activities;

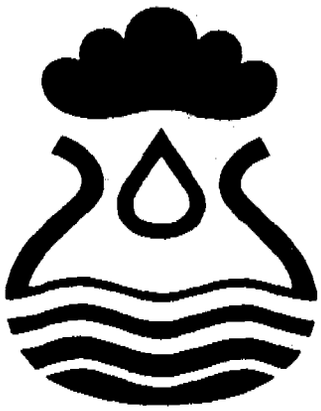
7. Coordinate work of consultants/agencies engaged for communication and social mobilization activities;

8. Follow up, monitor and evaluate on behalf of the Department of Rural Development, the communication support/social mobilization activities of the programme;

9. Carry out other tasks on communication and social mobilization activities as identified by the Department of Rural Development;

10. Prepare Quarterly Progress Reports and a final report on the assignment.

Annexe 2



WATER MISSION

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED MANAGEMENT:

COMMUNICATION STRATEGY

Stage I

Ashoke Chatterjee
National Institute of Design

CONTENTS

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED MANAGEMENT : COMMUNICATION STRATEGY

1. An understanding of the responses required for the success of the Mission emerged following discussions within the Department of Rural Development (Government of India) and UNICEF, with voluntary agencies and officials of the Government of Gujarat, and through a review of previous reports and literature on the Water Mission and related subjects. These responses were then linked to target audiences. The next step was to understand what messages could be directed at the target audiences to secure the desired behavioural response. This initial exercise is detailed in Section 1. (No effort was made here to assign priorities to specific factors).

2. This exercise suggested a matrix for planning and managing a communication strategy (see Section 2).

3. After further discussion with the DRD and other authorities, it has been posssible to select and assign priorities within the earlier lists of target responses, and to relate these more specifically to selected audiences and to selected messages (Section 3).

4. There is now the need to review Section 3 carefully, and then to relate the contents of this section to selected project locations. After project locations have been determined and field visits made, a project matrix on the pattern of Section 2 can emerge for action.. This stage should include specific media recommendations, selection of communication teams and assigned responsibilities, cost estimates and allocation of finances, as well as the establishment of evaluation systems.

5. The evaluation factors for such a communication strategy are suggested in Section 4. This is the foundation on which the entire exercise rests. While the time-frame for su ch evaluation still needs to be determined, a shared understanding of the communication effort is essential amongst those who will direct and participate within the project.

Ashoke Chatterjee
National Institute of Design

April 1988

TARGET RESPONSES

1. Recognition of water as a non-renewable, scarce resource.

2. Creating demand/pressure from grassroots for safe water as a fundamental right.

3. Recognition of unsafe water sources and avoidance of such sources for personal consumption.

4. Revival of traditional attitudes and practices towards personal and community sanitation.

5. An understanding of the distinct requirements of individual, animal, industrial and agricultural water usages (conservation and ecological priorities)

6 An integrated understanding at every level of management and usage, of the ecological cycle water understood holistically

7. More responsible attitudes towards water management and use at the individual as well as community levels.

8. Minimising pre-occupation with the expensive options of piped water supply and more correct recognition of water conservation, water harvesting and the handpump as the most effective tools.

9. Available water conserved (individually and by communities).

10. Available water protected (individually and by communities).

11 Practice of water harvesting techniques.

12. Practice of water storage techniques.

13. Revival of traditional water conservation structures.

14. Recognition of water sources to be used for regeneration purposes.

15. Conjunctive use of surface water and groundwater.

16. Potable water KAP (including treatment for removal of iron, sulphates, nitrates, arsenic etc.)

17. Oral Rehydration KAP

18. Guinea worm KAP.

19. Flurosis KAP.

20.. Improved standards of personal hygiene

21. Improved standards of community sanitation

22. Improved quality of environmental sanitation.

23. Industrial usages: water recycling practices within industry at every level.

24. Agricultural crop patterns reflecting water conservation/management needs.

25. Promotion of forestation activities.

26 Industrial policies (particularly for small industries) which reflect water conservation/ management needs.

27. Socially equitable distribution of available water supply.

28. Properly maintained handpump/handpump site sanitation.

29. Community involvement in pump maintenance and repair.

30. Improved self-image within PHDs.

31 Improved public image for PHDs.

32. Improved data collection and information systems.

33. Effective feed-back machanisms.

34. Active use of MIS systems at the grass-root level.

35. Optimal use of existing schemes.

36. Locations-specific models which can be replicated/extended through effective communications.

37. Upgraded training programmes.

38. Replacement of a pre-occupation with publicity by an understanding of communications.

39. Better skills in communications (inter-personal as well as media), and of communications as a 2-way cycle, reflected in more effective communication aids.

TARGET AUDIENCES

1. Decision makers -
   - MPs, MLAs
   - Central/State Ministers
   - Central/State Secretaries
   - Other senior officials (State P H Eng. depts
     - State R D Dept
     - State Health Dept
     - State Education Dept
     - District R.D. Agency
     - State Tribal Welfare Depts
     - Department of Rural Development (internal audience)
     - Central & State Groundwater Board
     - Ministry of Health & F.W.
     - CSIR
     - Ministry of S & T
     - Dept. of Environment & Forests
     - Dept. of Defence Research & Dev
     - Ministry of Water Resources)

2. District administration
3. PHDs & Sanitation Cells (engineers and handpump mistries)
4. Village leaders: Zilla Parishads, Village Panchayats, Patwaris.
5. Women, Mahila Mandals, Anganwadi workers
6. Disadvantaged communities
7. Agriculturists
8. VLWs & agricultural extension network
9. Paramedical workers (ICDS system): Village Health Guide, ANMs, dais
10. NGOs (voluntary agencies)

11. District Rural Development Agencies

12. Teachers

13. Children/Youth/Scouts/NCC

14. Industry
    - organised sector
    - small scale/craft sectors
    - entrepreneurs

15. Conservationists

16. Scientific institution/scientists & technologists

17. Health institutions

18. Intermediate technology groups

19. Media persons

TARGET MESSAGES

A. Water Management

1. Removal of the attitude that water is free, and replace this with the understanding of water as a scarce, non-renewable resource.

2. Safe water as a concept.

3. Safe water sources: issues of water pollution and community effort needed to stop it. Protection of same water sources as a community need and responsibility.

4. Understand the separate needs of human, animal, agricultural and industrial usages.

5. How to monitor water quality.

6. Water purification/treatment techniques.

7. Community responsibility - involvement & participation needs.

8. Conservation: household techniques.

9. Conservation: community techniques.

10 Understanding which water sources **not** to use for reasons of health or regeneration.

11. Water harvesting/storage techniques.

12. Revival of traditional attitudes towards sanitation & hygiene.

13. Revival of traditional structures for water conservation.

14. Equitable use of available resources.

15. Personal storage not at the cost of community.

16. Proper use of available resources.

B. Personal Hygiene:

1. Revive traditonal attitudes and practices.
2. Recognition of need to distinguish between human and animal wages.0 — ?
3. Recognition of water sources to use/not to use.
4. Water purification techniques.
5. An integrated understanding of water sources and their linkages in terms in terms of health/availability/management.

C. Environmental hygiene:

1. HP area to be kept clean.
2. Guinea worm controls.
3. Animal water needs and control.
4. Water purification techniques.

D. Health:

1. Concept of contamination, chemical and bacteriological.
2. Treatment of waterborne diseases.
3. Oral rehydration.
4. Guinea worm.
5. Fluorosis
6. Removal of excess iron.
7. Desalinisation of water.

E. Agriculture:

1. Animal needs, and the need to distinguish these from human needs.
2. Use of crops that are not water intensive.
3. Irrigation should be conjunctive - use of surface & groundwater.
4. Protect area round HPs.
5. Proper maintenance of HPs.

F. Industry

1. No water intensive industry in scarcity areas.
2. Re-cycling of waste water.
3. Water treatment techniques.
4. Pressure groups for pollution control.

