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COMMUNICATION MOBILISATION PROJECT ON DRINKING WATER: A REPORT

March - September 1988

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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 agencies (UNICEF, the Department of several 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 discussions which have taken place in the Technology Mission headquarters (ref. Mr Sam Pitroda's note and of 19 September and 28 September 1988 meeting 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.
- Review ο£ 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 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

in the water sector. Although considerable information activity and visual-aid production 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).

- commence Comprehensive communication plans with drought-affected proposals for experiments 1 n two 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 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 (through HTA), and Mission updated 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

discussions held with The most recent 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 approach demands. Therefore, experience which this the essence of our task. It is experimentation 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 back οf switching change οf tracks, product-oriented targets which can at best 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 It must be which respond to local priorities. commitment and task of this Project to provide can demonstrations which make such self-reliance possible. To provide such demonstration, media aids will bе produced prototypes for further to as 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

- 111. 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 Tamilnadu Uttar Pradesh W. Bengal Manipur (Jhabua)
(Ramanathpuram)
(Dehra Dun)
(Bankura)
(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 district of Gujarat, with the emphasis Amreli 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 drought-affected district its severely. with dwindling water-table. An outline for a three-day workshop in Udaipur is attached with a budget estimate on NID experience (Annex 5). This requires based UNICEF's review and detailing. The Amreli workshop proposal is under review with Dr A K Susheela (AIIMS). Udaipur workshop while concentrating onguineaworm would also seek to sensitise theme, 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 Delhi), Mass Communication (New 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 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 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 Ъe possible quickly. Simultaneously, efforts can continue aimed at guineaworm, fluorosis and 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 immediate task requires a review This Communication Strategy utilised thus far (Annex 2) so as to select and adapt the objectives (contained in Section 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 QΠ Immunisation, utilising the facilities offered Ъy the 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 the Technology Missions is explored and success of 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 training modules which can facilitate 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 project's 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 ailment that is deep-rooted. Yet without 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 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 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 legitimate need t o 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 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 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 sectoral requirements, these two resources 1 n manner a so that 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

UNICEF communications demand. I would suggest that seriously review its present situation, in communication responsibilities (locating and recruiting developing briefs, proposals, approving evaluating results, planning) are distributed 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 building very different UNICEF perceptions The Information Section's over-arching themes. responsibilities for UNICEF communications are unclear to me and, I suspect, to many others. In my 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 directed UNICEF creative work toward accepted 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 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. support which HTA could provide to the Project, 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 kind intended is a very new experience advertising agencies. Yet there are immediate tasks well suited to HTA's experience as well as to Project needs: to communicate handpump use and maintenance, training and information materials required by DRD for in-house purposes, communication supports for additional changes sought at the level o f decision-makers. The management of agency/consultant resources is now an important aspect οf UNICEF's communication needs. UNICEF has worked to sensitise its managers to the communication process. It has 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.

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

- Identify overall communication support needs for the Rural Water Supply and Sanitation programme, especially in respect of droughtaffected areas with focus on behavioural changes in water conservation, personal hygiene, cleanliness and transmission of water and sanitation related diseases.
- Review angoing 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.
- Develop a comprehensive plan for communication and social ambilitation 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;
- Assist the Department of Rural Development to coordinate with the government departments and non-government organizations involved in the communication/social mobilization activities;
- Assist the Department of Rural Development in coordinating and implementation of communication and social mobilization activities;
- Coordinate work of consultants/agencies engaged for communication and social mobilization activities;
- 8. Follow up, monitor and evaluate on behalf of the Department of Pural Drynlopment, the communication support/social mobilization activities of the programme;
- Carry out other tasks on communication and social mobilization activities as identified by the Department of Rural Development;
- Prepare Quarterly Progress Reports and a final report on the assignment.

Annexe 2



TECHNOLOGY MISSION ON DRINKING WATER AND RELATED MANAGEMENT:

COMMUNICATION STRATEGY
Stage I

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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).
- 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 <u>project_locations</u>. 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.

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Section 1

TARGET RESPONSES

- 1. Recognition of water as a non-renewable, scarce resource.
- 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)
- An integrated understanding at every level of management and usage, of the ecological cyclewater 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.

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

- 17. Oral Rehydration KAP
- 18. Guinea worm KAP.
- 19. Flurosis KAP.

16.

- 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.
- 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.
- 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 traditional attitudes and practices.
- 2. Recognition to 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:
- and
- 1. Animal needs, adn 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.

Section 2

LOCATION

LOCAL INSTITUTIONS/ RESPONSES INDIVIDUALS

TARGET

TARGET AUDIENCES

MESSAGES

MEDIA RECOMMEN-DATIONS

COMMUNICATION SKILLS/TEAMS

BUDGET **EVALUATION** & REVIEW

SYSTEMS/FACTORS

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

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
- c) Rural industry

- d) Conservationists, science & technology sectors, health institutions, intermediate technology groups.
- Recognition of unsafe water sources, and avoidance of such sources for personal consumption.
- Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs

- 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) 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) Information on a,b, c above.
- 3. Water is not free. It is a scarce, nonrenewable 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

- 4. Revival of traditional attitudes toward personal and community sanitation
- 4. Village level workers, village 4. leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, District administrators, PHD and Sanitation Cells, health institutions.
- Information on traditional practices and structures, stress on socially responsible practices and on equitable distribution, hygiene and health education

monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and

- Minimising resort to expensive 5. piped water supply through recognition of prime importance of conservation/harvesting techniques and the hand-pump.
- a) Decision makers,
- b) Dist. administration, ORDAS, PHD & Sanitation cells, village leaders, village level workers, NGOs, agriculturists
- c) Rural industry
- d) Conservationists
- e) Media

5. a)Water conservation strategies.

information

- 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 6. at individual/community levels.

Village level workers, village leaders, paramedics, women, anganwadi workers, teachers, youth

6. Water management factors.

Os, District administrators,

PHD and Sanitation Cells, health institutions.

- 7. Water as a fundamental right
- a) Decision-makers
- b) Village leaders, women, teachers, disadvantaged groups.
- resource, to be distributed and used equitably.
 b) As (a) above, with information and

a) Water is a scarce, non-renewable

education on the separate needs of human, animal, agricultural and industrial usages, en safe water sources and individual/community conservation techniques and community participation strategies. Information and advice on institutional structures for user communities. Forestation information/

c) As in a & b above, with specific emphasis on

- c) NGOs and conservationists
- d) Media
- d) As in a & b above.

education.

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.

institutional structures.

- 9. PHDs: Improved public image
- Decision-makers, District administrators, VLWs, village leaders, NGOs, teachers, DRDAs, agriculturists, intermediate technology groups, DRD.
- 10. Communication as a process
- Decision-makers, PHDs and Sanitation Cells (including HP mistris), VLWs, village leaders teachers, mahila mandals, conservationists, DRD.

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

- 9. Sale-water concepts and HP's central role within it, environmental engineering factors, MIS, HP maintenance information.
- 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. 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

Section 3

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

COMMUNICATION OBJECTIVES: ACTION
A. GOVERNMENT POLICY ACTION

TAF	RGET RESPONSES	DIENCES	MESSAGES
1.	Recognition of water as a non-renewable, scarce resource.	Decision makers, Dist administration. DRDAs, DRD staff	rict 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.	Decision-makers, scier and technology institu individuals, conservat	itions/ industry in scarcity areas; re-cycling
3.	Forestation programme & policies.	Decision makers, Dist administration, science technology institution ndividuals, conservation	and s/

Section 3

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

COMMUNICATION OBJECTIVES: ACTION B. CONSERVATION & PROTECTION ACTION

TAI	RGET RESPONSES	AUDIENCES	MESSAGES		
1.	Available water conserved (individually and by communities)	a) District administration, PHD 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		
		 b) Village leaders, VLWS, womens' groups, teachers, youth groups, agriculturists, rural industry 	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		
		c) Conservationistsd) Intermediate technology	sources to be used for regeneration purposes; conservation technology and skills made easy to understand.		
		groups			
		e) Rural industry	 e)Avoid water intensive industry in in scarcity areas; information on re-cycling technology; information on water treatment and pollution control 		
	Available water protected	2. As 1 above	2. Information and education on water pollution and techniques for preventing pollution (both household and commun practices); revival of traditional attitudes toward hygiene and sanitation; information on health fact (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.

monitoring water quality and for purification/treatment. Personal and environmental hygiene factors. Health education factors. Health education and information.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

C. HEALTH & SANITATION ACTION

TAF	RGET RESPONSES	AL	JDIENCES	MES	SSAGES
1.	Revival of traditional practices of personal & community sanitation		VLWs, village leaders, paramedics, women, anganwadi workers, teachers, youth groups, NGOs, Dist. administration, PHD and Sanitation Cells, health institutions.	1.	Information on traditional 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

3. KAP: Oral Rehydration Guinea worm Fluorosis

 Dist. administration, PHD and Sanitation Cells VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs

- 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.

5. Water purification and treatment techiques

- 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

- 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.
- Environmental hygiene priorities; HP maintenance and repair information and training.
- 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

COMMUNICATION OBJECTIVES : ACTION D. MAINTENANCE ACTION

Proper HP maintenance through community involvement

TARGET RESPONSES

AUDIENCES

 PHD and Sanitation Cells, DRD, Dist. administration, DRDAs, VLWs, village leaders, NGOs, teachers, women's groups agriculturists, agricultural extension network, intermediate technology groups.

MESSAGES

 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

COMMUNICATION OBJECTIVES : ACTION E. AGRICULTURAL ACTION

TARGET RESPONSES

AUDIENCES

MESSAGES

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

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

COMMUNICATION OBJECTIVES: ACTION F. INFORMATION ACTION

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

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

COMMUNICATION OBJECTIVES : ACTION G. TRAINING ACTION

TARGET RESPONSES			JDIENCES	MES	SSAGES
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 informatic 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 institutionalis involvement of user communities.

TECHNOLOGY MISSION ON DRINKING WATER AND RELATED WATER MANAGEMENT

COMMUNICATION OBJECTIVES : ACTION H. SOCIAL ACTION

TARGET RESPONSES

AUDIENCES

MESSAGES

1. Equitable distribution of available water supply

 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

COMMUNICATION OBJECTIVES : ACTION

I. COMMUNICATION ACTION

TARGET RESPONSES

AUDIENCES

MESSAGES

- 1. More effective use of communication as a process
- 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.



IECHNOLOGY 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

1/

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 UNIGHY sonal offices, selected technology mission districts and KAP study requirements, as follows:

AP	West Godaveri Karimmegar Kurnool	Gujarat	Amreli Mehsana Panchmahals
ИР	Raipur Shedol Jhabuya	UP ,	Mirsepur Saherenpur Dehradun
Raj	Udaipur Barmer Jhunjhun	WB	Hedinipur Cooch Bihar Bankura
TN	South Arcot Ramanathapursm Periyar	Manipur	Hanipur Central (Imphal)

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

State	District	<u> cmphasis</u>	Local volag possi ilitis
M.P.	Jhabua	guinea-worm worm	Nehro Yuvak Kendra
Rejesthon	Barmer	quinea-worm & drought	Nohru Yuvak Kendra
Tamil Hadu	Romnath- purem	drought	-grada
Cujerat Cujerat	Aureli Hehsana	Fluorosia Keter-balance needs	Wehru Foundation/Chetn.
U.P.	Dehra Dun	Mountain environ & ecology	Prof. Jayant Bandhyopadh yaya's institute
W. Bengel	Benkure	Problems of iron and bac- teriological contamination. Drought	Local Lutheran Mission. Also, comsult or Veena Majumdar (Delhi)
Hanipur	Imphal	Gravity Teed Tages Schemes	

- 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 (quineasorm) and Barmar (drought and guineasorm). The Gujarat selection was Amreli (fluorosis), Mehsana (water balance), and Panchmahals (quineasorm).
- 4. It was also recommended that the communication experiment would need strong MGO perticipation, and that districts should be swiewed and selected in the context of local institutions and local strongths. The Jawaja block (Rejasthan) was considerate benefit from strong MGO contexts 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: Rejesthen-Udaipur (Guineaworm), Gujarat-Amreli (fluorosis) and Mehsana (water balance), Tamil Madu-Raumathpuram (drought), UP-Dehradum (hill environment), west Bengal-Bankura (bacteriological contamination, excess iron, drought).
- 6. While strong NGO participation will continue to guide district level activity, the six KAF 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, UNICER, New Delhi

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

ANNEXE 4

DISTRICT PLAN - COMMUNICATION STRATEGY: STAGE 2

CONTENTS	Page
Outline and Budget	46
Udaipur : Guineaworm Control	48
Ajmer (Beawar) : Water Conservation and Handpump Application	53
Amreli : Fluorosis	59
Mehsana: Water Table/Conservation	65
Danghashala (Dahad) a Matan Canasawatian	70

ANNEX 4 DISTRICT PLAN

A. RAJASTHAN

375

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, Madaya 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/ANJ

Duration

: 2 Days

Participants

: Members of Tawaja Leather Associat-

ion Jawaja Weavers Association.

SPAD atorestation

project.

Programme

: To be formulated with WES

Cost

: 9s.10,000/-

В GU JARAT

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

: %.60,000/-(estimated 20 participants)

2. Community Encounter: Conserving Groundwater Resources.

Purpose

: (a) To exchange experience in watermanagement 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

: Ps.15,000/-

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		1	NATIONAL DRINKING WATE	R MIS	SION: GUINEAWORM CONTR	OL &	ERADICATION		
		1	COMMUNICATION OBJECTIVES	ATTIT	UDINAL CHANGE				
						<u> </u>			<u> </u>
OCATION	LOCAL INSTITUTIONS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMEN-	COMMUNICATIONS
	INDIVIOUALS						T	DATIONS	SKILS/TEAMS
	•								
daipur	SWACH		1 Recognition of water as an			1. a)	Water is not free, it is a	inter-personal	UNICEF
ungarpur	Govi. of Rajasthan		often non-renewable resource		public, national media		scarce, often non-renewable		NIO
answere .	ASTHA		A holistic understanding of t	he			resource. Priority to consec	'Blackboard'	CHETNA
	Ubeshwar Vikas Mandal		water-generated ecological				vation and protection of wa	drawing and graphic	_CEE
	Seva Mandir	ļ	cycle.				sources.	skills	HTA
	CHETNA (Ahmedabed)							Pupperry & other	
	CEE (Ahmedabed)			b)	District administrators, DRD	b)	Water is not free, it is a	folk media	
	Sadguru Water				Agencies, village level works		scarce, olten non- renewabl		
	8 development				and village leaders, NGOs,		resource.	Photography	
	Foundation (Dahod)				women teachers, youth groups	8,	What is safe water.	Video	
	Foundation for Public				agriculturists, rural industry		What are sale water source		
	Interest				science & technology institu-		and how to protect them.		
	SEWA (Ahmedanad)				tions & individuals, conserva				
	Chitrabani (Calculla)			L"	tionists, DRD staff.				
			2 An understanding of the	2. a)	Decision-makers at village	2. a)	Priority water requirements		
			distinct requirements of hou	\$ 6 -	level.		of each category.		
			hold, animal, agricultural and	<u> </u>			Information on equitable use		
			Industrial usages. An under-				of available resources, and o	on	
			standing of priorities, both				proper use of available		
			ecological and social				resources.		
				b)	District administrators, DRD	b)	Priority water requirements		
					Agencies, village level worke	rs	of each category. Informatio	n	
					and leaders NGOs, women,		on equitable use of available		
					teachers, youth groups, agri-		resources, and on proper use		
					culturists, DRD staff		of available resources. Sale		
							water as a concept, how to		
			1				protect safe water sources	by	
			1				the community and by the		
				[[individual, hygiene & sanka	•	
				Ī		I	tion needs linked to water		
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							practices.	, , , -, _ , _ , _ , _ , _ , _ , _ , _ ,	
			<u> </u>	<u> </u>					T
	<u> </u>		 	c)	Rural industry	c)	Priority water requirements		
	+		 	<u> </u>	1	<u> </u>	of each category. Informatio		
			1.			1	on equitable use of available		1
		<u> </u>	 	 	 		resources, and on proper use		
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	l	<u> </u>				<u> </u>	the community and by the	
[L		1		I	Individual, hygiene & senite-	
	1]	1	T	7	$T^{}$	fion needs finised to water	1
				1	1		sources, correct agricultural	
		1		_		_	practices.	
	 	 	 	+	 	+	Correct industrial practices	
		 -	 	+		 	Correct anothernal presides	-
		} _	 	+	d	╂		
		<u> </u>	Recognition of unsale water		3 Village level workers, villag		Water is not free. It is a	<u> </u>
		ļ	sources, and avoidance of su		leaders, paramedics, women		scarce, often non-renewable	
			sources for personal consum	VD-	anganwadi workers, teachen	<u>. </u>	resource,	
		L	tion.	I	youth groups, NGOs.	L	What is safe water.	
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		L		<u> </u>		<u> </u>	water quality and for puritica-	
						Ī	tion/treatment. Personal and	
						1	environmental hygiene factors.	
						1	Health education factors.	1
						1	Health education and Informa-	
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		4	Revival of traditional attitud	1	Village level workers, village	 	Information on traditional	
		3	toward personal and commun					
				, uty	leaders, paramedics, women,		practices and structures.	
			sanitation.	├ ──	anganwadi workers, teachers		stress on socially responsible	
				<u> </u>	youth groups, NGOs, District		practices and on equitable	
					administrators, PHED and		distribution hygiene and	
					Sanitation Cells, health inst	-	health education .	<u> </u>
					tutions.			
		5	Responsible water manageme	5	Village level workers, village	5	Water management factors.	
	1		at individual/community		leaders, paramedics, women,			
			levels.		anganwadi workers, teachers			
					youth groups, NGOs, District			
					administrators, PHED and			
}			· · · · · · · · · · · · · · · · · · ·					 -
					Sanitation Cells, health inst			
<u></u>					tutions.			
								
		6	Water as a fundamental right	6 a)	Decision-makers		Water is a scarce, non-	<u> </u>
	1		-				renewable resource, to be	
							distributed and use equitably.	
								T
				b)	Village leaders, women,			
					teachers, disadvantaged group	- N	As (a) above, with information	
 +					reachers, discovering good group		and education on the seperate	
								
1	ì		i	1		1	needs of human, animal, agri-	1
							·· ···································	



		l		}	women's groups, NGOs, DRDAs		tection (Individual and com-	T)	1
					village leaders, paramedics,		water sources, and their pre-		_}
					and Sanitation Cells VLWs,		contamination factors, safe		
\s above	As above		KAP: Guinea worm	1	District administration, PHEC	1	information poliution and		As above
	INDIVIDUALS	l						DATONS	SKILLS/TEAMS
OCATION	LOCAL INSTITUTIONS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMEN-	COMMUNICATIONS
		 ' 		1					
	 	11	COMMUNICATION OBJECTIVES:	ACTIO	N		 		1
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	<u></u>				 		ļ		
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		 	ļ	 			grass root level.		
			· · · · · · · · · · · · · · · · · · ·		DRD.		training opportunities, at		
		 		<u> </u>	mandais, conservationists,		communication skills, throu	gh	-
				ļ	leaders teachers, mahila		as much as speaking. Basic	L _.	
			<u> </u>		mistris), VLWs, village		2-way process as 'listening'		
					Sanitation Cells (including HF)	as behavioral responses, as		
			Communication as a process	8	Decision-makers, PHEDs and	8	Understanding communication		
	i								
			1	d)	Media	d)	Pollution control awareness	·	
	 								
	 		1	1	intermediate technology group	DS .			
			†	<u> </u>	tions, health institutions,		technology and application		
	1			cl	Science and technology insti	cì	Priority to pollution control		
	<u> </u>		 	 			 		
		 	 	 	lionists	 	† 		
· -		 	 	 	Sanitation Celis, conserva-		and Cornion		
		 	 	 	womens groups, PHEDs and		and control		
····		 		 0)	District administrators, DRDAs, VLWs, NGOs, teachers		information and training en water pollution prevention		-} -
		├	 	 	Ciatalas administrativas				+
			 				gwereness and action		
		1	Poliution control.	7. 8)	Decision-makers	7. a)	Priority to pollution contro		
				<u> </u>	<u> </u>				
		<u> </u>	<u> </u>	d)	PHEDs: self-image	d)	As in a & b above.		
							structures.		
							emphasis on institutional		
			<u></u>	(c)	NGOs and conservationists	c)	As in a 4b above, with spe-	Hiç	<u> </u>
		I							
	<u> </u>	T		1	1	1	information/education.	T.V.	
		1				 	user communities. Forestat	ion	
	1	I			1	 	institutional structures for		
		1	 	 	 	 	Information and advice on	<u> </u>	
		1	†	 	 		unity participation strategi		
-		 		 	 	 	vation techniques and come		
		 	 	 	 	 	on sale water sources and individual/community cons		
		 		 	 	ļ	cultural and industrial useo		
			4	1		1	I will send the district terms of		

<u></u>	L	ــــ	<u> </u>			standing what water resources
	<u> </u>	L	<u> </u>	1		not to use, revival of tradi-
						tional attitudes towards
		T				hygiene and sanitation; per-
						sonal hygiene factors; under
 		 	1	+	 	standing the separate needs of
 	 	 	 	-{		
			 	+	 	human, animal and agriculture,
		}	 			and industrial usages.
		ļ		┩——		
			Revival of traditional practi		2 VLWs, village leaders, para-	2 Information on traditional
		<u> </u>	of personal & community sa	ni-	medics, women, anganwadi	practices and structures,
			itation	I	workers, teachers, youth	stress on socialty responsible
				T	groups, NGO, Dist. administra-	practices, information and
				 	tion, PHED and Sanitation	education on hygiene and
				1	Cells, health institutions.	health factors.
			<u> </u>	+	Total Management	
			 	+	 	
 			Theoretica of wards were	+	No tele sellere bradere and	Citizen in and from 11 in a
<u> </u>	<u> </u>		Pecognition of unsale water		VI.We, village leaders, para-	3/Water is not free, it is a
<u> </u>			source and avoiden ce of suc		medics, women, angenwadi	scarce, often non-renewable
			sources for personal consum	Q	workers, teachers, youth	resource. Priority to conser-
			tion.	1	groups, NGOs,	vation and protection of water
						sources.
				T		What is sale water.
				T		What are safe water sources,
						and how to protect them, infor-
				 		mation on poliution factors
				 		and preventive measures, on
				 	 	what water sources not to use.
				 	 	Encouragement of traditional
				 	 	Elicoproperiori di traditionali
				}	 	practices of sanitation and
				ļ		hygiene, information on tech-
			· · · · · · · · · · · · · · · · · · ·	↓		niques for monitoring water
Li				<u> </u>	<u> </u>	quality and for purification/
						treatment. Personal and
						environmental hygiene factors.
				$\overline{}$	î	Health education factors. Health
					 	eduation and information.
				 	 	