G. Image of PHDs:

1. Stress on environmental engineering.
2. MIS
3. Training opportunities.
4. Morale-building

H. Information systems:

1. Make them easy to understand/use.

I. Forestation

J. Repair & Maintenance of Pump sets

K. Create structures which can assure and institutionalise involvement of user communities.

L. Demystify technology: make knowledge/skills understandable.

M. Communicate the role of the Central Government in national water management:
cental, regional, local roles.

LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS	TARGET RESPONSES	TARGET AUDIENCES	MESSAGES	MEDIA RECOMMEN-DATIONS	COMMUNICATION SKILLS/TEAMS	BUDGET	EVALUATION & REVIEW SYSTEMS/FACTORS

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

I COMMUNICATION OBJECTIVES: ATTITUDINAL CHANGE

TARGET ATTITUDES	AUDIENCES	MESSAGES
1. Recognition of water as a non-renewable resource. A holistic understanding of the water-generated ecological cycle.	1. a) Decision-makers, general public, national media	1. a) Water is not free. It is a scarce, non-renewable resource. Priority to conservation and protection of water sources.
	b) District administrators, DRD Agencies, village level workers and village leaders, NGOs, women, teachers, youth groups, agriculturists, rural industry, science & technology institutions & individuals, conservationists, DRD staff	b) Water is not free. It is a scarce, non-renewable resource. What is safe water. What are safe water sources, and how to protect them.
2. An understanding of the distinct requirements of household, animal, agricultural and industrial usages. An understanding of priorities, both ecological and social	2. a) Decision-makers general public, national media	2. a) Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources.

		b) District administrators, DRD Agencies, village level workers and leaders NGOs, women, teachers, youth groups, agriculturists, DRD staff	b) Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources. Safe water as a concept, how to protect safe water sources by the community and by the individual, hygiene & sanitation needs linked to water sources, correct agricultural practices.
		c) Rural industry	c) Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources. Safe water as a concept, how to protect safe water sources by the community and by the individual, hygiene & sanitation needs linked to water sources, correct agricultural practices. Correct industrial practices
		d) Conservationists, science & technology sectors, health institutions, intermediate technology groups.	d) Information on a,b, c above.
3.	Recognition of unsafe water sources, and avoidance of such sources for personal consumption.	3. Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs	3. Water is not free. It is a scarce, non-renewable resource. What is safe water What are safe water sources and how to protect them. Information on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional practices of sanitation and hygiene. Information on techniques for

			monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information
4.	Revival of traditional attitudes toward personal and community sanitation	4. Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, District administrators, PHD and Sanitation Cells, health institutions.	4. Information on traditional practices and structures, stress on socially responsible practices and on equitable distribution, hygiene and health education
5.	Minimising resort to expensive piped water supply through recognition of prime importance of conservation/harvesting techniques and the hand-pump.	5. a) Decision makers, b) Dist. administration, DRDAs, PHD & Sanitation cells, village leaders, village level workers, NGOs, agriculturists c) Rural industry d) Conservationists e) Media	5. a) Water conservation strategies. b) Water conservation techniques (community and household), Water harvesting/storage techniques, agricultural usage factors, pump repair and maintenance information. c) Conservation and re-cycling techniques for rural industry d) Information on cost options, promotion) of conservation/harvesting handpump e) techniques.

6. Responsible water management at individual/community levels. Os, District administrators,	6. Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth PHD and Sanitation Cells, health institutions.	6. Water management factors.
7. Water as a fundamental right	7. a) Decision-makers b) Village leaders, women, teachers, disadvantaged groups. c) NGOs and conservationists d) Media	7. a) Water is a scarce, non-renewable resource, to be distributed and used equitably. b) As (a) above, with information and education on the separate needs of human, animal, agricultural and industrial usages, on safe water sources and individual/community conservation techniques and community participation strategies. Information and advice on institutional structures for user communities. Forestation information/ education. c) As in a & b above, with specific emphasis on institutional structures. d) As in a & b above.
8. PHDs: self-image	8. PHDs and Sanitation Cells (including HP mistris)	8. Stress on environmental education, training opportunities, MIS. Maintenance and repair training. HP technology, de-mystified and made simple and intelligible.

9. PHDs: Improved public image	9. Decision-makers, District administrators, VLWs, village leaders, NGOs, teachers, DRDAs, agriculturists, intermediate technology groups, DRD.	9. Safe-water concepts and HP's central role within it, environmental engineering factors, MIS, HP maintenance information.
10. Communication as a process	10. Decision-makers, PHDs and Sanitation Cells (including HP mistris), VLWs, village leaders teachers, mahila mandals, conservationists, DRD.	10. Understanding communications as behavioralresponses, as a 2-way process as 'listening' as much as speaking. Basic communication skills, through training opportunities, at grass roots level.
11. Pollution control	11. a) Decision-makers b) District administrators, DRDAs, VLWs, NGOs, teachers, womens groups, PHDs and Sanitation Cells, conservationists c) Science and technology institutions, health institutions, intermediate technology groups d) Media	11. a) Priority to pollution control awareness and action b) Information and training on water pollution prevention and control c) Priority to pollution control technology and application d) Pollution control awareness

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES: ACTION
A. GOVERNMENT POLICY ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. Recognition of water as a non-renewable, scarce resource.	1. Decision makers, District administration. DRDAs, DRD staff	1. Water is not free. It is a scarce, non-renewable resource. Basic factors in water source conservation and protection. The distinct requirements of human, animal, agricultural and industrial usages. Ecological and social priorities.
2. Industrial policies particularly for small industries) which reflect water conservation/ management needs.	2. Decision-makers, science and technology institutions/ individuals, conservationists	2. As 1 above. Also, no water intensive industry in scarcity areas; re-cycling of waste water; water treatment techniques, pollution control measures.
3. Forestation programme & policies.	3. Decision makers, District administration, science and technology institutions/ individuals, conservationists.	3 Aforestation techniques

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES: ACTION
B. CONSERVATION & PROTECTION ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. Available water conserved (individually and by communities)	1. a) District administration, PHD and Sanitation Cells, DRDAs b) Village leaders, VLWS, womens' groups, teachers, youth groups, agriculturists, rural industry c) Conservationists d) Intermediate technology groups e) Rural industry	1. a), b), c), d). Water as a scarce non-renewable resource, conservation techniques (individual and community) including water harvesting & storage techniques, revival of traditional structures; information on crop patterns that are not water-intensive; conjunctive use of surface and ground water for irrigation; forestation promotion, identification of water sources to be used for regeneration purposes; conservation technology and skills made easy to understand. e)Avoid water intensive industry in in scarcity areas; information on re-cycling technology; information on water treatment and pollution control.
2.. Available water protected	2. As 1 above	2. Information and education on water pollution and techniques for preventing pollution (both household and community practices); revival of traditional attitudes toward hygiene and sanitation; information on health factors (chemical and bacteriological contamination, guinea worm, fluorosis,

excess iron, desalinisation); information on how to monitor water quality; information on water purification and treatment; protection of area around HPs; an integrated understanding of water sources and their linkages in terms of health, availability and management; guidance on structures which can assure and institutionalise involvement of user communities; de-mystify technology.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES: ACTION
C. HEALTH & SANITATION ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. Revival of traditional practices of personal & community sanitation	1. VLWs, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, Dist. administration, PHD and Sanitation Cells, health institutions.	1. Information on traditonal practices and structures, stress on socially responsible practices, information and education on hygiene and health factors.
2. Recognition of unsafe water source and avoidance of such sources for personal consumption.	2. VLWs, village leaders paramedics, women, anganwadi workers, teachers, youth groups, NGOs	2. Water is not free. It is a scarce non-renewable resource. Priority to conservation and protection of water sources. What is safe water. What are safe water sources, and how to protect them. Information on pollution factors and preventive measures, on what water sources **not** to use. Encouragement of traditional practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information.

3.	KAP: Oral Rehydration Guinea worm Fluorosis	3. Dist. administration, PHD and Sanitation Cells VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs	3. Information pollution and contamination factors, OR/Guinea worm/Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional attitudes towards hygiene and sanitation; personal hygiene factors; understanding the separate needs of human, animal, agricultural and industrial usages.
4.	Sanitary standards maintained at HP site.	4. Dist. administration, PHD & Sanitation Cells (including HP mistris), VLWs, village leaders, agriculturists, para medics, women's groups, teachers, youth groups, NGOs, intermediate technology groups.	4. Environmental hygiene priorities; HP maintenance and repair information and training.
5.	Water purification and treatment tecniques	5. a) District administration, PHD and Sanitation Cells, VLWs, village leaders, paramedics, women's groups, teachers, youth groups, NGOs, DRDs, conservationists. b) Agriculturists c) Rural industry	5. a) & b) Water purification and treatment techniques for household and community purposes c) Purification and treatment techniques specific to industry.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES : ACTION
D. MAINTENANCE ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. Proper HP maintenance through community involvement	1. PHD and Sanitation Cells, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, teachers, women's groups agriculturists, agricultural extension network, intermediate technology groups.	1. Safe water sources, their protection and proper use; community responsibility and participation; environmental hygiene factors; protecting area around HP; HP maintenance and repair techniques; structures which can assure and institutionalise involvement of user communities.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES : ACTION
E. AGRICULTURAL ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. Crop patterns which reflect water conservation/management needs	1. Decision-makers in agriculture, DRD, agriculturists, agricultural extension network, VLWs, village leaders, teachers, conservationists.	1. Information and training on relevant crop patterns, water conservation KAP, conjunctive irrigation practices, forestation.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES : ACTION
F. INFORMATION ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. Improved data collection and active use of MIS, from grassroots up. 2 Effective feedback systems	1&2 Decision-makers, district administration, DRDAs, DRD. PHD & Sanitation Cells, NGOs, agricultural extension network, VLWs, and village leaders.	1&2 Information and training in data preparation/use. Systems made easy to use and understand. Structures which can institutionalise involvement of user communities.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES : ACTION
G. TRAINING ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. Upgraded training programme in water management	1 DRD, Dist. administration, . PHD and Sanitation Cells, NGOs, DRDAs, conservationists, scientific and technological institutions, health institutions, intermediate technology groups.	1. Water management, personal and environmental hygiene and health factors, PHD and Sanitation Cell training, awareness and use of information systems, HP repair and maintenance, Central Govt.'s role in water management..
2. Replication/extension of location-specific models through effective communication.	2. Decsion-makers, DRD, Dist. administration, DRDAs, PHD and Sanitation Cells, VLWs, village leaders, agricultural extension network, science/technology institutions, health institutions, intermediate technology groups, media.	2. Information on local/regional experience and models. Structures to institutionalise involvement of user communities.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES : ACTION
H. SOCIAL ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. Equitable distribution of available water supply	1. Decision makers, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, women's groups, teachers, youth groups, agriculturists, disadvantaged communities, industry, conservationists, media.	1. Community participation and responsibility in water management; personal use and storage not at the cost of the community; the special needs of disadvantaged groups; proper agricultural practices; proper industrial practices; water technology de-mystified.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