			Senitary standards maintaine		Dist, administration, PHED &	4 Environmental hygiene
 			at HP site.	 '		
			anr sit.	 	Sanitation Cells (including HP	priorities; HP maintenance and
				├	mistris), VLWs, village	repair information and
					leaders, soriculturists, para-	training.
				L	medics, women's groups,	
					teachers, youth groups, NGOs,	
					intermediate technology groups.	
		5	Water purification and treat-	5. a)	Dist. administration, PHED & 5. a	a) & b) Water purification and
			ment techniques.		Sanitation Cells (including HP	treatment techniques for
					mistris), VLWs, village	household and community
				 		
					leaders, agriculturists, par-	purposes.
			 	<u> </u>	medics, women's groups,	
					teachers, youth groups, NGOs,	
				L	intermediate technology groups.	_

		T		b)	Agriculturists			
				c)	Rural industry	c	Purification and treatment	
		1			1		techniques specific to industry	
		 		 			I Treatment of the state of the	
<u> </u>		 	Proper HP maintainence	-	PHED and Senitation Cells,	-	Sale water sources, their pro-	
 			through community involve-	<u> </u>	DRD, Dist. administration,	 -		
 		 	ment.			<u> </u>	tection and proper use; comm-	
		 	ment.	 	DRDAs, VLWs, village leaders	·	unity responsibility and pani-	
		}			NGOs, teachers, women's	<u> </u>	cipation; environmental	
		}			groups agriculturists, agricu	<u> -</u>	hygiene factors; protecting	
		 			tural extension network,		area around HP; HP main-	
	~	.			intermediate technology		tenance and repair techniques;	
			<u> </u>		groups		structures which can assure	<u>_</u> _
		L					and institutionalise involve-	
							ment of user communities.	
		7	Equitable distribution of ava	7	Decision-makers, DRD, Dist.	7	Community participation and	
			able water supply		administration, DADAs, VLWs		responsibility in water	
					village leaders, NGOs, youth		management: personal use and	
					groups, agriculturists, disad-		storage not at the cost of the	
					vantaged communities, indus-		community; the special needs	
					iry, conservationists, media,		of disadvantaged groups;	
					iry, conservationsis, ingele.		proper agricultural practices;	
							proper industrial practices;	
· · · · · · · · · · · · · · · · · · ·					~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~			
				}			technology_de-mystified.	
		 		 J				
			More effective use of comm-		Decision-makers, DRD,		Communication is about beha-	
			unication as a process.		DRDAs, PHED and Sanitation		viour, not just about media	
					Cetts, VLWs, village leaders,		and products. Media can	
					NGOs, agricultural extension		assist behavioral changes.	
	1				workers, women's groups,	1	Communication as a 2-way	
		1		I	teachers, NGOs, conserva-		process, and not communi-	
				I	tionists, media specialists.	7	cations as products, Importance	
							of inter-personal skills, the	
7-1							ability to listen, and effective	
							feedback systems. Training in	
							basic communication skills	
	····						for village level activists	
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		MATI	onal drinking water his	510	: WATER CONSERVATION A	<u>HD H</u>	ANDPUMP APPLICATION		
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	 	I WHE	R DISTRICT: BEAWAR	 		 			
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	 	l. 	COMMUNICATION OBJECTIVES	ATT	ITHINNAL CHANGE	├			
	 	 	TO THE OWNER OF THE OWNER OWNE	42	TOOME CHANGE	-		<u> </u>	 -
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OCATION	LOCAL INSTITUTIONS	_	TARGET ATTITUDES	┼──	TARGET AUDIENCES	 	MESSAGES	MEDIA RECOMMENDATIONS	COMMUNICATION
J.Controll	INDIVIDUALS		174.11.11.00.00	+	TARKET FROMENOCO			MEDITECOMING CATION	SKILLS/TEAMS
	1					_	 		GIVICTOR I CAMING
Imer District:	Rural University	1	Recognition of water as a	1	District administrators, DRD	1	Water is not free. It is a	Inter-personal skills.	UNICEF
Beewer	SPHO	•	non-reinevable resource.		Agencies, village level wor-				NID
	SMRC		A heliatic understanding of	Γ	kers and village leaders.	·	resource. What is sale water.	tion & maintenance, folk	HTA
			the water-generated eco-		NGOs, women, teachers, youth		What are sale water sources	media, print media, group discu-	
			logical cycle.		groups, agriculturists, rural		and how to protect them.	selon.	SMRC
					industry, science & technolog				Seva Mandir
					institutions & Individuals,		L :		
					conservationists, DRD staff		<u> </u>		
		2		2. a)	District administrators, DRD				
			tinct requirements of the	<u> </u>	Agencies, village level		of each category, information		
			household, animai, agricut-		workers and leaders, youth		on equitable use of available		
			tural and industrial usages.		groups, agriculturists,		resources, and on proper use		
	[An understanding of prioritie	8	ORD staff		of evellable resources. Safe		
			both ecological and social.				water as a concept, how to	·	
	<u></u>						protect sale water sources		
							by the community and by the		
							Individual, hyciene & sanita-		
	-						tion needs linked to water	<u></u>	
							sources, correct agricultural		
							practices.		
				h)	Rural industry		Relacible mater and an article		
	 			- 21	nuial muusiry		Priority water requirements		
<u></u>							of each category, information on equitable use of available		<u> </u>
	- 						resources, and on proper use		
							of evaluable resources. Safe		
							water as a concept , how to		
							protect safe water sources		
							by the community and by the		
	· · · · · · · · · · · · · · · · · · ·						individual, hyglene & sanita-		
							tion needs linked to water		
							sources, correct agricultural		
	1						practices.		
							Correct Industrial practices.		
			Recognition of unsafe water		Village level workers, village	3	Water is not free. It is a		
			sources, and avoidance of		leaders, paramedics, women		scarce, often non-renewable		
			such sources for personal		anganwadi workers, leachers,		source. What is sale water,		
			consumption		youth groups, NGOs		What are safe water sources		
							and how to protect them.		
							Information on pollution		

						_	<u> </u>	
	T T		T	T			factors and preventive	
	1			T^{-}			measures, on what water	
· · · · · · · · · · · · · · · · · · ·		1		1		1	sources not to use Encourage-	
····		1		1		1	ment of traditional practices	
		1		+	 		of sanitation and hypiene,	
		1		†		1	Information on techniques for	
	 		†	1-	<u> </u>	t-	monitoring water quality and	
ļ		 	†	+	 	_	for purification/treatment.	
<u> </u>		-	 	╁┈		 		
		 		╁┷╌		-	Personal and environmental	
ļ	 		<u> </u>	+		├	hygiene factors. Health edu-	`
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		ļ		-	<u> </u>			
<u> </u>			Responsible water manage-		Village level workers, village	<u></u>	4 Water management factors	
<u> </u>			ment at individual/communi	ly	leaders, paramedics, women,	<u> </u>		
			levels.	ļ	anganwadi workers, teachers			
		L	ļ. 	↓	youth groups, NGOs, District	L		
		L	ļ	L	administrators, PHD & Sani-	<u> </u>		
					tation Cells, health institu-			
		L			tions.	L		
		5	Minimising resort to expensi-		Dist administration, DRDAs,		Water conservation techni-	
			piped water supply through		PHED & Senitation cetts.		ques(community and house-	
			recognition of prime impor-		village leaders, village		hold), water harvesting/	
			tance of conservation/har-		level workers, NGOs, agricul-		storage techniques, agricut-	
			vesting techniques and the	1	turists.		tural usage factors, pump	
· · · · · · · · · · · · · · · · · · ·			hand-pump.				repair and maintenance infor-	
			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		1		mation	-
					†			
		6	Recognition of safe drinking	-	(As 4 above)	6	The respective roles of Govern-	
			water as a community res-	 `	1		ment and communities in	
			ponsibility, and of self-help				ensuring safe drinking water	-
	·		toward handpump care main-					
							sources, Information and	
			lenance.				training on HP maintenance and	
	····				ļ		care. Structures which can	
			·· ······				assure and Institutionalise com-	
					ļ		munity involvement.	
					<u> </u>			
			Revival of traditional atti-	7	Village level workers, village		Information on traditional	<u> </u>
			tudes toward personal and		leaders paramedics, women,		practices and structures,	
			community sanitation.		anganwadi workers, teachers		stress on socially responsible	
					youth groups, NGOs, District		practices and on equitable	
					administrators, PHED and		distribution, hygiene and	
					Sanitation Cells, health		health education	
	I				institutions.			
				b)	Rural industry	bì	Conservation and recycling	
		T					techniques for rural industry.	
		8	Water as a fundamental right	8	Village leaders, women,	8	Water is a scarce resource, to be	
 †					teachers, disadvantaged		distributed and used equitably.	-
	·			_	groups.		Information and education on the	
- 				$\neg \neg$	A		seperate needs of human, animal,	<u> </u>
							agricultural, and industrial	
		:					usages on safe water sources	
			·	-				
							and individual/community con-	
							servation techniques and com-	
							munity participation strategies.	
							Information and advice on	
							institutional structures for	

	1.	1				Т	user communities. Foresta-		
<u> </u>		1		\top			tion information/education.		
		1							
		1	9 Pollution control		9 District administrators.		9 Information a/id training on		
		1		T	DRDAs, VLWs NGOs, teachers		water pollution prevention	1	
		 	1		women's groups, PHOs and		and control		
				T	Sanitation Cells, conserva-				
	<u> </u>	1		1	tionists				
	 	+		1			1	<u> </u>	
		1 4	O Communication as a process	11	Decision-makers, PHEDs and	11	O Understanding communications		
	 	1 1	A COMMISSION ES E PIOCOS	 '''	Sanitation Cells (including	- ''	as behavioral responses, as a	 	
ļ		 		+	HP mistrie), VLWs, village		2-way process as 'listening'	<u> </u>	
				+	leaders teachers, mahilis				
ļ		/ -		+			as much as speaking. Basic		
	 	 	 	+	mandals, conservationists,		communication skills.		_
<u> </u>		↓		+	070		through training oppor-		
		↓		4			tunities at grass roots level.		
	<u> </u>	↓		┿		ļ			
<u> </u>		<u> </u>		ل			<u> </u>		
		11	COMMUNICATION OBJECTIVES	3: ACTI	ON	<u>·</u>	ļ. <u></u>		
	1			1					
	1	1	MAINTENANCE ACTION						
							l ·		1
LOCATION	LOCAL INSTITUTIONS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECCOMENDATIONS	COMMUNICATION
	INDIVIDUALS								SKILLS/TEAMS
				1	1				- CANALOG I SANO
As above	As above	1	Proper HP maintenance	1 1	PHED and Sanitation Cells,	1	Sale water sources, their	As above	As above
74 E2014	A 40010	 '	through community inviove-	 	DRD, Dist. administration,		protection and proper use:	AS GLOVE	100 EVITO
			ment	 	DRDAs, VLWs, village leaders,		community responsibility and		-
L	 		imani	 	NGOs, teachers, women's				
		-					participation; environmental		
					oroups agriculturists, agri-		hygiene factors; protecting	·	
			<u> </u>	 	cultural extension network.		area around HP; HP main-		
	<u> </u>		<u> </u>	↓	intermediate technology		tenance and repair techni-		
					groups.		ques structures which can	· · · · · · · · · · · · · · · · · · ·	
	ŀ	' '	<u> </u>	 '	<u> </u>		assure and institutionalise		
					<u> </u>		involvementment of user		
							communities.		
			CONSERVATION & PROTECTION	NACTI	ON				
			CONSERVATION & PROTECTION	N ACT	ON.				
							communities.		
		2	Available water conserved	2. a)	District administration, PHD	2	communities.		
		2	Available water conserved (individually and by comm-	2. a)		2	a), b), Water as a scarce, often non-renewable		
		2	Available water conserved	2. a)	District administration, PHD and Sanitation Cells, DRDAs	2	a), b), Water as a scarce, often non-renewable resource, conservation		
		2	Available water conserved (individually and by comm-	2. a)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women	2	a), b), Water as a scarce, often non-renewable resource, conservation techniques (Individual and		
		2	Available water conserved (individually and by comm-	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b), Water as a scarce, often non-renewable resource, conservation techniques (individual and community) including water		
		2	Available water conserved (individually and by comm-	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women	2	a), b), Water as a scarce, often non-renewable resource, conservation techniques (individual and community) including water harvesting & storage tech-		
		2	Available water conserved (individually and by comm-	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b). Water as a scarce, often non-renewable resource, conservation techniques (including water harvesting & storage techniques, revival of traditional		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b), Water as a scarce, often non-renewable rescurce, conservation techniques (individual and community) including water harvesting & storage techniques, revival of traditional structures; information on		
		2	Available water conserved (individually and by comm-	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b). 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		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b). 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;		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	3	a), b), Water as a scarce, often non-renewable rescurce, 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		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b), 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;		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b), Water as a scarce, often non-renewable rescurce, 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		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b), 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;		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b), 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		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b), 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;		
		2	Available water conserved (individually and by comm- unities)	2. a) b)	District administration, PHD and Sanitation Cells, DRDAs Village leaders, VLWs, women' groups, agriculturists, rural	2	a), b), 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		



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	<u> </u>		<u></u>	<u> </u>	Rural industry	<u> 나의</u>	Avoid water intensive ind-		L
1		ļ		I		1	ustries in scarcity areas:		1
			<u> </u>	1		T-	information on re-cycling		
			 	-		+		 	
	<u></u>		<u> </u>	↓			technology information on		
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		$\overline{}$		_		1	tion control.		
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		3	Available water protected]3	As 1 above	1	information and education on		<u> </u>
						Γ	water pollution and techniques		
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						├	for preventing pollution		
·		L	11		<u> </u>	<u></u> _	(both household and comm-		Ĺ
		,					unity practices); revival of		
						╆	traditional attitudes toward		
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[<u>t</u>		[<u> </u>	hygiene and sanitation;	<u> </u>	l
			[I	information on health factors		
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							(chemical and becteriological	<u> </u>	
l			<u>[</u>			L	contamination, excess iron,		·
	·					ſ	desatinisation): information		
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 			 				on how to monitor water		
<u> </u>	<u> </u>		•				quality: information on		
						1	water purification and	· · · · · · · · · · · · · · · · · · ·	
							treatment; protection of		
						——			
							area around HPs; an integ-		
	I I					1	rated understanding of water		
							sources and their linkages in		
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							terms of health, availability	1	
	T T					1	and management; guidance on		
							structures which can assure		
									
							and institutionalise involve-		
		<u>:</u>					ment of user communities;		
							de-mystify technology.		
			— <u></u>				33 (11) (12)		
									
			<u> </u>	1					
			HEALTH & SANITATION ACTION	ī					
									
		∔				——			
	·	4	Revival of traditional prac-	4	VLWs, village leaders,	4	information on traditional		
			tices of personal & community		paramedics, women, angan-		practices and structures.		
			sanitation		wadi workers, teachers, yout!		stress on socially responsible		
		[groups, NGOs, Dist administra	<u>. </u>	practices, information and		
		\neg	*		tion, PHED and Sanitation		education on hygiene and		
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					Cells, health instituions.		health factors.		
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	···	6	Recognition of unsale water	R.	VLWs, village leaders para-	Z.	Water is not free. It is a		
									
			source and avoidance of such		medics, women, anganwadi		scarce, often non-renewable		
			sources for personal consump	<u>- </u>	workers teachers, youth		resource. Priority to conser-		
			lion.		proups, NGOs		vation and protection of water		
	·····		*************************************	- #			sources.		
	·		— <u></u>						
	<u></u>						What is safe water.	<u></u>	
· T		- 1				ľ	What are sale water sources,		-7
							and how to protect them.		
			·	+					
							Information on pollution		
i	<u>:</u>						factors and preventive	<u> </u>	
							measures, on what water		
							sources not to use.		
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							Encouragement of traditional		

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seasible and for particularly reserved. Personal and reserved and services and services and services and services and services. Services and services and services and services and services an							├ ──	hygiene, information on tech-	· 	
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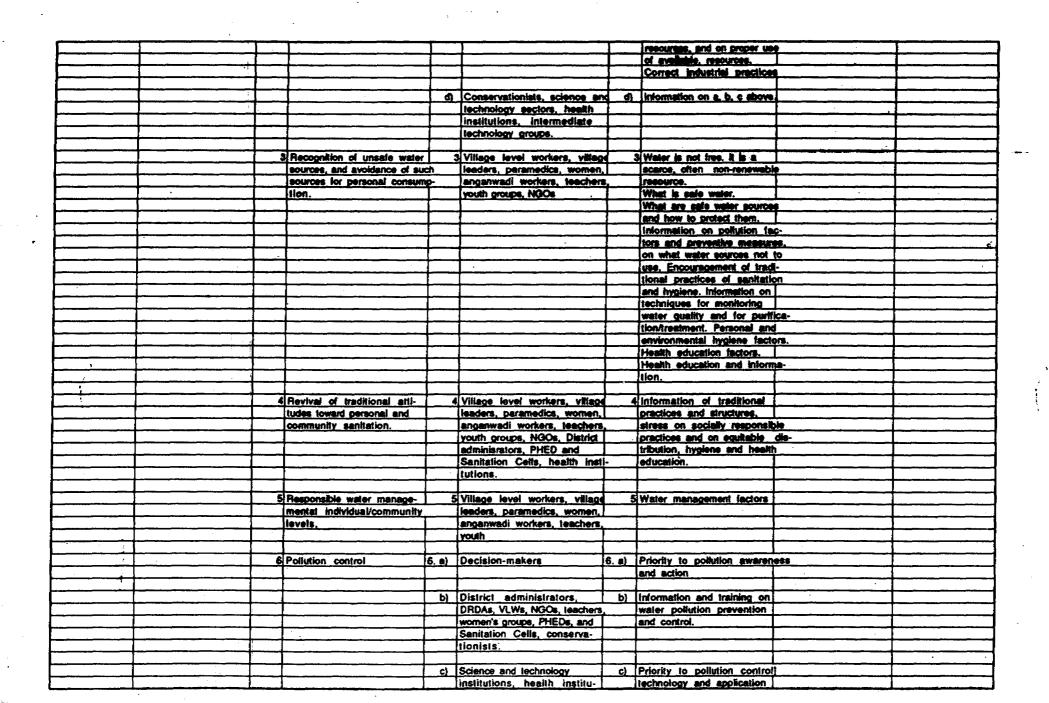
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		+			PHED & Sanitation Cells,		Systems made easy to use	 	
<u></u>		 		4	NGOs, agricultural extension	!	and understand. Structures		
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<u> </u>	<u> </u>	↓	<u>.)</u>	1	leaders.		Involvement of user		
						1	communities.		
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			TRAINING ACTION	1		 			
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		7.7	Upgraded training programme	" "	DRD, Dist administration,	1	1 Water management, personal		
	<u></u>		in water management and	↓	PHED and Sanitation Cells,	1	environmental hygiene and	<u> </u>	
		1	HP factors.	<u>1 </u>	NGOs, DRDAs, conserva-	1	health factors, PHED and	·	L
				Ι	tionists, scientific and	1	Sanitation Cell training,		
		T		T	technological institutions,	1	awareness and use of		
					intermediate technology	 	information systems, HP		
				!	· — — — — — — — — — — — — — — — — — — —	 			
		 		+	oroups.	₩	repair and maintenance.		
				 	 	-	Central Govt.'s role in		
		ļ		 		 	water management.		
		<u> </u>	<u></u>		<u> </u>		<u> </u>		
	•	11	Replication/extension of	12	Decision-makers, DRD, Diet.	12	information on local/regional		
			location-specific models		administration, ORDAs, PHED		experience and models.		
			through effective coomunics	:	and Senitation Cells, VLWs,	1	Structures to institutions-		
			tion.	1	village leaders, agricultural		lies involvement of user		
			11411.	 					
					extension network, science/		communities.		
				ļ	technology institutions.	<u> </u>			
				ļ	health institutions, interme-		<u> </u>		
			<u> </u>		diate technology groups			i	
				<u>L</u>	media.				
			SOCIAL ACTION			_			
			COOL NOTION	_					
									
									
		13	Equitable distribution of	13	Dist. administration, DRDAs,		Community padicipation		
			available water supply		VLWs,village leaders, NGOs,		responsibility in water		
					women groups, agricul-		management; personal use		
					turists, disadvantaged com-		and storage not at the cost		
	L .				munities.		of the community; the		
							special needs of die-	 	
							advantaged groups; proper		
				ļļ			industrial practices; water		
							technology de-mystified.		
			<u></u>						·
		14	More elective use of	14	Decision-makers, DRD,	_14	Communication is about		
			communication as a process.		DRDAs, PHED & Sanitation		behaviour, not just about		, , ,
					Cells, VLWs. village leaders		media and products. Media		
			<u> </u>		NGOs, agricultural extension		can assist behavioral		
					workers, women's groups,				
					MONNETS, WOTHERS GROUDS,		changes. Communication as		
					leachers.		a 2-way process, and not		
							communications as products.		
1	1		·				Importance of inter-personal		
							skills, the ability to listen,		
							and effective feedback		
······································				1			systems. Training in basic		
				-					
							communication skills for		
	<u> </u>		l				village level activists.	<u> </u>	



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		 	NATIONAL DRINKING WAT	ER MA	SION: FLUOROSIS	↓			
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		1	COMMUNICATION OBJECTIVES	SIATTIT	UDINAL CHANGE	ــــــــــــــــــــــــــــــــــــــ	<u> </u>		<u> 1</u>
		<u> </u>	1		L				
		Ι					T		
LOCATION	LOCAL INSTITUTIONS/	T	TARGET RESPONSES	T	TARGET AUDIENCES	T	MESSAGES	MEDIA RECOMMEN-	COMMUNICATION
	INDIVIDUALS	1				1		DATIONS	SKILLS/TEAMS
		1		1	1	 			1
mreli	Œ	1	Recognition of water as an	1, a)	Decision-makers, general	1. a)	Water is not free, it is a	inter-personal skills	CEE.
	AIMS		often non-renewable resource	●.	public, media		scarce often non-renewable	Workshop/aroup dia	HTA
	Ţ		A hotistic understanding of t		 	T	resource, Priority to conse		NIO
			water generated ecological					Printed leaflets	1
		 	THE PROPERTY OF THE PROPERTY O	1	 	 			
	 	├	 	+		 		Flashcards	
	+	 	 	 -		 		Posters	
		!	 	 	<u> </u>			Folk media	
	<u> </u>	<u> </u>	 	↓	<u> </u>	<u></u>	_	Video	<u> </u>
			·	1				<u> </u>	
				b)	District administrators, DRD	b)	Water is not free. It is a sca	irce,	
		I]]	Agencies, vittage level worke		often non-renewable resource		Ţ
		Γ		1	and village leaders, NGOs,		What is safe water.		
	† · · ·		† ************************************	 	women, teachers, youth group		What are safe water source	<u> </u>	
	 	 	 	 	agriculturists, rural industry		and how to protect them.	<u> </u>	
			 	 			Tallo from to protect them.		
			 	 	science & technology institu-				
	<u> </u>	ļ		 	tions & individuals, conserva				<u> </u>
	<u> </u>		<u> </u>		tionists, DRD staff	.	<u></u>		<u> </u>
				<u> </u>				<u> </u>	<u> </u>
		_ 2	An understanding of the dis-	2. 8)	Decision-makers, general	2. a)	Priority water requirements		
			tinct requirements of house-		public, media		of each category.		
			holdanimal, agricultural and				information on equitable use		
	 		industrial usages. An under-			 	of available resources, and o		
	 			 		 			
	 		standing of priorities, both	 	<u></u>	 	proper use of available		
	 		ecological and social				resources.	 	
 			<u> </u>	ļ		 	(
			<u> </u>	(b)	District administrators, DAD		Priority water requirements		
	<u> </u>		<u></u>		Agencies, village level wor-		of each category, information	1 on	
					kers and leaders NGOs, women	J	equitable use of available		
,					teachers, youth groups, agri-		resources, and on proper use	,	
······································	 				culturists, DRD stall.		of available resources, Sale		<u> </u>
	 		 				water as a concept, how to		
···	 								
	 			 			protect safe water sources b		
	 						community and by the indivi		ļ
	 						duel, hygiene & sanitation		
	<u> </u>			ليسيا			needs linked to water source	i i ,	<u></u>
	1						corrrect agricultural practic	8 5	
									f
	 						/		
	 			-	Rural industry		Relacity water considerate		
	L				rulai liiuusiry		Priority water requirements		
· · · · · · · · · · · · · · · · · · ·							of each category, Information equitable	1 00	