II COMMUNICATION OBJECTIVES : ACTION
I. COMMUNICATION ACTION

TARGET RESPONSES	AUDIENCES	MESSAGES
1. More effective use of communication as a **process**	1. Decision-makers, DRD, DRDAs, PHD and Sanitation Cells, VLWs, village leaders, NGOs, agricultural extension workers, women's groups, teachers, NGOs, conservationists, media specialists.	1. Communication is about behaviour, not just about media and products. Media can assist behavioral changes. Communication as a 2-way **process**, and not communications as products. Importance of inter-personal skills, the ability to listen, and effective feedback systems. Training in basic communication skills for village level activists.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

COMMUNICATION STRATEGY: EVALUATION FACTORS

1. Safe water recognised as a fundamental right.
2. Recognition of water as a scarce, non-renewable resource.
3. Improved standards of water conservation and water protection.
4. Improved standards of hygiene and sanitation (personal, community, environmental).
5. Optimal use of existing schemes and support systems.
6. Location-specific models replicated/extended through effective communications.
7. Effective MIS
8. Improved sensitivity to and use of communications as a two-way process.

ANNEX- 3

Note for the record: Selection of districts for field experiments.

1. A selection of district was made in early June, based on recommendations of the UNICEF zonal offices, selected technology mission districts and KAP study requirements, as follows:

AP	West Godaveri Karimnagar Kurnool	Gujarat	Amreli Mehsana Panchmahals
MP	Raipur Shadol Jhabua	UP	Mirzapur Saharanpur Dehradun
Raj	Udaipur Barmer Jhunjhunu	WB	Medinipur Cooch Bihar Bankura
TN	South Arcot Ramanathapuram Periyar	Manipur	Manipur Central (Imphal)

2. On 10 June, at a joint UNICEF/ORG meeting, the following selection and emphasis was recommended:

State	District	Emphasis	Local volag possibilities
M.P.	Jhabua	guinea-worm worm	Nehru Yuvak Kendra
Rajasthan	Barmer	guinea-worm & drought	Nehru Yuvak Kendra
Tamil Nadu	Ramnath-puram	drought	Ayrada
Gujarat Gujarat	Amreli Mehsana	Fluorosis Water-balance needs	Nehru Foundation/Chetna
U.P.	Dehra Dun	Mountain environ & ecology	Prof. Jayant Bandhyopadhyaya's institute
W. Bengal	Bankura	Problems of iron and bacteriological contamination. Drought	Local Lutheran Mission. Also, consult Dr Veena Majumder (Delhi)
Manipur	Imphal	Gravity Feed Schemes	

.3.

3. A decision was taken to commence the field communication experiment in Rajasthan and Gujarat. In Rajasthan, it was suggested that the experiment be located in Udaipur (guineaworm) and Barmer (drought and guineaworm). The Gujarat selection was Amreli (fluorosis), Mehsana (water balance), and Panchmahals (guineaworm).

4. It was also recommended that the communication experiment would need strong NGO participation, and that districts should be reviewed and selected in the context of local institutions and local strengths. The Jawaja block (Rajasthan) was considered to benefit from strong NGO contacts in a drought-prone district.

5. The on-going KAP study will provide a benchmark for evaluating the communication experiment. At a meeting with Mr Dick C van Ginhoven on 11 August, it was recommended that priority be given to the following KAP districts: Rajasthan-Udaipur (Guineaworm), Gujarat-Amreli (fluorosis) and Mehsana (water balance), Tamil Nadu-Ramnathpuram (drought), UP-Dehradun (hill environment), West Bengal-Bankura (bacteriological contamination, excess iron, drought).

6. While strong NGO participation will continue to guide district level activity, the six KAP districts listed above will be priorities. Other districts will be considered as the project proceeds and as experience and NGO networking builds up.

Ashoke Chatterjee

cc. Mr Dick C van Ginhoven, UNICEF, New Delhi

cc. Ms Razia Ismail/Mr Gerson da Cunha, UNICEF, New Delhi

ACimm

ANNEXE 4

DISTRICT PLAN - COMMUNICATION STRATEGY: STAGE 2

CONTENTS

ANNEX 4 DISTRICT PLAN

A. RAJASTHAN

1. Communication Workshop: Guieaworm Eradication & Control.

Purpose	: (a) To exchange experience and materials. (b) To provide communication training & awareness. (c) To upgrade existing communication methods & materials. (d) To plan 1989 communication strategies based on clearly articulated needs and briefs. (e) To sensitise participants on wider issues of health and sanitation. (f) To promote the handpump.
Location	: Udaipur
Date	: November/December 1989
Host Institution	: SWACH
Duration	: 3 Days
Participants	: 30 (From Rajasthan, Gujarat, Madhya Pradesh, Maharashtra)
Programme	: Attached
Cost	: Rs.80,000/-

2. Communication Workshop : The Handpump

Purpose	: To stimulate community participation in HP maintanence.
Location	: Beawar (Ajmer District)
Date	: February/March 1989
Host Institution	: The Rural University/AAJ
Duration	: 2 Days
Participants	: Members of Jawaja Leather Association Jawaja Weavers Association. SPWD afforestation project.
Programme	: To be formulated with WES
Cost	: Rs.10,000/-

B GUJARAT

1. Communication Workshop:Flurosis Eradication & Control.

Purpose	:	(a) To exchange experience and materials. (b) To provide communication training & awareness. (c) To upgrade existing methods & materials. (d) To plan 1989 strategies based on articulated needs & briefs. (e) To sensitise participants on wider issues of health & sanitation. (f) To promote the handpump in the context of (e) above.
Location	:	Amreli
Date	:	January/February 1989
Host Institution	:	CEE
Duration	:	3 Days
Participants	:	Dr. A.R. Susheela (AIIMS) & CEE to advise
Programme	:	Dr. A.R. Susheela (AIIMS) to advise.
Cost	:	Rs.60,000/-(estimated 20 participants)

2. Community Encounter: Conserving Groundwater Resources.

Purpose	:	(a) To exchange experience in water-management in drought areas/ re-charging of acquifers/water conservation techniques/hazards of depp-bore drilling/water management options.
Location	:	Mehsana
Date	:	December 1988/January 1989
Host Institution	:	Sankat Nivaran Samiti.
Duration	:	2 Days
Participants	:	Local NGOS, Volags, PHED
Programme	:	WES to advise
Cost	:	Rs.15,000/-

NATIONAL DRINKING WATER MISSION: GUINEAWORM CONTROL & ERADICATION

I COMMUNICATION OBJECTIVES: ATTITUDINAL CHANGE

LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATIONS SKILLS/TEAMS
Udaipur Dungarpur Banswara	SWACH Govt. of Rajasthan ASTHA Ubeshwar Vikas Mandal Seva Mandir CHETNA (Ahmedabad) CEE (Ahmedabad) Sadguru Water & development Foundation (Dahod) Foundation for Public Interest SEWA (Ahmedanad) Chitrabani (Calcutta)	1	Recognition of water as an often non-renewable resource. A holistic understanding of the water-generated ecological cycle.	1. a)	Decision-makers, general public, national media	1. a)	Water is not free, it is a scarce, often non-renewable resource. Priority to conservation and protection of water sources.	Inter-personal skills 'Blackboard' drawing and graphic skills Puppetry & other folk media Print Photography Video	UNICEF NID CHETNA CEE HTA
				b)	District administrators, DRD Agencies, village level workers and village leaders, NGOs, women teachers, youth groups, agriculturists, rural industry, science & technology institutions & individuals, conservationists, DRD staff.	b)	Water is not free, it is a scarce, often non- renewable resource. What is safe water. What are safe water sources and how to protect them.		
		2	An understanding of the distinct requirements of household, animal, agricultural and industrial usages. An understanding of priorities, both ecological and social	2. a)	Decision-makers at village level.	2. a)	Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources.		
				b)	District administrators, DRD Agencies, village level workers and leaders NGOs, women, teachers, youth groups, agriculturists, DRD staff	b)	Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources. Safe water as a concept, how to protect safe water sources by the community and by the individual, hygiene & sanitation needs linked to water sources, correct agricultural practices.		
				c)	Rural industry	c)	Priority water requirements of each category. Information on equitable use of available resources, and on proper use of availeble resources. Safe		