				Д	tions, intermediate technolo	YP			
					groups.	<u> </u>			
				(b)	Media	d)	Pollution control awarenes	8	
				T					
		Γ	7 Communication as a process		Decision-makers, PHEDs and		7 Understanding communicati	ons	7
			Ţ	1	Sanitation Cells (including H		as behavioral responses, as	1	
		T		1	mistris), VLWs, village		2-way process as 'listening		
				1	leaders, teachers, mahila	 	much as speaking. Basic co		
				1	mandals, conservationists,DF	1D	munication skills, through		
		T		1		Ť	training opportunities, at		
		7		1		1	grass roots level.		
		1		1		┪		<u> </u>	
		1		1		1	†		
				1	<u> </u>	1	 		
		1		 		 	·		
		111	COMMUNICATION OBJECTIVES	ACTIC	*N	1	† 		
		1		T	 		 		_
LOCATION	LOCAL INSTITUTIONS	1	TARGET RESPONSES	 	TARGET AUDIENCES	 	MESSAGE8	MEDIA RECOMMEN	COMMUNICATION
	INDIVIDUALS	†=	11.1.2.1.1.2.1.2.2.2.2.2.2.2.2.2.2.2.2.	 	THE CONTROL OF THE CO	+	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	DATIONS	SKILLS/TEAMS
		1	<u> </u>	 	 	1	 	WINE THE PROPERTY OF THE PROPE	TOTAL DI I EAMO
		1	CONSERVATION & PROTECTIO	WACTI	ON	 	 		
	- 		TOURSE THE TENTE OF THE TENTE O	77.7011	<u> </u>	 			
As above	As above	1 -	1 Available water conserved	1. a)	District administration.	┼	a), b), c), d), Water as a	An about	- I da abaya
AS SOUTH		 	(individually and by comm-		PHED and Sanitation Cells.	 '		As above	As above
<u></u>		 -	(unities)	 -	IDROAs	 	scarce non-renewable		
		-	Winties/	├──	Driums	 	resource, conservation tech	•	
		 		 	Miles Isades Milds		niques (Individual and	 	
	+	 	 		Village leaders, VLWs,		community) including water		
		 			women's groups, teachers,	├	harvesting & storage techni	• ,	
		 	 		youth groups, agriculturists,		ques, revival of traditional		
			 		rural industry.	 	structures; information on		
			 	إسبا			crop patterns that are not		
		 	 	<u></u>	Conservationists		water-intensive; conjunctiv	<u> </u>	
	 		 			-	use of surface and ground		
	_ 		 		Intermediate technology	ļ	water for irrigation; fore-		
		-		 	groups	l	station promotion, identifi-		1
		ļ	 	 _			cation of water souces to be		
							cation of water souces to be used for regeneration pur-		
							cation of water souces to be used for regeneration pur- poses; conservation techno-		
							cation of water souces to be used for regeneration pur- poses; conservation techno- logy and skills made easy to		
							cation of water souces to be used for regeneration pur- poses; conservation techno-		
							cation of water souces to be used for regeneration pur- poses; conservation techno- logy and skills made easy to understand.		
				e)	Rural industry	e)	cation of water souces to be used for regeneration pur- poses; conservation techno- logy and skills made easy to understand. Avoid water intensive indu-		
				9)	Rural industry	e)	cation of water souces to be used for regeneration pur- poses; conservation techno- logy and skills made easy to understand. Avoid water intensive indu- stry in scarcity areas; infor-		
				e)	Aural industry	6)	cation of water souces 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		
				e)	Rural industry	6)	cation of water souces to be used for regeneration pur- poses; conservation techno- logy and skills made easy to understand. Avoid water intensive indu- stry in scarcity areas; infor-		
						6)	cation of water souces 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		
		2	Available water protected		As 1 above	6)	cation of water souces 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		
		2	Available water protected			e)	cation of water souces to be used for regeneration purposes; conservation technology and skills made easy to understand. Avoid water intensive industry in scarcity areas; information on water freament and pollution control.		
		2	Available water protected			e) 2	cation of water souces 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. Information and education on water pollution and tech-		
		2	Available water protected			e)	cation of water souces 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. Information and education on water pollution and techniques for preventing pollution.		
		2	Available water protected			e)	cation of water souces 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. Information and education on water pollution and techniques for preventing pollution and techniques for		
		2	Available water protected			e) 2	cation of water souces 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. Information and education on water pollution and techniques for preventing pollution.		

	T	7	T	\top		7	practices); revival of tradi-	
		1	 	+		 	tional attitudes toward	
				+		 	hygiene and sanitation; infor-	
	 			+		-	imation on health factors	
							meaon on neum lactors	
	}	 -		 			(chemical and becteriological	
<u></u>	 			 		 	contamination,	
		<u> </u>			_ <u> </u>		fluorosis, excess iron, desa-	
				1	1	1	finisation); information on	
			I			I	how to monitor water qua-	
	1	T:	T			Ţ	lity; information on water	· ·
		1		1		1	purification and treatment;	
·				1			protection of area around	
ļ		+		 		 	HPs; and integrated under-	
ļ		+		 		 		
<u> </u>	 	+		∤		 	standing of water sources	
		 		 			and their linkages in terms	
<u> </u>				<u> </u>	ļ		of health, availability and	
L		┸	<u> </u>	<u> </u>		<u> </u>	management: guidance on	
							structures which can assure	
				1			and institutionalise involve-	
]	1	1	ment of user communities;	
		7		1		T	de-mystify technology.	
		1		1	17	1		
		1	† · · · · · · · · · · · · · · · · · · ·	 	 	 	 	
	 	 		 	 	 		
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		 	<u> </u>	<u>. </u>	<u> </u>			
	ļ	<u> </u>	HEALTH & SANITATION ACTIO	<u>N</u>	<u> </u>		<u> </u>	
	<u> </u>			<u> </u>			<u> </u>	<u> </u>
	<u> </u>		<u></u>					
]1	KAP: Fluorosis	1	Dist. administration,	1	Information poliution and	
					JPHED and Sanitaton Calls 1		CONTRIBUTION FACTORS.	
		-	 	 -	PHED and Sanitaton Cells,		Contamination factors,	
		_			VLWs, village leaders, para-		Fluorosis factors,	
					VLWs, village leaders, para- medics, women's groups,		Fluorosis 1sctors, sale water sources	
					VLWs, village leaders, para-		Fluorosis factors, safe water sources and their protection (indivi-	
					VLWs, village leaders, para- medics, women's groups,		Fluorosis factors, sale water sources and their protection (individual and community respon-	
					VLWs, village leaders, para- medics, women's groups,		Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what	
					VLWs, village leaders, para- medics, women's groups,		Fluorosis factors, sale water sources and their protection (individual and community responsibility), understanding what water resources not to use,	
					VLWs, village leaders, para- medics, women's groups,		Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti-	
					VLWs, village leaders, para- medics, women's groups,		Fluorosis factors, sale water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti- tudes towards hygiene	
					VLWs, village leaders, para- medics, women's groups,		Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti-	
					VLWs, village leaders, para- medics, women's groups,		Fluorosis factors, sale water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti- tudes towards hygiene	
					VLWs, village leaders, para- medics, women's groups,		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 factors; understanding the separate needs ofhuman,	
					VLWs, village leaders, para- medics, women's groups,		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 factors; understanding the separate needs ofhuman, animal agricultural and indu-	
					VLWs, village leaders, para- medics, women's groups,		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 factors; understanding the separate needs ofhuman,	
		2	Water purification and treat	2 8	VLWs, village leaders, para- medics, women's groups, NGOs, DRDAs		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 factors; understanding the separate needs ofhuman, animal agricultural and industrial usages.	
		2	Water purification and treat-	2. a)	VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs District administration, PHED	2	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 factors; understanding the separate needs ofhuman, animal agricultural and industrial usages.	
		2	Water purification and treatment techniques		VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs District administration, PHED and Sanitation Cells, VLWs,	2	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 factors; understanding the separate needs ofhuman, animal agricultural and industrial usages.	
		2			VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs District administration, PHED and Sanitation Cells, VLWs, village leaders, paramedics,	2	Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti- tudes towards hypiene factors; understanding the separate needs ofhuman, animal agricultural and indu- strial usages. a) &b). Water purification and treatment techniques for household and community	
		2			VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs District administration, PHED and Sanitation Cells, VLWs, village leaders, paramedics, women's groups, NGOs, DRDs,	2	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 factors; understanding the separate needs ofhuman, animal agricultural and industrial usages.	
		2			VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs District administration, PHED and Sanitation Cells, VLWs, village leaders, paramedics,	2	Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti- tudes towards hypiene factors; understanding the separate needs ofhuman, animal agricultural and indu- strial usages. a) &b). Water purification and treatment techniques for household and community	
		2			VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs District administration, PHED and Sanitation Cells, VLWs, village leaders, paramedics, women's groups, NGOs, DRDs, conservationists.	2	Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti- tudes towards hypiene factors; understanding the separate needs ofhuman, animal agricultural and indu- strial usages. a) &b). Water purification and treatment techniques for household and community	
		2			VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs District administration, PHED and Sanitation Cells, VLWs, village leaders, paramedics, women's groups, NGOs, DRDs,	2	Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti- tudes towards hypiene factors; understanding the separate needs ofhuman, animal agricultural and indu- strial usages. a) &b). Water purification and treatment techniques for household and community	
		2			VLWs, village leaders, paramedics, women's groups, NGOs, DRDAs District administration, PHED and Sanitation Cells, VLWs, village leaders, paramedics, women's groups, NGOs, DRDs, conservationists.	2	Fluorosis factors, safe water sources and their protection (individual and community responsibility), understanding what water resources not to use, revival of traditional atti- tudes towards hypiene factors; understanding the separate needs ofhuman, animal agricultural and indu- strial usages. a) &b). Water purification and treatment techniques for household and community	

		L		C)	Rural industry	c)	Purification and treatment	
							techniques specific to	
						1	industry.	
		3	Revival of traditional prac-	3	VLWs, village leaders, para-	3	Information on traditional	
			tices of personal and comm-	 	medics, women, anganwadi	† -	practices and structures.	
	· · · · · · · · · · · · · · · · · · ·		unity sanitation.		workers, teachers, youth	 	stress on sociativ respon-	
l			unity sanitation.			├		
				<u> </u>	groups, NGOs, Dist. admini-	<u> </u>	sible practices, information	
					stration, PHED and Sanitation	}	and education on hygiene and	
				Í	Cells, health institutions.	<u> </u>	health factors.	
							<u> </u>	
		4	Recognition of unsage water	4	VLWs, village leaders para-	4	Water is not free. It is an	
			source and avoidance of such		medics, women, anganwadi		often non-renewable	
			sources for personal consum-		workers, teachers, youth		resource. Priority to conser-	
			ption.		groups, NGOs.		vation and protection of	
							water sources.	
					<u> </u>		What is sale water,	
			·			—	What are safe water sources,	
							and how to protect them.	
						 		
				-			Internation on poliution	
							factors and preventive	
							measures, on what water	
							sources not to use.	
			<u> </u>				Encouragment of traditional	
							practices of sanitation and	
		l					hygiene, information on	
							techniques for monitoring	
							water quality and for purifi-	
							cation/treatment. Personal	
	****						and environmental hygiene	
							factors. Health education	
								
							factors. Health education	
							and information.	
			Sanifary standards main-		Dist. administration, PHED		Environmental hygiene	
		1	tained at HP site.		& sanitaton Cells (including		priorities; HP maintenance	
				1	HP mistris), VLWs, village		and repair information and	
					eaders, agriculturists,		fraining	
					paramedics, women's groups,			
		$\neg \neg$			leachers, youth groups, NGOs,			
					intermediate technology			
								
	+				groups.			
				 }		ابا		
			Proper HP maintenance		PHED and Sanitation Cells,		Sale water souces, their	
			hrough community involve-		DRD, Dist. administration,		protection and proper use;	
		!	nent.		DRDAs, VLWs, village leaders,		community responsibility	
<u> </u>			<u></u>		NGOs, teachers, women's		and participation, environ-	
					groups, agriculturists, agri-	T	mental hygiene factors;	
					cultural extension network,		protecting area around HP;	
					ntermediate technology		HP maintenance and repair	
		-			roups.		techniques; structures which	
					1.0.55.		can assure and institutionalise	
				+	·		involvement of user communities.	
			<u>.</u>		 	<u></u>	INVOIVEMENT OF USER COMMUNITIES.	