								water as a concept, how to protect safe water sources by the community and by the individual, hygiene & sanitation needs linked to water sources, correct agricultural practices, Correct industrial practices		
		3	Recognition of unsafe water sources, and avoidance of such sources for personal consumption.	3	Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs.	3	Water is not free. It is a scarce, often non-renewable resource. What is safe water, What are safe water sources and how to protect them. Information on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information.		
		4	Revival of traditional attitud toward personal and community sanitation.	4	Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, District administrators, PHED and Sanitation Cells, health institutions.	4	Information on traditional practices and structures, stress on socially responsible practices and on equitable distribution hygiene and health education .		
		5	Responsible water manageme at individual/community levels.	5	Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, District administrators, PHED and Sanitation Cells, health institutions.	5	*Water management factors.*		
		6	Water as a fundamental right	6 a)	Decision-makers	6 a)	Water is a scarce, non-renewable resource, to be distributed and use equitably.		
				b)	Village leaders, women, teachers, disadvantaged grou	b)	As (a) above, with information and education on the seperate needs of human, animal, agri-		

							needs of human, animal, agri-		
							cultural and industrial usages,		
							on safe water sources and		
							individual/community conser-		
							vation techniques and comm-		
							unity participation strategies.		
							Information and advice on		
							institutional structures for		
							user communities. Forestation		
							information/education.		
				c)	NGOs and conservationists	c)	As in a &b above, with specific		
							emphasis on institutional		
							structures.		
				d)	PHEDs: self-image	d)	As in a & b above.		
		7	Pollution control.	7. a)	Decision-makers	7. a)	Priority to pollution control		
							awareness and action		
				b)	District administrators,	b)	Information and training on		
					DRDAs, VLWs, NGOs, teachers,		water pollution prevention		
					womens groups, PHEDs and		and control		
					Sanitation Cells, conserva-				
					tionists				
				c)	Science and technology insti	c)	Priority to pollution control		
					tions, health institutions,		technology and application		
					intermediate technology groups				
				d)	Media	d)	Pollution control awareness.		
		8	Communication as a process	8	Decision-makers, PHEDs and	8	Understanding communication		
					Sanitation Cells (including HP		as behavioral responses, as a		
					mistris), VLWs, village		2-way process as 'listening'		
					leaders teachers, mahila		as much as speaking. Basic		
					mandals, conservationists,		communication skills, through		
					DRD.		training opportunities, at		
							grass root level.		
		II	COMMUNICATION OBJECTIVES:	ACTION					
LOCATION	LOCAL INSTITUTIONS/		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMEN-	COMMUNICATIONS
	INDIVIDUALS							DATONS	SKILLS/TEAMS
As above	As above	1	KAP: Guinea worm	1	District administration, PHED	1	Information pollution and	As above	As above
					and Sanitation Cells VLWs,		contamination factors, safe		
					village leaders, paramedics,		water sources, and their pro-		
					women's groups, NGOs, DRDAs		tection (individual and comm-		

							standing what water resources not to use, revival of traditional attitudes towards hygiene and sanitation; personal hygiene factors; understanding the separate needs of human, animal and agriculture, and industrial usages.	
		2	Revival of traditional practic of personal & community sanitation	2	VLWs, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGO, Dist. administration, PHED and Sanitation Cells, health institutions.	2	Information on traditional practices and structures, stress on socially responsible practices, information and education on hygiene and health factors.	
		3	Recognition of unsafe water source and avoidan ce of such sources for personal consumption.	3	VLWs, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs.	3	Water is not free, it is a scarce, often non-renewable resource. Priority to conservation and protection of water sources. What is safe water. What are safe water sources, and how to protect them. Information on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/ treatment. Personal and environmental hygiene factors. Health education factors. Health eduation and information.	
		4	Sanitary standards maintaine at HP site.	4	Dist. administration, PHED & Sanitation Cells (including HP mistris), VLWs, village leaders, agriculturists, paramedics, women's groups, teachers, youth groups, NGOs, intermediate technology groups.	4	Environmental hygiene priorities; HP maintenance and repair information and training.	
		5	Water purification and treatment techniques.	5. a)	Dist. administration, PHED & Sanitation Cells (including HP mistris), VLWs, village leaders, agriculturists, paramedics, women's groups, teachers, youth groups, NGOs, intermediate technology groups.	5. a)	a) & b) Water purification and treatment techniques for household and community purposes.	

				b)	Agriculturists					
				c)	Rural industry	c)	Purification and treatment techniques specific to industry			
		6	Proper HP maintainence through community involvement.	6	PHED and Sanitation Cells, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, teachers, women's groups agriculturists, agricultural extension network, intermediate technology groups	6	Safe water sources, their protection and proper use; community responsibility and participation; environmental hygiene factors; protecting area around HP; HP maintenance and repair techniques; structures which can assure and institutionalise involvement of user communities.			
		7	Equitable distribution of available water supply	7	Decision-makers, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, youth groups, agriculturists, disadvantaged communities, industry, conservationists, media.	7	Community participation and responsibility in water management; personal use and storage not at the cost of the community; the special needs of disadvantaged groups; proper agricultural practices; proper industrial practices; technology de-mystified.			
		8	More effective use of communication as a process.	8	Decision-makers, DRD, DRDAs, PHED and Sanitation Cells, VLWs, village leaders, NGOs, agricultural extension workers, women's groups, teachers, NGOs, conservationists, media specialists.	8	Communication is about behaviour, not just about media and products. Media can assist behavioral changes. Communication as a 2-way process, and not communications as products. Importance of inter-personal skills, the ability to listen, and effective feedback systems. Training in basic communication skills for village level activists			

NATIONAL DRINKING WATER MISSION: WATER CONSERVATION AND HANDPUMP APPLICATION

AJMER DISTRICT: BEAWAR

I COMMUNICATION OBJECTIVES: ATTITUDINAL CHANGE

LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET ATTITUDES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATION SKILLS/TEAMS
Ajmer District: Beawar	Rural University SPWD SWRC	1	Recognition of water as a non-renewable resource. A holistic understanding of the water-generated ecological cycle.	1	District administrators, DRD Agencies, village level workers and village leaders, NGOs, women, teachers,youth groups, agriculturists, rural industry, science & technology institutions & individuals, conservationists, DRD staff	1	Water is not free. It is a scarce, often non-renewable resource. What is safe water. What are safe water sources and how to protect them.	Inter-personal skills, training aids for HP installation & maintenance, folk media, print media, group discussion.	UNICEF NID HTA ASTHA SWRC Seva Mandir
		2	An understanding of the distinct requirements of the household, animal, agricultural and industrial usages. An understanding of priorities, both ecological and social.	2. a)	District administrators, DRD Agencies, village level workers and leaders, youth groups, agriculturists, DRD staff	2. a)	Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources. Safe water as a concept, how to protect safe water sources by the community and by the individual, hygiene & sanitation needs linked to water sources, correct agricultural practices.		
				b)	Rural industry	b)	Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources. Safe water as a concept , how to protect safe water sources by the community and by the individual, hygiene & sanitation needs linked to water sources, correct agricultural practices. Correct industrial practices.		
		3	Recognition of unsafe water sources, and avoidance of such sources for personal consumption	3	Village level workers, village leaders, paramedics, women anganwadi workers, teachers, youth groups, NGOs	3	Water is not free. It is a scarce, often non-renewable source. What is safe water. What are safe water sources and how to protect them. Information on pollution		

							factors and preventive measures, on what water sources not to use.Encouragement of traditional practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education and information.		
		4	Responsible water management at individual/community levels.	4	Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, District administrators, PHD & Sanitation Cells, health institutions.	4	Water management factors		
		5	Minimising resort to expensive piped water supply through recognition of prime importance of conservation/harvesting techniques and the hand-pump.	5	Dist administration, DRDAs, PHED & Sanitation cells, village leaders, village level workers, NGOs, agriculturists.	5	Water conservation techniques(community and household), water harvesting/ storage techniques, agricultural usage factors, pump repair and maintenance information		
		6	Recognition of safe drinking water as a community responsibility, and of self-help toward handpump care maintenance.	6	(As 4 above)	6	The respective roles of Government and communities in ensuring safe drinking water sources. Information and training on HP maintenance and care. Structures which can assure and institutionalise community involvement.		
		7	Revival of traditional attitudes toward personal and community sanitation.	7	Village level workers, village leaders,paramedics, women, anganwadi workers, teachers youth groups, NGOs, District administrators, PHED and Sanitation Cells, health institutions.	7	Information on traditional practices and structures, stress on socially responsible practices and on equitable distribution, hygiene and health education		
				b)	Rural industry	b)	Conservation and recycling techniques for rural industry.		
		8	Water as a fundamental right	8	Village leaders, women, teachers, disadvantaged groups.	8	Water is a scarce resource, to be distributed and used equitably. Information and education on the seperate needs of human, animal, agricultural, and industrial usages on safe water sources and individual/community conservation techniques and community participation strategies. Information and advice on institutional structures for		