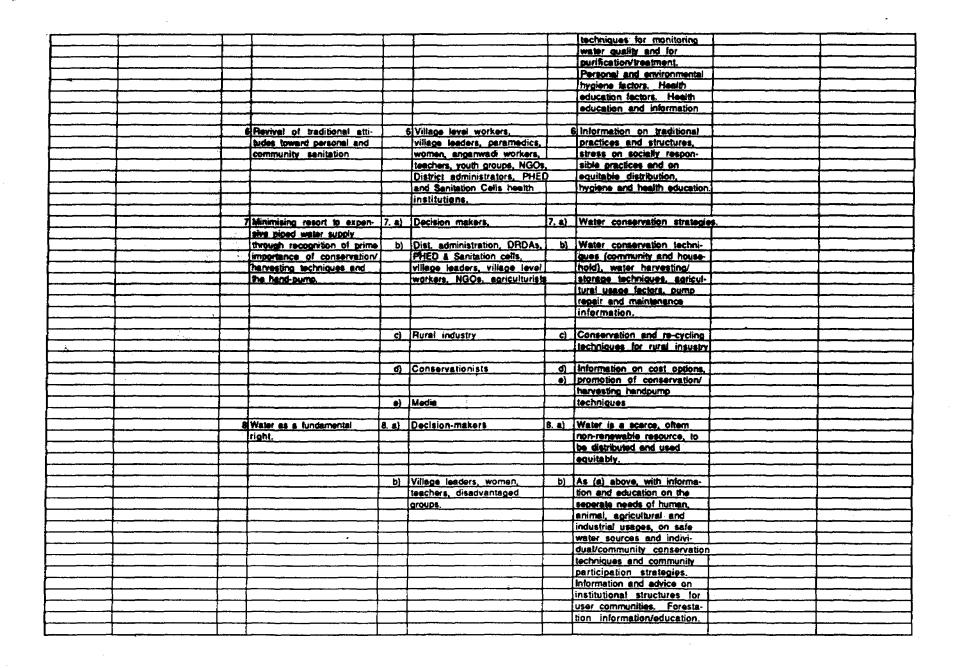
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 	 -			†		 		
 		 	 -			 	 	
		COLUMN DECATION ACTION						
 		COMMUNICATION ACTION			 -	<u></u>		
 		 		<u> </u>				
		More effective use of com-	1	Decision-makers, DRD,		Communication is about		
 		munication as a process.		DRDAs, PHED and Sanitation		behaviour, not just about		<u></u>
				Cells, VLWs, village leaders,		media and products. Media		
				NGOs, agricultural extension		can assist behavioral		
1				workers, women's groups,		changes. Communication as		,
				teachers, NGOs, conserva-		a 2-way process, and not		
				tionists, media specialists.		communications as products		
 		····		tionists, media speciansis.		Importance of inter-persons		····
 								· · · · · · · · · · · · · · · · · · ·
 						skills, the ability to listen,		
 				L.,		and effective feedback sys-		
 						tems. Training in basic com-		
 						munication skills for village	·	
 						level activists.		
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			 	+		+	 	 	
			NATIONAL DRINKING WAT	FO U	SSION: WATER	+		<u> </u>	
	- 		TABLE & WATER CONSER			+			
			TABLE & WATER CONSER	<u> </u>	133023	+	-		+
			COMMUNICATION OBJECTIVE	S: ATT	TIPPIAL CHANGE	+			
		-	COMMONICATIONS	T	TOOKAL CIDANGE	╅			
	<u> </u>					†			
OCATION	LOCAL INSTITUTIONS		TARGET ATTITUDES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMEN-	COMMUNICATION
	INDIVIDUALS							DATIONS	SKILLS/TEAMS
				4	0.00	 		<u> </u>	11.0000
lehtene	Sankat Niveran Semiti		Recognition of water-table	1. (1)		1. 0)		Slide or video presen-	UNICEF
aberkante	(Mehapna)		issues and hazards of deep-	┼	public.	┼	scarce, often non-renewable		НТА
	Foundation for Public		drilling. Recognition of	 	 	—	resource. Priority to con-	options. Community	
	Interest (Ahmedabed)		water as an often non-		 		servation and protection of	discussions. Inter-	
 	Sewa (Banaskantha)		renewable economic resource		 	├ ──	water sources.	personal skills.	
	 		A holistic understanding of	┼	 	 	ļ		
			the water-generated ecolo-	 	 	 			
	 		gical cycle.	 		 	 		
 	 			 	55-14-1-14-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	 			
			<u> </u>	ы	District administrators, DRD	D)	Water is not free, It is a		<u> </u>
	4			├	Agencies, village level	—	scarce, non-renewable		ļ
				 	workers and village leaders,	ļ	resource. What is safe		
	 			ļ	NGOs, women, teachers,		water. What are safe water		ļ
	ļ 			├	youth groups, agriculturists,		sources, and how to protect		ļ
	 				rural industry, science &		them.		<u> </u>
	 				technology institutions &	<u> </u>			ļ
	<u> </u>				individuals, conservationists				
	<u> </u>				DRD staff.		<u> </u>		
									
,			Understanding alternatives	2	District administrators, DRD	2	Options and alternatives to		
			to deep-bore drilling/water		Agencies, village level		deep-bore drilling		
	ļ		mining.		workers and village leaders,				
	ļ				NGOs, women, teachers,				
					youth groups, agriculturists,				
				<u> </u>	rural industry, science &				
	<u> </u>				technology institutions &		·		
	L				individuals, conservationists				
	 				DRD staff.			 	
			4	2 61	Oppiding maligned			<u> </u>	
	 		An understanding of the	J. B)	Decision-makers, general public.	3. 8)	Priority water requirements		
	 		distinct requirements of		public.		of each category.	·····	
	 		household, animal, agricul-				Information on equitable use		
	 		tural and industrial usages.	<u>+</u>			of available resources, and		
			An understanding of prioritie				on proper use of available		
	 	-+	both ecological and social				resources.	· · · · · · · · · · · · · · · · · · ·	
	 				Berlie - Aller		<u></u>		
_	 			D)	District administrators, DRD Agencies, village		Priority water requirements		
	1				LIMIL BOOKSIOS Wileas I		of each category. Infor-		

	•••••	••••••	

	,		T		level workers and leaders	т	metion on equitable use of			1
}		+-		†	NGOs, women, teachers,	+	evailble resources, and on			1
					youth groups, agriculturists,		proper use of available			,
					ORD staff		resources. Sale water as			4
				↓			a concept, how to protect			1
	<u> </u>		***	↓			safe water sources by the		<u></u>	4
	 					—	community and by the indivi-			4
	 		+	+		+	dual, hygiene & sanitation			(
ļ			 	+		+	needs linked to water			(
 				 		+	sources, correct agricultural practices.			1
			+	†	 	 	practices.			i .
				(c)	Rural industry	 	Priority water requirements			1
							of each category. Infor-			4
							mation on equitable use of			ı
				\Box			available resources, and on			1
							proper use of available			1
	<u> </u>		<u> </u>				resources. Safe water as			į.
 	ļ						a concept, how to protect			4
	 		 				safe water sources by the			1
	 				 		community and by the indivi-			1
						 	dual, hygiene & senitation needs linked to water			4
	 		 			 	sources, correct agricultural			i
	† 				1	 	practices.			i
				Γ			Correct industrial practices.			1
		\Box				1				i
					Local conservationists.	d)	Information on a, b, c above.			1
	<u> </u>		1		science & technology sectors,					ı
	 		 		health institutions, inter-	 	 			i
	 		 		mediate technology groups.		 			i
			A December water manage		Altillage found workers with		Autono			1
			4 Responsible water manage- ment at individual/community		4 Village level workers, vitt- age leaders, paramedics, wom		Water management factors in Mehsans.			ı
	 	-	levels.		anganwadi workers, teachers,		III Menegra.			i
	· · · · · · · · · · · · · · · · · · ·		1		youth groups, NGOs, District					i
					administrators, PHED and			1		1
					Sanitation Cells, health					i
			J		institutions.					1
			4	'	<u> </u>	 '				i
			5 Recognition of unsafe water		5 Village level workers,	<u>↓5</u> ′	Water is not free. It is a			į.
	ļ		sources, and evoidance of		village leaders, paramedics,	/ '	scarce, non-renewable			4
		-+	such sources for personal		women, anganwadi workers,	 '	resource.			1
			consumption.		teachers, youth groups, NGOs		What is safe water			i
	 		 		 		What are safe water sources and how to protect them.	:		1
	, 		 		 		Information on pollution			4
	·			——		,	factors and preventive			1
	·		1			·	measures, on what water			i
	 					, 	sources not to use. Encou-			i
						, — ,	ragement of traditional			i
							practices of sanitation and			i
						,	hygiene. Information on			i



·									
		1	<u> </u>	<u> c)</u>	INGOs and conservationists	(c)	As in a & b above, with	1	
							specific emphasis on		
		<u> </u>					institutional structures.		
		<u> </u>		<u> </u>		I	1		
		<u> </u>		d)	Media	a	As in a & b above.		
		9	Pollution control	9. 4)	Decision-makers	9. a)	Priority to pollution control	1	
						1	awareness and action	1	
		T]	1		1		1	
			T	(b)	District administrators.	bì	Information and training		
				1	DRDAs, VLWs, NGOs, teachers		on water pollution control		
		;	T	1	womens groups, PHEDs and		prevention and control		
					Sanitation Cells, conserva-			† 	
			1	—	tionists	1		f	
		1		1		†			
	1	1		(1)	Science and technology		Priority to pollution control	 	
——	 		 	1	institutions, health institu-		technology and application.		
 		1	† 	 	tions, intermediate techno-		INCHARACT BITO SPENCEROIL	 	+
		1	 	 	logy groups				+
 		 		† 	TOUT GROUPS	├── ─┤		 	
1		 	 		Medie		Daltation and at a second	 	
		 		01	Wedrie	9)	Pollution control awareness	<u> </u>	
		10	Communication as a process	 	Desiring makes a DUED.		11 4 14 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	<u></u>	
ļ		10	Communication as a process	 !5	Decision-makers, PHEDs and		Understanding communication	<u> </u>	
				ļ	Sanitation Cells (including		as behavioralresponses, as	l	
		}		 	HP mistris), VLWs, village		a 2-way process as listening		
		 -		├	leaders teachers, mahita		as much as speaking.	ļ	.
					mandais, conservationists,		Basic communication skills,	<u> </u>	<u> </u>
					ORO.		through training opportunitie	3	
	_ 						at grass roots level		
ļ									
									<u> </u>
								<u> </u>	
	<u> </u>			<u></u>					<u> </u>
	<u> </u>		(I COMMUNICATION OBJ	ECTIV	ES: ACTION				1
									J
LOCATION	LOCAL INSTITUTIONS		TARGET RESPONSES		TARGET AUDIENCES		MESSAGES	MEDIA RECOMMEN-	COMMUNICATION
	INDIVIDUALS					I		DATIONS	SKILLS/TEAMS
As above	As above			1. a)	District administration,	1	s, b, c, d. Water as a scarce	As above	As above
			(individually and by comm-		PHED, and Senitation Cells,		often non-renewable		
			unities)		DRDAs		resource conservation techni-		
	<u> </u>					[6	ques (individual and communi	ty)	
		{		b)	Village leaders, VLWs	î	including water harvesting		
		I			women's groups, agricul-		& storage techniques, revival		
		\Box I			turists, rural industry.		of traditional structures;		
							nformation on crop patterns		
				c)	Conservationists		hat are not water-intensive;	······································	
						\rightarrow	onjunctive use of surface		
				d)	Intermediate technology		and ground water for irriga-		1
	1						ion; forestation promotion.	· · · · · · · · · · · · · · · · · · ·	<u> </u>
	1.						dentification of water		
	†				- 	-	sources to be used for		
	 						egeneration purposes; con-		
	 						egeneration purposes; con-		

L					1	skills made easy to under-		<u> </u>
					I	stand.		
					1			
			- (0	Rural industry	•1	Avoid water intensive indust	~	
h			- 21	TOTAL TROUBLY	 ""	in scarcity areas; information		
ŀ ───					 		1	
ļ 						on re-cycling technology;		
					↓	information on water treat-	· · · · · · · · · · · · · · · · · · ·	
						ment and pollution control.		
					l		•	I
		2 Alternatives to deep- bore	2	As 1 above	2	Options and alternatives		
		drilling/water mining prac-				to deep-bore drilling		
		tices in Mehsana				explained and demonstrated.		[
_		eces in mensalis.		·		expenses and commissioner.		
				·	 			
L						l		L
L	<u></u>	3 Available water protected	3	As 1 above		Information and education on		
						water pollution and techni-		
			1			ques for preventing pollution		
· · · · · · · · · · · · · · · · · · ·						(both household and comm-		
						unity practices); revival of		· · · · · · · · · · · · · · · · · · ·
			-					
, 				,		traditional attitudes toward		
				**************************************		hypiene and senitation; infor-		
						metion on health factors	· · · · · · · · · · · · · · · · · · ·	
			1			(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 under-		
						standing of water sources		
		_1.			I	and their linkages in terms		
					\neg	of health, availability and	· · · · · · · · · · · · · · · · · · ·	
						management; guidance on		
				·		structures which can assure		·
								
				·		and institutionalise involve-		
			 ↓			ment of user communities;		
						de-mystify technology.		
		4 Upgraded training programme		Decision-makers, DRD,		Information on local/regional	<u> </u>	
		in water management		Dist. administration, DRDAs,	I	experience and models.		
			1	HED and Sanitation Cells.		Structures to institutionalise	7	
				LWs, village leaders, agri-		involvement of user comm-		
				ultural extension network.		unities.		
		- - - - - - - - 		cience/technology institu-			····	
								·
				ons, intermediate techno-		·		
		 	110	ogy groups, media.				
		5 Crop patterns which reflect	5[C	ecision-makers in agricul-	5	Information and training on		
		water conservation/manage-		ure, DRD, agriculturists.	1	relevant crop patterns,		
		ment needs.		gricultural extension net-		water conservation KAP.		
		7,000		rork VLWs, village leaders.		conjunctive irrigation prac-		
					- 11	CHICKER AND THE COMPANY OF A CO.		
				eachers, conservationists.		tices, forestation.		