							user communities. Foresta-		
							tion information/education.		
		9	Pollution control	9	District administrators,	9	Information and training on		
					DRDAs, VLWs NGOs, teachers		water pollution prevention		
					women's groups, PHDs and		and control		
					Sanitation Cells, conserva-				
					tionists				
		10	Communication as a process	10	Decision-makers, PHEDs and	10	Understanding communications		
					Sanitation Cells (including		as behavioral responses, as a		
					HP mistris), VLWs, village		2-way process as 'listening'		
					leaders teachers, mahila		as much as speaking. Basic		
					mandals, conservationists,		communication skills,		
					DFO		through training oppor-		
							tunities at grass roots level.		
		II	COMMUNICATION OBJECTIVES: ACTION						
			MAINTENANCE ACTION						
LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATION SKILLS/TEAMS
As above	As above	1	Proper HP maintenance	1	PHED and Sanitation Cells,	1	Safe water sources, their	As above	As above
			through community involve-		DRD, Dist. administration,		protection and proper use;		
			ment		DRDAs, VLWs, village leaders,		community responsibility and		
					NGOs, teachers, women's		participation; environmental		
					groups agriculturists, agri-		hygiene factors; protecting		
					cultural extension network,		area around HP; HP main-		
					intermediate technology		tenance and repair techni-		
					groups.		ques structures which can		
							assure and institutionalise		
							involvementment of user		
							communities.		
			CONSERVATION & PROTECTION ACTION						
		2	Available water conserved	2. a)	District administration, PHD	2	a), b). Water as a		
			(individually and by comm-		and Sanitation Cells, DRDAs		scarce, often non-renewable		
			unities)				resource, conservation		
				b)	Village leaders, VLWs, women's		techniques (individual and		
					groups, agriculturists, rural		community) including water		
					industry.		harvesting & storage tech-		
							niques, revival of traditional		
							structures; information on		
							crop patterns that are not		
							water-intensive;		
							conjunctive use of surface		
							and ground water for irrigation;		
							forestation promotion, identifi-		
							cation of water sources to be		
							used for regeneration purposes;		
							conservation technology and		
							skills made easy to understand.		

				c)	Rural industry	c)	Avoid water intensive industries in scarcity areas; information on re-cycling technology information on water treatment and pollution control.		
		3	Available water protected	3	As 1 above	3	Information and education on water pollution and techniques for preventing pollution (both household and community practices); revival of traditional attitudes toward hygiene and sanitation; information on health factors (chemical and bacteriological contamination, excess iron, desalinisation); information on how to monitor water quality; information on water purification and treatment; protection of area around HPs; an integrated understanding of water sources and their linkages in terms of health, availability and management; guidance on structures which can assure and institutionalise involvement of user communities; de-mystify technology.		
			HEALTH & SANITATION ACTION						
		4	Revival of traditional practices of personal & community sanitation	4	VLWs, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, Dist administration, PHED and Sanitation Cells, health instituions.	4	Information on traditional practices and structures, stress on socially responsible practices, information and education on hygiene and health factors.		
		5	Recognition of unsafe water source and avoidance of such sources for personal consumption.	5	VLWs, village leaders paramedics, women, anganwadi workers teachers, youth groups, NGOs	5	Water is not free. It is a scarce, often non-renewable resource. Priority to conservation and protection of water sources. What is safe water. What are safe water sources, and how to protect them. Information on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional		

								practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/ treatement. Personal and environmental hygiene factors. Health education factors. Health education and information.		
		6	Sanitary standards maintained at HP site.		6	Dist. administration, PHED & Sanitation Cells (including HP mistris), VLWs, village leaders, agriculturists, para medics, women's groups, teachers, youth groups, NGOs intermediate technology groups.		6 Environmental hygiene; HP maintenance and repair information and training.		
		7	Water purification and treatment techniques	7. a)	District administration, PHD and Sanitation Cells, VLWs, village leaders, paramedics, women's groups, NGOs, DRDs, conservationists.	7. a)	Water purification and treatment techniques, for household and community purposes.			
				b)	Agriculturists	b)	Water purification and treatment techniques.			
				c)	Rural industry	c)	Purification and treatment techniques specific to industry.			
			AGRICULTURAL ACTION							
		8	Crop patterns which reflect water conservation/management needs.	8	Agriculturists, extension network, VLWs, village leaders, teachers, conservationists.	8	Information and training on relevant crop patterns, water conservation KAP, conjunctive irrigation practices, forestation.			
			INFORMATION ACTION							
		9	Improved data collection and active use of MIS.	9	Decision-makers, district administration, DRDAs, DRD, PHED & Sanitation Cells, NGOs, agricultural extension network, VLWs and village leaders.	9	Information and training in data preparation/use. Systems made easy to use and understand. Structures which can institutionalise involvement of user communities			
		10	Effective feedback systems	10	Decision-makers, district administratio n, DRDAs,	10	Information and training in data preparation/use.			

					PHED & Sanitation Cells, NGOs, agricultural extension network, VLWs and village leaders.		Systems made easy to use and understand. Structures which can institutionalise involvement of user communities.		
			TRAINING ACTION						
		11	Upgraded training programme in water management and HP factors.	11	DRD, Dist administration, PHED and Sanitation Cells, NGOs, DRDAs, conservationists, scientific and technological institutions, intermediate technology groups.	11	Water management, personal environmental hygiene and health factors, PHED and Sanitation Cell training, awareness and use of information systems, HP repair and maintenance, Central Govt.'s role in water management.		
		12	Replication/extension of location-specific models through effective communication.	12	Decision-makers, DRD, Dist. administration, DRDAs, PHED and Sanitation Cells, VLWs, village leaders, agricultural extension network, science/technology institutions, health institutions, intermediate technology groups media.	12	Information on local/regional experience and models. Structures to institutionalise involvement of user communities.		
			SOCIAL ACTION						
		13	Equitable distribution of available water supply	13	Dist. administration, DRDAs, VLWs, village leaders, NGOs, women groups, agriculturists, disadvantaged communities.	13	Community participation responsibility in water management; personal use and storage not at the cost of the community; the special needs of disadvantaged groups; proper industrial practices; water technology de-mystified.		
		14	More elective use of communication as a process.	14	Decision-makers, DRD, DRDAs, PHED & Sanitation Cells, VLWs, village leaders NGOs, agricultural extension workers, women's groups, teachers.	14	Communication is about behaviour, not just about media and products. Media can assist behavioral changes. Communication as a 2-way process, and not communications as products. Importance of inter-personal skills, the ability to listen, and effective feedback systems. Training in basic communication skills for village level activists.		

NATIONAL DRINKING WATER MISSION: FLUOROSIS

I COMMUNICATION OBJECTIVES: ATTITUDINAL CHANGE

LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATION SKILLS/TEAMS
Amreli	CEE AIIMS	1	Recognition of water as an often non-renewable resource. A holistic understanding of the water generated ecological cycle.	1. a)	Decision-makers, general public, media	1. a)	Water is not free. It is a scarce,often non-renewable resource.Priority to conservation and protection of water sources.	Inter-personal skills Workshop/group discussions Printed leaflets Flashcards Posters Folk media Video	CEE HTA NID
				b)	District administrators, DRD Agencies, village level workers and village leaders, NGOs, women, teachers, youth groups, agriculturists, rural industry, science & technology institutions & individuals, conservationists, DRD staff	b)	Water is not free. It is a scarce, often non-renewable resource. What is safe water. What are safe water sources, and how to protect them.		
		2	An understanding of the distinct requirements of household,animal, agricultural and industrial usages. An understanding of priorities, both ecological and social	2. a)	Decision-makers, general public, media	2. a)	Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources.		
				b)	District administrators, DRD Agencies, village level workers and leaders NGOs, women, teachers, youth groups, agriculturists, DRD staff.	b)	Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources. Safe water as a concept, how to protect safe water sources by community and by the individual, hygiene & sanitation needs linked to water sources, corrrect agricultural practices.		
				c)	Rural industry	c)	Priority water requirements of each category. Information on equitable use of available		