B Equitable distribution of available water supply. Available supply					7				T
exhibits water supply. administration, DRDAs, VLWs. and responsibility in water			S Equitable distribution of	-	S Desiries makes DOD Dist	 -	Community and singuish		
vision beders, NGCs. memogenent, personal use wemming proper, seachers, search services wemming proper, searchers, search searc	· · · · · · · · · · · · · · · · · · ·			+				 	
wemen's groups, leachers, you'th groups, agriculturally pregisters of disadvanteged groups; disadvanteged communities, industry, conservationists, proper gricultural precises; media, water technology de-mystified. 7 Revival of traditional pract. 7 VI.Ws. village leaders, para- 7 Information on traditional bacs of personal & communities, women, angenwedi precises and structures, women, unity sanitation. workers, teachers, youth a trass on sociality responsible workers, teachers, youth a stress on sociality responsible of stretting, and the stretting, practices, information and stretting, Price and stretting, and stretting, price and stretting, and stre	 		avenable water supply.	+		}		 	
disadvantaged communities, of disadvantaged groups; disadvantaged communities, industry, conservationists, proper grapticities; proper grapticities; madia. 7 Plavival of traditional pract. 7 V.W.s. village leaders, para practices and structures, madics, women, angenwaria. 6 Ses of personal & community sanitation. 9 Groups, NGOs, Ost. admire. 9 Cells, health institutions. 9 Placognition of unsale water styres, health institutions. 9 Placognition of unsale water styres, subtractices, subt				+		 		 	
dissoventaged communities, proper agricultural practices; industry, conservationists, proper industrial practices; media.			 	+		┼—			
industry, conservationists, proper industrial practices; made: made: 7 Revival of traditional prac- Stees of personal & committees, seekers, pare: 10 Sees of personal & committees, seekers, youth saries on socially responsible or crows, Rock, Spid. demanders, seekers, youth saries on socially responsible or crows, Rock, Spid. demanders, seekers, youth saries on socially responsible or crows, Rock, Spid. demanders, seekers, youth saries on socially responsible or crows, Rock, Spid. demanders, seekers, youth saries on socially responsible or practices, information and stretten, PRID and Sanitation. 8 Recognition of unsale water 8 VIV.Ws, village leaders, para 8 Water is not free. It is a often source and avoidance of medics, women, anganwed; searce non-menewable resources for personal workers, south village leaders, para 9 Water size of personal searce non-menewable resources or personal workers, south village leaders, Proprity to conservation or consumption. 9 Sentiary standards and personal season or south seek water. What is sets water sources, and now a protection of water sources, and now a protection of sets water sources, and now a protection of laterial and protection of sets water sources. 9 Sentiary standards main protection on pollution information on pollution information on sets of the protection of purification/treatment. 1	}					├		L	
media. water technology de-mystified. 7 [Revival of Iraditional prac- 6ces of personal & comm- unity sanitation. workers, bearbers, voices, senders, such stress, such senders, such sender						├			
7 Plevival of Iraditional pract 9 cess of personal & comm- 10 medics, women, angamwell 10 mity sanitation. 10 motives, teachers, youth practices and structures, services, report services, receives, reportable practices, information and structures, services, receives, receives, reportable services, receives, para. 10 Recognition of unsafe wells of medics, women, angamwedi scarce non-renewable such sources for personal workers, teachers, youth resource. Priority to conservation and protection of water sources, what is sels water. 11 miles and protection of water sources, what we sets water sources, and how to protect them, information on pollution (factors, and prevention). 12 messures, on what water sources on the use. 13 messures, on what water sources on the receive of them. 14 messures, on what water sources on the use. 15 messures, on what water sources on the use. 16 messures, on what water sources on the use. 17 messures, on what water sources on the use. 18 messures, on what water sources on the use. 19 messures, on what water sources on the use. 19 messures, on what water sources on the use. 19 messures, on what water sources on the use. 19 messures, on what water sources on the use. 20 messures, on what water sources on the use. 21 messures, on what water sources on the use. 22 mentioning and information on techniques for mentioning water quality and for purification fectors. Health education leators. Health education leators. Health education leators. Health education leators. Health education and information. 22 mentioning receives and prevention and leaders, spriculturates, preventioning.						╄		<u> </u>	
7 Flevival of traditional prac. 5ces of personal & community annatation. workers, teachers, youth sprease on society responsible workers, teachers, youth sprease on society responsible practices, information and the practices of sprease on society responsible practices, information and the practices of practices, information and protection of medics, women, angenwedi score non-renewable workers, teachers, youth resources. Provinty to conserve the practices of props, NGOs. What are sets water sources. What are sets water sources, and how to protect them. Information on pollution Information on polluti			 	 	media.	 -	water technology de-mystife	ed	
7 Flevival of traditional prac- Sces of personal & community annitation. 9 Senitary standards main- 10 Senitary standards standards main- 10 Senitary standards standards main- 10 Senitary standards standards main- 10 Senitary				——	 	_			ļ
Bioss of personal & communitation. Individual practices and structures, Individual practices and structures, Individual practices, Individua				 		Ļ			
unity sanitation. Workers, teachers, youth procedure and socially responsible of the couples, MCOs, Dist, admini- practices, information and stration, PHD and Sanitation education on hypiene and cells, health institutions. Biffecognition of unsale water of medics, women, anganwed scarce non-renewable auch sources for personal workers, leachers, youth resource. Priority to conservation of consumption. Consumption. Props, NGOs. Water sources, water sources, and how to protect them. Information on pollution information on pollution and processor or water sources not to use. Encouragement of traditional practices of sanitation and hypiens. Information on purification on the purification of the purification on the purification of the purification on the purification of the purification on the purification on the purification on the purification of the purif				1	VLWs, village leaders, para-				ļ
Joropes, NOGs, Dist, adminition parachices, information and strettion, PNO as Dist, adminition parachices, information and education on hypiene and				ļ	medics, women, anganwadi	↓		<u> </u>	
Stration, PHD and Senitation Cells, health institutions. B Recognition of unsels water source and avoidance of such sources for personal consumption. SVMster is not free, it is a often medics, usage leaders, para- source non-renewable such sources for personal consumption. Groups, NGOs. Water sources. What are sets water sources. What are sets water sources. What are sets water sources. Information on pollution Incores, and preventive measures, or what water sources not buse. Encouragement of traditional practices of saniation and hygiene. Information on purification/reatment. Personal and environmental hygiene factors. Health education and information, purification and information, education factors. Health education and information, education and information and leaders, agricultrists, leaders, agricultrist, leaders, agricultris			unity sanitation.			<u> </u>		9	<u> </u>
Cells, health institutions. B Recognition of unsale water B VLWs, village leaders, para- Bource and avoidance of medics, woman, anganwadi scarce non-renewable scarce non-renewable workers, teachers, youth resource. Priority to conservation and protection of water sources for personal groups, NGOs. What is eafe water. What is eafe water. What is eafe water sources and how to protect them. Information on pollution Information on the practices of sanitabou and hygiene. Information on Information on techniques for monitoring water quality and for purification/treatment. Personal and environmental hygiene returns. Health education lactors. Health education and information. Information and information and leaders, spill priving and repair information and leaders, spillutivists, VLWs, village and repair information and leaders, and repair information and leaders, and repair information and leaders, and repair information and leaders and repair information and leaders.			<u> </u>	↓	oroups, NGOs, Dist. admini-				
B Recognition of unsafe weter Source and evoidance of medics, women, anganwed scarce non-renewable such sources for personal workers, teachers, you'n resource. Priority to conservation and protection of water sources. What are safe water sources. What are safe water sources. What are safe water sources. Information on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional practices of sanitation and preventive measures for personal and the purification on pollution factors and preventive measures, on what water sources not to use. Encouragement of traditional practices of sanitation and hygiene. Information on pollution on techniques for monitoring water quality and for purification/teatment. Personal and environmental hygiene factors. Health education and information. 9 Senitary standards main. 9 Dist. administration, PHED 8 Pervironmental hygiene barries, IHP maintenance and repair information and leaders, and repair information and leaders are repair and repair information and leaders are repair and repair informa			<u> </u>	<u> </u>		L		<u> </u>	
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such sources for personal workers, teachers, youth resource. Priority to conserve consumption. consumption. groups, NGOs. water sources. What is safe water. What is safe water sources. and how to protect them. Information on pollution Information on pollution Information on water water sources of the sources of			source and avoidance of	1	medics, women, anganwadi		scarce non-renewable		
Water sources.			such sources for personal	I	workers, teachers, youth		resource. Priority to conser-		
Water sources.			consumption.	Ι	groups, NGOs.		vation and protection of		
What is sefe water.							water sources.		
and how to protect them. Information on pollution [actors and preventive] [actors and preventi]		1			
and how to protect them. Information on pollution [actors and preventive] [actors and preventi				T			What are sale water sources.		
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Personal and environmental hygiene factors. Health ducation factors. Health education and information. Sanitary standards main- tained at HP site. Sanitation Cells (including priorities; HP maintenance HP mistris), VLWs, village and repair information and leaders, agriculturists, training.			† - ^ 	├──					
hygiene factors. Health education factors. Health education factors. Health education and information. 9 Senitary standards main- tained at HP site. Senitation Cells (including priorities; HP maintenance HP mistris), VLWs, village and repair information and leaders, agriculturists, training.				├──					
education factors. Health education and information.			 	 					
9 Senitary standards main: 9 Dist. administration, PHED 8 9 Environmental hygiene Sanitation Cells (including priorities; HP maintenance HP mistris), VLWs, village and repair information and leaders, agriculturists, training.		+		 	ļ — — — — — — — — — — — — — — — — — — —				
9 Sanitary standards main- 9 Dist. administration, PHED 8 9 Environmental hygiene tained at HP site. Sanitation Cells (including priorities; HP maintenance HP mistris), VLWs, village and repair information and leaders, agriculturists, training.				 	 				
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tained at HP site. Sanitation Cells (including priorities; HP maintenance HP mistris), VLWs, village and repair information and leaders, agriculturists, training.			Capitani atandardais		Dist. ad-listed to a second		F-M		
HP mistris), VLWs, village and repair information and leaders, agriculturists, training.		_		ļ <u>9</u>		9		L	<u> </u>
leaders, agriculturists, training.			IMPRO AL HY SITE.						
									
							training.		
paramedics, women's groups,									
teachers, youth groups, NGOs									
intermediate technology									
groups.					groups.				
				ļ	<u> </u>				
10 Water purification and 10, a) District administration, 10 a) & b) Water purification									
treatment techniques. PHED & Sanitation Cells, and treatment techniques			treatment techniques.	L					
VLWs, village leaders, para- for household and community			<u> </u>		VLWs, village leaders, para-	T	for household and community		