								resources, and on proper use of available resources. Correct industrial practices	
				d)	Conservationists, science and technology sectors, health institutions, intermediate technology groups.	d)	Information on a, b, c above.		
		3.	Recognition of unsafe water sources, and avoidance of such sources for personal consumption.	3.	Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs	3.	Water is not free. It is a scarce, often non-renewable resource. What is safe water. What are safe water sources and how to protect them. Information on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information.	
		4.	Revival of traditional attitudes toward personal and community sanitation.	4.	Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, District administrators, PHED and Sanitation Cells, health institutions.	4.	Information of traditional practices and structures, stress on socially responsible practices and on equitable distribution, hygiene and health education.		
		5.	Responsible water management individual/community levels.	5.	Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth	5.	Water management factors		
		6.	Pollution control	6. a)	Decision-makers	6. a)	Priority to pollution awareness and action		
				b)	District administrators, DRDAs, VLWs, NGOs, teachers, women's groups, PHEDs, and Sanitation Cells, conservationists.	b)	Information and training on water pollution prevention and control.		
				c)	Science and technology institutions, health institu-	c)	Priority to pollution control technology and application		

					tions, intermediate technology groups.				
				d)	Media	d)	Pollution control awareness		
		7	Communication as a process	7	Decision-makers, PHEDs and Sanitation Cells (including HP mistris), VLWs, village leaders, teachers, mahila mandals, conservationists,DRD	7	Understanding communications as behavioral responses, as a 2-way process as 'listening' as much as speaking. Basic communication skills, through training opportunities, at grass roots level.		
		II	COMMUNICATION OBJECTIVES: ACTION						
LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATION SKILLS/TEAMS
			CONSERVATION & PROTECTION ACTION						
As above	As above	1	Available water conserved (individually and by communities)	1. a)	District administration, PHED and Sanitation Cells, DRDAs	1	a), b), c), d). Water as a scarce non-renewable resource, conservation techniques (individual and community) including water harvesting & storage techniques, revival of traditional structures; information on crop patterns that are not water-intensive; conjunctive use of surface and ground water for irrigation; forestation promotion, identification of water souces to be used for regeneration purposes; conservation technology and skills made easy to understand.	As above	As above
				b)	Village leaders, VLWs, women's groups, teachers, youth groups, agriculturists, rural industry.				
				c)	Conservationists				
				d)	Intermediate technology groups				
				e)	Rural industry	e)	Avoid water intensive industry in scarcity areas; information on water treatment and pollution control.		
		2	Available water protected	2	As 1 above	2	Information and education on water pollution and techniques for preventing pollution and techniques for preventing pollution (both household and community		

							practices); revival of tradi-		
							tional attitudes toward		
							hygiene and sanitation; infor-		
							mation on health factors		
							(chemical and bacteriological		
							contamination,		
							fluorosis, excess iron, desa-		
							linisation); information on		
							how to monitor water qua-		
							lity; information on water		
							purification and treatment;		
							protection of area around		
							HPs; and integrated under-		
							standing of water sources		
							and their linkages in terms		
							of health, availability and		
							management; guidence on		
							structures which can assure		
							and institutionalise involve-		
							ment of user communities;		
							de-mystify technology.		
			HEALTH & SANITATION ACTION						
		1	KAP: Fluorosis		1	Dist. administration,	1	Information pollution and	
						PHED and Sanitaton Cells,		contamination factors,	
						VLWs, village leaders, para-		Fluorosis factors,	
						medics, women's groups,		safe water sources	
						NGOs, DRDAs		and their protection (indivi-	
								dual and community respon-	
								sibility), understanding what	
								water resources not to use,	
								revival of traditional atti-	
								tudes towards hygiene	
								factors; understanding the	
								separate needs ofhuman,	
								animal agricultural and indu-	
								strial usages.	
		2	Water purification and treat-	2. a)		District administration, PHED	2	a) &b). Water purification	
			ment techniques			and Sanitation Cells, VLWs,		and treatment techniques	
						village leaders, paramedics,		for household and community	
						women's groups, NGOs, DRDs,		purposes.	
						conservationists.			
				b)		Agriculturists			

				c)	Rural industry	c)	Purification and treatment techniques specific to industry.		
		3	Revival of traditional practices of personal and community sanitation.	3	VLWs, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, Dist. administration, PHED and Sanitation Cells, health institutions.	3	Information on traditional practices and structures, stress on socially responsible practices, information and education on hygiene and health factors.		
		4	Recognition of unsage water source and avoidance of such sources for personal consumption.	4	VLWs, village leaders paramedics, women, anganwadi workers, teachers, youth groups, NGOs.	4	Water is not free. It is an often non-renewable resource. Priority to conservation and protection of water sources. What is safe water. What are safe water sources, and how to protect them. Information on pollution factors and preventive measures, on what water sources not to use. Encouragment of traditional practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information.		
		5	Sanitary standards maintained at HP site.	5	Dist. administration, PHED & sanitaton Cells (including HP mistris), VLWs, village leaders, agriculturists, paramedics, women's groups, teachers, youth groups, NGOs, intermediate technology groups.	5	Environmental hygiene priorities; HP maintenance and repair information and training		
		6	Proper HP maintenance through community involvement.	6	PHED and Sanitation Cells, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, teachers, women's groups, agriculturists, agricultural extension network, intermediate technology groups.	6	Safe water souces, their protection and proper use; community responsibility and participation, environmental hygiene factors; protecting area around HP; HP maintenance and repair techniques; structures which can assure and institutionalise involvement of user communities.		

			COMMUNICATION ACTION						
		1	More effective use of communication as a process.	1	Decision-makers, DRD, DRDAs, PHED and Sanitation Cells, VLWs, village leaders, NGOs, agricultural extension workers, women's groups, teachers, NGOs, conservationists, media specialists.	1	Communication is about behaviour, not just about media and products. Media can assist behavioral changes. Communication as a 2-way process, and not communications as products. Importance of inter-personal skills, the ability to listen, and effective feedback systems. Training in basic communication skills for village level activists.		

NATIONAL DRINKING WATER MISSION: WATER TABLE & WATER CONSERVATION ISSUES

1 COMMUNICATION OBJECTIVES: ATTITUDINAL CHANGE

LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET ATTITUDES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATIONS SKILLS/TEAMS
Mehsana Sabarkanta	Sankat Nivaran Samiti (Mehsana) Foundation for Public Interest (Ahmedabad) Sewa (Banaskantha)	1	Recognition of water-table issues and hazards of deep-drilling. Recognition of water as an often non-renewable economic resource. A holistic understanding of the water-generated ecological cycle.	1. a)	Decision-makers, general public.	1. a)	Water is not free. It is a scarce, often non-renewable resource. Priority to conservation and protection of water sources.	Slide or video presentation of issues and options. Community discussions. Interpersonal skills.	UNICEF HTA
				b)	District administrators, DRD Agencies, village level workers and village leaders, NGOs, women, teachers, youth groups, agriculturists, rural industry, science & technology institutions & individuals, conservationists, DRD staff.	b)	Water is not free. It is a scarce, non-renewable resource. What is safe water. What are safe water sources, and how to protect them.		
		2	Understanding alternatives to deep-bore drilling/water mining.	2	District administrators, DRD Agencies, village level workers and village leaders, NGOs, women, teachers, youth groups, agriculturists, rural industry, science & technology institutions & individuals, conservationists, DRD staff.	2	Options and alternatives to deep-bore drilling		
		3	An understanding of the distinct requirements of household, animal, agricultural and industrial usages. An understanding of priorities, both ecological and social	3. a)	Decision-makers, general public.	3. a)	Priority water requirements of each category. Information on equitable use of available resources, and on proper use of available resources.		
				b)	District administrators, DRD Agencies, village	b)	Priority water requirements of each category. Infor-		

					level workers and leaders		mation on equitable use of		
					NGOs, women, teachers,		availble resources, and on		
					youth groups, agriculturists,		proper use of available		
					ORD staff		resources. Safe water as		
							a concept, how to protect		
							safe water sources by the		
							community and by the indivi-		
							dual, hygiene & sanitation		
							needs linked to water		
							sources, correct agricultural		
							practices.		
				c)	Rural industry		Priority water requirements		
							of each category. Infor-		
							mation on equitable use of		
							available resources, and on		
							proper use of available		
							resources. Safe water as		
							a concept, how to protect		
							safe water sources by the		
							community and by the indivi-		
							dual, hygiene & sanitation		
							needs linked to water		
							sources, correct agricultural		
							practices.		
							Correct industrial practices.		
				d)	Local conservationists,	d)	Information on a, b, c above.		
					science & technology sectors,				
					health institutions, inter-				
					mediate technology groups.				
		4	Responsible water manage-	4	Village level workers, vill-	4	Water management factors		
			ment at individual/community		age leaders, paramedics, women,		in Mehsana.		
			levels.		anganwadi workers, teachers,				
					youth groups, NGOs, District				
					administrators, PHED and				
					Sanitation Cells, health				
					institutions.				
		5	Recognition of unsafe water	5	Village level workers,	5	Water is not free. It is a		
			sources, and avoidance of		village leaders, paramedics,		scarce, non-renewable		
			such sources for personal		women, anganwadi workers,		resource.		
			consumption.		teachers, youth groups, NGOs		What is safe water		
							What are safe water sources		
							and how to protect them.		
							Information on pollution		
							factors and preventive		
							measures, on what water		
							sources not to use. Encou-		
							ragement of traditional		
							practices of sanitation and		
							hygiene. Information on		

							techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information		
		6	Revival of traditional attitudes toward personal and community sanitation	6	Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, District administrators, PHED and Sanitation Cells health institutions.	6	Information on traditional practices and structures, stress on socially responsible practices and on equitable distribution, hygiene and health education.		
		7	Minimising resort to expensive piped water supply through recognition of prime importance of conservation/harvesting techniques and the hand-pump.	7. a)	Decision makers.	7. a)	Water conservation strategies.		
				b)	Dist. administration, DRDAs, PHED & Sanitation cells, village leaders, village level workers, NGOs, agriculturists	b)	Water conservation techniques (community and household), water harvesting/storage techniques, agricultural usage factors, pump repair and maintenance information.		
				c)	Rural industry	c)	Conservation and re-cycling techniques for rural insustry		
				d)	Conservationists	d)	Information on cost options,		
						e)	promotion of conservation/harvesting handpump techniques		
				e)	Media				
		8	Water as a fundamental right.	8. a)	Decision-makers	8. a)	Water is a scarce, often non-renewable resource, to be distributed and used equitably.		
				b)	Village leaders, women, teachers, disadvantaged groups.	b)	As (a) above, with information and education on the seperate needs of human, animal, agricultural and industrial usages, on safe water sources and individual/community conservation techniques and community participation strategies. Information and advice on institutional structures for user communities. Forestation information/education.		

				c)	NGOs and conservationists	c)	As in a & b above, with specific emphasis on institutional structures.		
				d)	Media	d)	As in a & b above.		
		9	Pollution control	9. a)	Decision-makers	9. a)	Priority to pollution control awareness and action		
				b)	District administrators, DRDAs, VLWs, NGOs, teachers, womens groups, PHEDs and Sanitation Cells, conservationists	b)	Information and training on water pollution control prevention and control		
				c)	Science and technology institutions, health institutions, intermediate technology groups	c)	Priority to pollution control technology and application.		
				d)	Media	d)	Pollution control awareness		
		10	Communication as a process	10	Decision-makers, PHEDs and Sanitation Cells (including HP mistris), VLWs, village leaders teachers, mahila mandals, conservationists, DRD	10	Understanding communications as behavioral responses, as a 2-way process as 'listening' as much as speaking. Basic communication skills, through training opportunities, at grass roots level		
			II COMMUNICATION OBJECTIVES: ACTION						
LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATION SKILLS/TEAMS
As above	As above	1	Available water conserved (individually and by communities)	1. a)	District administration, PHED, and Sanitation Cells, DRDAs	1	a, b, c, d. Water as a scarce often non-renewable resource conservation techniques (individual and community) including water harvesting & storage techniques, revival of traditional structures; information on crop patterns that are not water-intensive; conjunctive use of surface and ground water for irrigation; forestation promotion, identification of water sources to be used for regeneration purposes; conservation technology and	As above	As above
				b)	Village leaders, VLWs women's groups, agriculturists, rural industry.				
				c)	Conservationists				
				d)	Intermediate technology				

							skills made easy to understand.		
				e)	Rural industry	e)	Avoid water intensive industry in scarcity areas; information on re-cycling technology; information on water treatment and pollution control.		
		2	Alternatives to deep- bore drilling/water mining practices in Mehsana	2	As 1 above	2	Options and alternatives to deep-bore drilling explained and demonstrated.		
		3	Available water protected	3	As 1 above	3	Information and education on water pollution and techniques for preventing pollution (both household and community practices); revival of traditional attitudes toward hygiene and sanitation; information on health factors (chemical and bacteriological contamination, guinea worm, fluorosis, excess iron, desalinisation); information on how to monitor water purification and treatment; protection of area around HPs; an integratred understanding of water sources and their linkages in terms of health, availability and management; guidance on structures which can assure and institutionalise involvement of user communities; de-mystify technology.		
		4	Upgraded training programme in water management.	4	Decision-makers, DRD, Dist. administration, DRDAs, PHED and Sanitation Cells, VLWs, village leaders, agricultural extension network, science/technology institutions, intermediate technology groups, media.	4	Information on local/regional experience and models. Structures to institutionalise involvement of user communities.		
		5	Crop patterns which reflect water conservation/management needs.	5	Decision-makers in agriculture, DRD, agriculturists, agricultural extension network VLWs, village leaders, teachers, conservationists.	5	Information and training on relevant crop patterns, water conservation KAP, conjunctive irrigation practices, forestation.		

		6	Equitable distribution of available water supply.	6	Decision-makers, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, women's groups, teachers, youth groups, agriculturists, disadvantaged communities, industry, conservationists, media.	6	Community participation and responsibility in water management; personal use and storage not at the cost of disadvantaged groups; proper agricultural practices; proper industrial practices; water technology de-mystified.		
		7	Revival of traditional practices of personal & community sanitation.	7	VLWs, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, Dist. administration, PHD and Sanitation Cells, health institutions.	7	Information on traditional practices and structures, stress on socially responsible practices, information and education on hygiene and health factors.		
		8	Recognition of unsafe water source and avoidance of such sources for personal consumption.	8	VLWs, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs.	8	Water is not free. It is a often scarce non-renewable resource. Priority to conservation and protection of water sources. What is safe water. What are safe water sources, and how to protect them. Information on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information.		
		9	Sanitary standards maintained at HP site.	9	Dist. administration, PHED & Sanitation Cells (including HP mistris), VLWs, village leaders, agriculturists, paramedics, women's groups, teachers, youth groups, NGOs, intermediate technology groups.	9	Environmental hygiene priorities; HP maintenance and repair information and training.		
		10	Water purification and treatment techniques.	10. a)	District administration, PHED & Sanitation Cells, VLWs, village leaders, para-	10	a) & b) Water purification and treatment techniques for household and community		

					medics, women's groups,		purposes.			
					teachers, youth groups, NGOs,					
					DRDs, conservationists.					
				b)	Agriculturists					
				c)	Rural industry	c)	Purification and treatment			
							techniques specific to			
							industry.			
		11	Proper HP maintenance	11	PHED and Sanitation Cells,	11	Safe water sources, their			
			through community involve-		DRD, Dist. administration,		protection and proper use;			
			ment.		DRDAs, VLWs, village leaders,		community responsibility			
					NGOs, teachers, women's		and participation; environ-			
					groups, agriculturists, agri-		mental hygiene factors;			
					cultural extension network,		protecting area around HP;			
					intermediate technology		HP maintenance and repair			
					groups.		techniques; structures			
							which can assure and insti-			
							tutionalise involvement of			
		12	More effective use of	12	Decision-makers, DRD,	12	Communication is about			
			communication as a process.		DRDAs, PHED and Sanitation		behaviour, not just about			
					Cells, VLWs, village leaders,		media and products. Media			
					NGOs, agricultural extension		can assist behavioral			
					workers, women's groups,		changes. Communication			
					teachers, NGOs, conserva-		as a 2-way process, and not			
					tionists, media specialists.		communications as products.			
							Importance of inter-personal			
							skills, the ability to listen,			
							and effective feedback			
							systems. Training in basic			
							communication skills for			
							village level activists.			

NATIONAL DRINKING WATER MISSION: WATER CONSERVATION

I COMMUNICATION OBJECTIVES: ATTITUDINAL CHANGE

LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATION SKILLS/TEAMS
Dahod (Panchmahals)	Sadguru Water and Development Foundation CHETANA	1	Lift irrigation techniques utilized.	1. a)	District administration, PHED and Sanitation Cells, DRDAs	1	Information and training on lift irrigation techniques and practices	Inter-personal skills 'Blackboard' skills Drawing and graphic skills Puppetry Print Photography Video	UNICEF HTA CHETANA NID
				b)	Village leaders, VLWs, women's groups, teachers, youth groups, agriculturists, rural industry.				
				c)	Conservationists				
				d)	Intermediate technology groups				
				e)	Rural industry.				
		2	Available water conserved	2	As 1 above	2	Water as a scarce often non-renewable resource. Conservation techniques (individual and community) including water harvesting & storage techniques revival of traditional structures; information on crop patterns that are not water-intensive; conjunctive use of surface and ground water for irrigation; forestation promotion, identification of water sources to be used for regeneration purposes; conservation technology and skills made easy to understand. Avoid water intensive industry in scarcity areas; information on water treatment and pollution control.		
		3	Available water protected	3	As 1 above	3	Information and education on water pollution and techniques for preventing pollution (both household and community practices)		

		II	COMUNICATION OBJECTIVES:	ACTION					
LOCATION	LOCAL INSTITUTIONS/ INDIVIDUALS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMEN-DATIONS	COMMUNICATION SKILL/TEAMS
As above	As above	1	Lift irrigation techniques utilised.	1	as below a), b), c), d), e).	1	Information and training on lift irrigation techniques and practices.	As above	As above
		2	Available water conserved (individually and by comm-unities)	2. a)	District administration, PHED and Sanitation Cells, DRDAs.	2	a), b), c), d). Water as a scarce often non-renewable resource, conservation tech-niques (individual and comm-unity) including water har-vesting & storage techniques, revival of traditional structures; information on crop patterns that are not water-intensive; conjunctive use of irrigation; forestation promotion, identification for regeneration purposes; con-servation technology and skills made easy to understand.		
				b)	Village leaders, VLWs, women's groups, teachers, youth groups, agriculturists, rural industry				
				c)	Conservationists				
				d)	Intermediate technology groups				
				e)	Rural industry	e)	Avoid water intensive industry in scarcity areas; information on water treatment and pollu-tion control.		
		3	Available water protected	3	As 2 above	3	Information and education on water pollution and techniques for preventing pollution (both household and community prac-tices); revival of traditional attitudes toward hygiene and sanitation; information on health factors (chemical and bacteriological contamination, guinea worm, fluorosis, excess iron, desalinisation); informa-tion on how to monitor water quality; information on water purification of area around HPs: an integrated under-standing of water sources and their linkages in terms of health, availability and management; guidance on		

									structures which can assure and institutionalise involvement of user communities; de-mystify technology.		
		4	Revival of traditional practic of personal & community sanitation	4	VLWs, village leaders paramedics, women, anganwadi workers, teachers, youth groups, NGOs.	4	Information on traditional practices and structures, stress on socially responsible practices, information and education on hygiene and health factors.				
		5	Recognition of unsafe water source and avoidance of such sources for personal consumption.	5	VLWs, village leaders paramedics, women, anganwadi workers, teachers, youth groups, NGOs.	5	Water is not free. It is a scarce non-renewable resource. Priority to conservation and protection of water sources. What is safe water. What are safe water sources, and how to protect them. Information on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional practices of sanitation and hygiene. Information on techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information.				
		6	Guinea worm control	6	Dist. administration, PHED and Sanitation Cells, VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs	6	Information pollution and contamination factors, Guinea worm factors, safe water sources and their protection(individual and community responsibility), understanding what water resources not to use, revival of traditional attitudes towards hygiene and sanitation; personal hygiene factors; understanding the separate needs of human, animal, agricultural and industrial usages.				
		7	Sanitary standards maintained at HP site.	7	Dist. administration, PHED & Sanitation Cells (including HP mistris), VLWs, village leaders, agriculturists, para-	7	Environmental hygiene priorities; HP maintenance and repair information and training.				

						medics, women's groups, NGOs, intermediate technology groups.					
		8	Water purification and treatment techniques.		8. a)	District administration, PHED and Sanitation Cells, VLWs, village leaders, paramedics, women's groups, teachers, youth groups, NGOs, DRDs, conservationists.		8. a)	Water purification and treatment techniques for household and community purposes		
					b)	Agriculturists		b)	Water purification and treatment techniques for household and community purposes		
					c)	Rural industry		c)	Purification and treatment techniques specific to industry		
		9	Proper HP maintenance through community involvement.		9	PHED and Sanitation Cells, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, teachers, women's groups agriculturists, agriculturists, agricultural extension network, intermediate technology groups.		9	Safe water sources, their protection and proper use; community responsibility and participation; environmental hygiene factors; protecting area around HP; HP maintenance and repair techniques; structures which can assure and institutionalise involvement of user communities.		
		10	*Crop patterns which reflect* water conservation/management needs		10	*Decision-makers in agriculture*, DRD, agriculturists, agricultural extension network VLWs, village leaders, teachers, conservationists.		10	*Information and training on* relevant crop patterns, water conservation KAP, conjunctive irrigation practices, forestation.		
		11	Improved data collection and active use of MIS, from grassroots		11	Decision-makers, district administration, DRDAs, DRD. PHED & Sanitation Cells, NGOs, agricultural extension network, VLWs, and village leaders.		11	Information and training in data preparation/use. Systems made easy to use and understand. Structures which can institutionalise involvement of user communities.		
		12	Effective feedback systems		12	Decision-makers, district administraion, DRDAs, DRD. PHED & Sanitation Cells, NGOs, agricultural extension network, VLWs, and village leaders.		12	Information and training in data preparation/use. Systems made easy to use and understand. Structures which can institutionalise involvement of user communities.		
		13	Training in lift irrigation *technology*		13	(as below)		13	Lift irrigation technology		
		14	Upgraded training programme in water management		14	DRD, Dist. administration, PHED and Sanitation Cells,		14	Warer management, personal and environmental hygiene and		

						NGCs, DRDAs, conservationists, scientific and technological institutions, health institutions, intermediate technology groups.		health factors, PHED and Sanitation Cell training, awareness and use of information systems, HP repair and maintenance, Central Govt.'s role in water management.			
		15	Replication/extension of location specific models through effective communication.	15		Decision-makers, DRD, Dist. administration, DRDAs, PHED and Sanitation Cells, VLWs, village leaders, agricultural extension network, science/technology institutions, health institutions intermediate technology groups, media.	15	Information on local/regional experience and models. Structures to institutionalise involvement of user communities.			
		16	Equitable distribution of available water supply	16		Decision-makers, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, women's groups, agriculturists, disadvantaged communities, industry, conservationists, media.	16	Community participation and responsibility in water management; personal use and storage not at the cost of the community; the special needs of disadvantaged groups; proper industrial practices; water technology de-mystified.			
		17	More effective use of communication as a process.	17		Decision-makers, DRD, DRDAs, PHED and Sanitation Cells, VLWs, village leaders, NGOs, agricultural extension workers, women's groups, teachers, NGOs, conservationists, media specialists.	17	Communication is about behaviour, not just about media and products. Media can assist behavioral changes. Communication as a 2-way process, and not communications as products. Importance of interpersonal skills, the ability to listen, and effective feedback systems. Training in basic communication skills for village level activists.			

ANNEX - 5

NDWM : Communication Workshop/Guineaworm

Outline and Budget

A. Draft Programme

Day 1

1. The NDWM communication experiment : An introduction (DRD/UNICEF)

2. Communication Strategy (Phase 1) : An introduction (AC)

   a) Building communication skills at the point of action

   b) Helping field workers and government functionaries to use professional skills

3. Social communications : Case Histories

   a) Family Planning experiment, Rajasthan
   (NID: Prof V Satwalekar/Nandini Gandhi)

   b) Promotion of breast feeding in Brazil
   (UNICEF: Mr Gerson da Cunha)

4. Guineaworm : The SWACH Project (Mr Inder Bhushan/Mr H Wahlquist, SWACH/UNICEF)

   a) Objective
   b) SWACH communication experience (Mr H Wahlquist, UNICEF/ Shilesh Modi, S C Sharma, NID)
   c) CHETNA : A Gujarat experience (Ms Ila Vakharia, CHETNA)
   d) The Jhabuva experiment (Madhya Pradesh representative)
   e) Maharashtra experience (Maharashtra representative)

5. Review of communication materials generated in Rajasthan, Gujarat, Madhya Pradesh and Maharashtra

6. An Introduction to communication testing

7. Introduction to methodology for workshop session

Day 2

Workshop : Participants will divide into syndicates and work on specific communication needs and campaign directed at guineaworm control and eradication, environmental health, sanitation and safe water concepts.

Day 3

1. Presentation by workshop syndicates
2. Discussion on the workshop experience: how to plan, manage and evaluate field communication
3. Programme for follow-up action:
   a. Follow-up action in guineaworm communication
   b. Follow-up action in other water/health related issues
   c. Identification of needs, audiences and professional supports
   d. Assigning action

B. Participants

1. Delhi : DRD, UNICEF, HTA
2. Rajasthan : Government of Rajasthan functionaries, SWACH, Sewa Mandir, ASTHA, Ubeshwar Vikas Mandal
3. Gujarat : NID, CHETNA, CEE, Sadguru Water & Development Foundation, Foundation for Public Interest, SEWA, Government functionaries
4. Madhya Pradesh : Government functionaries
5. Maharashtra : Government functionaries
6. West Bengal : Chitrabani

TENTATIVE EXPENDITURE FOR A 3 DAY WORKSHOP FOR 30 PARTICIPANTS.

Venue: Udaipur

Duration : 3 days

Break up of the expenses:

1.	Local conveyance (Hiring of matador for to & fro hotel/venue transfers) Rs. 1200 per day	Rs.	3,600
2.	Catering (at the rate of Rs.50/- per day per person- includes all meals)		4,500
3.	Stationary/graphics (printed material consisting of folder, programme sheet, pad & pen)		2,500
4.	Photography/video recording (documenting the workshop)		1,000
5.	Press/publicity/mailing		1,000
6.	Field visits		1,000
7.	Materials & workshop instructional expenses. (Rs.1000/- per head)		30,000
8.	Local Accomodation (at Rs.100/- per head per day)		9,000
9.	Travel grants (at an average of Rs.700/- per participant)		21,000
	Total	Rs.	73,600
	Contingency 10%		7,500
		Rs.	81,100