┸—		<u></u>	medics, women's groups,	L	purposes.		
			teachers, youth groups, NGOs,				<u> </u>
			ORDs, conservationists.		<u> </u>		
		bì	Agriculturists				
			·				I
\mathbf{L}		c)	Rural industry	c)	Purification and treatment		
					techniques specific to		
					industry.		
1		 					
1. 11	Proper HP maintenance	11	PHED and Senitation Cells.	11	Safe water sources, their		
I	through community involve-		DRO, Dist. administration,		protection and proper use:		
Γ	ment.		DRDAs, VLWs, village leaders,		community responsibility	· · · · · · · · · · · · · · · · · · ·	<u> </u>
1		1	NGOs, teachers, women's		and participation; environ-]
5.357	1		groups, agriculturists, agri-		mental hygiene factors:		
T		\vdash	cultural extension network.		protecting area around HP:		
1			intermediate technology		HP maintenance and repair		· · · · · · · · · · · · · · · · · · ·
1		 	groups.		techniques; structures		
 					which can assure and insti-		
1					tutionalise involvement of		
12	More effective use of	12	Decision-makers, DRD.	12	Communication is about		
1	communication as a process.		DRDAs, PHED and Senitation		behaviour, not just about		
			Cells, VLWs, village leaders,		media and products. Media		
		·	NGOs, agricultural extension		can assist behavioral		· · · · · · · · · · · · · · · · · · ·
1	 	 	workers, women's groups,		changes. Communication		
1	<u> </u>		teachers, NGOs, conserva-		as a 2-way process, and not		
 			tionists, media specialists.		communications as products.		
 T			Transfer appendigness.		Importance of inter-personal	· · · · · · · · · · · · · · · · · · ·	
1	 				skills, the ability to listen.		
 <u> </u>	<u> </u>		· · · · · · · · · · · · · · · · · · ·		and effective feedback		
t					systems. Training in basic	i	· · · · · · · · · · · · · · · · · · ·
1					communication skills for		
 					village level activists.		
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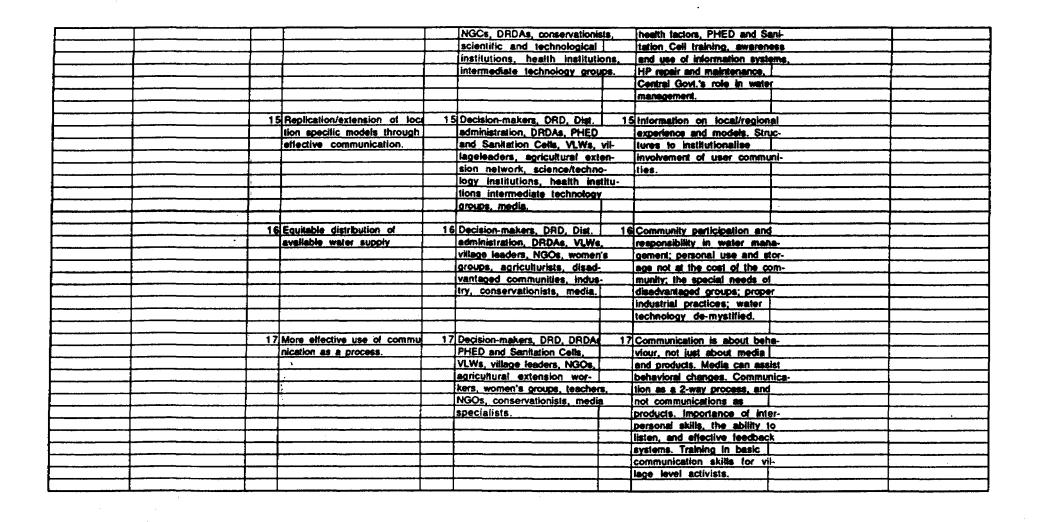
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		 				 	1	 	-
		1-	NATIONAL DRINKING WATE	ER MIS	SSION: WATER CONSERVATE	ON.	†	}	
	† · · · · · · · · · · · · · · · · · · ·	 	THE TOTAL STREET		I CONSTITUTION	""	 		
	<u> </u>	1-	 			 	 	· · · · · · · · · · · · · · · · · · ·	
	 	 	COMMUNICATION OBJECTIVES	ATTI	TIDINAL CHANCE	+			
		╀──	TOOMING TOOLECTIVES	401111	DINAL CHANGE	 			
2047011	LOCAL INSTITUTIONS/	 	TARCET DECRONSES	+	TABOUT ALIOUSIOSO	 	1.5001.050		1001000000
OCATION	INDIVIDUALS	┼	TARGET RESPONSES	 	TARGET AUDIENCES	 -	MESSAGES	MEDIA RECOMMEN-	COMMUNICATION
	INDIVIDUALS	├	 	╁	 	 		DATIONS	SKILLS/TEAMS
	Cadavas Mata and	-	d to teste teste estada	 	District design				10000
ehod	Sadguru Water and		1 Lift Irrigation techniques	1. a)	District administration, PHED		information and training on		UNICEF
anchmahals)	Development Foundation	7	utilized.	 	and Sanitation Cells, DRDAs		lift irrigation techniques an		НТА
	CHETANA	ļ		-	<u> </u>		practices	Drawing and graphic	CHETANA
		↓		Ы	Village leaders, VLWs,			skills	NIO
		<u> </u>			women's groups, teachers,	<u> </u>		Puppelry	
	<u> </u>		<u> </u>	<u> </u>	youth groups, agriculturists,	<u> </u>		Print	J
	<u> </u>				rural industry.			Photography	
	L							Video	
				c)	Conservationists				
		Ι.,		d)	Intermediate technology				
					groups				
									
,				el	Rural Industry.				1
	•								· · · · · · · · · · · · · · · · · · ·
		2	Available water conserved	2	As 1 above	2	Water as a scarce often nor		
							renewable resource. Conserv		
							tion techniques (individual a	nd	
							community) Including water		
			<u> </u>				harvesting & storage techni-		
					·				
							ques revival of traditional		<u> </u>
							structures; information on c		
			 				patterns that are not water-		
							intensive; conjunctive use of		
		_					surface and ground water for		
							irrigation; forestation promi		
							tion, identification of water		
							sources to be used for regen	era-	
							tion purposes; conservation		
							technology and skills made		
							easy to understand.		
							Avoid water intensive		
							industry in scarcity areas;		
	1						information on water treat-	!	
							ment and pollution control.		
							pondion comiton		
			†				 +		
			Available water protected		As 1 above		Information and education		
_ 			Available water projected		v2 i sevons				
-			 		L		on water pollution and tech-	<u> </u>	
	<u>J</u>				L		niques for preventing pollution	on	ļ <u>.</u>
			·				(both household and comm- unity practices)		

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		+	 	+		├ ──			
		 	 	 			<u> </u>	· · · · · · · · · · · · · · · · · · ·	
		 			<u></u>		<u> </u>		
		ш	COMUNICATION OBJECTIVES:	ACTI	<u> </u>	 	 		_
OCATION	LOCAL INSTITUTIONS	 	TARGET RESPONSES	├	TAROCT ALICICIONO	├	140004000	FOM DECOME 4531	000 0 0 000 000
CAIKN	INDIVIDUALS	 	IAMUEI MESPUNSES	 	TARGET AUDIENCES	├		EDIA RECOMMEN	COMMUNICATIO
	INDIVIDUALS	├	 	 		Į	ļ <u> U/</u>	ATTIONS	SKILL/TEAMS
\	de et ese		11 144 1 1 1 1 1 1	 	 	 	 		
As above	As above		Lift Irrigation techniques	 _	1 as below a), b), c), d}, e).	`	Information and training on As	S SDOVE	As above
	~ 		utilised.	 	 	ļ	Iff irrigation techniques and		
		 	 	↓	<u> </u>		practices.		
		<u> </u>		ļ			 	~~~	
			Available water conserved	2. 4)	District administration, PHED	ļ	a), b), c), d). Water as a		
			(individually and by comm-	↓	and Sanitation Calls, DRDAs.		scarce often non-renewable		_
			unities)	 		L	resource, conservation tech-		
				<u>b)</u>	Village leaders, VLWs, wome	p's	niques (individual and comm-		
			ļ <u>.</u>	<u> </u>	groups, leachers, youth	Ļ	unity) including water har-	····	
· ·	<u> </u>		ļ	L	groups, agriculturists, rural		vesting & storage techniques.		
					industry		revival of traditional		
	<u> </u>		<u></u>				structures: information on		
			·	(2	Conservationists		crop patterns that are not		
				L			water-intensive; conjunctive		
	<u> </u>			d)	intermediate technology		use of irrigation; forestation		
					groups		promotion, identification for		
	<u> </u>						regeneration purposes; con-		
							servation technology and		
							skills made easy to understand.		
	L				\\\\				
				•	Rural industry	8)	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-	·	
,					<u> </u>		tices); revival of traditional		
							attitudes toward hygiene and		
							sanitation; information on		
	† f				· · · · · · · · · · · · · · · · · · ·		health factors (chemical and		
	 						bacteriological contamination,		
	 		 			; 	guines worm, fluorosis, excess		
	 						Iron, desalinisation); informa-		
	 						tion on how to monitor water		
	 						quality; information on water		*
	 						purification of area around		
	 								
	 		-				HPs: an integrated under-		
 	1						standing of water sources and		
	 						their linkages in terms of		
<u></u>	 						health, availability and		
	1			- 1			management; guidance on		1

	<u> </u>						structures which can assure	<u> </u>
		1		L			and institutionalise involve-	1
		1					ment of user communities;	
				1			de-mystify technology.	
	:					_		
) 			Revival of traditional practic		VLWs, village leaders	- 4	Information on traditional	
 		1	of personal & community san		paramedics, women, anganwa	di .	practices and structures,	
	f 	 	lation	<u> </u>	workers, teachers, youth	<u> </u>		
		 	I at lon		groups, NGOs.		stress on socially responsible	
		 			groups, MGOs.		practices, information and	
		├					education on hygiene and health	
	<u> </u>	↓	· · · · · · · · · · · · · · · · · · ·				factors.	
		<u> </u>					<u> </u>	
		5	Recognition of unsale water		VLWs, village leaders	5	Water is not free, it is a scarce	<u> </u>
		<u> </u>	source and avoidance of such		paramedics, women, angan-		non-renewable resource.	
			sources for personal consump)-	wadi workers, teachers, youth)	Priority to conservation and	
		I	tian.		groups, NGOs.		protection of water sources,	1
							What is safe water,	
		1					What are safe water sources,	
				·	 		and how to pretent them	
			[and how to protect them.	
			 		 		Information on pollution	
					<u> </u>		factors and preventive	
							measures, on what water	<u> </u>
					<u> </u>		sources not to use.	
							Encouragement of traditional	
							practices of sanitation and	
							hygiene. Information on	
							techniques for monitoring	1
							water quality and for purifica-	1
	·		· · · · · · · · · · · · · · · · · · ·				tion/treatment. Personal and	
								
							environmental hygiene factors.	
			<u> </u>				Health education factors.	
							Health education and informa-	
							tion,	<u> </u>
								<u> </u>
		6	Guinea worm control	6	Dist. administration, PHED	6	Information pollution and con-	
					and Sanitation Cells, VLWs.		tamination factors, Guinea	
					village leaders, paramedics,		worm factors, safe water	
					women's groups, NGOs, DRDAs		sources and their pro-	
			· · · · · · · · · · · · · · · · · · ·			\longrightarrow	tection(individual and comm-	
			····				unity responsibility), under-	
			· · · · · · · · · · · · · · · · · · ·					
							standing what water resources	
	<u></u>		···				not to use, revival of tradi-	
							tional attitudes towards hygiene	
	<u></u>		<u> </u>	l			and sanitation; personal	<u> </u>
				1		1	hygiene factors; understanding	1
							the separate needs of human,	L
	1	$\neg \neg$					animal, agricultural and indus-	1
							trial usages.	1
			·····					
			Sanitary standards main-	 	Dist. administration, PHED &		Environmental hygiene priori-	
					Sanitation Cells (including HP			
			tained at HP site.				ties; HP maintenance and	
			_		mistris), VLWs, village		repair information and	
					leaders, agriculturists, para-	<u></u> _ <u>_</u> <u></u>	training.	<u> </u>
					Para	<u>_</u>		•

		T	<u> </u>		Imadian warranta arriva MOO			
	<u> </u>	 		 	medics, women's groups, NGO			
	}	→		}	intermediate technology grou	08		
		4		ļ	<u> </u>	L	<u> </u>	
		1	B Water purification and treat-	8. a)	District administration, PHED	8. a)	Water purification and treat-	<u>. il</u>
			ment techniques.		and Sanitation Cells, VLWs,		ment techniques for household	
		1			village leaders, paramedics,		and community purposes	
-	<u> </u>	1			women's groups, teachers,		Take Commission's Purposes	
	 	+						-
	ļ	+		├—	youth groups, NGOs, DRDs,			
		 -		!	conservationists.			
				<u> </u>				<u> </u>
	i		<u> </u>	b)	Agriculturists	Ы	Water purification and treat-	
		1					ment techniques for household	
		1					and community purposes	
		1					and community purposes	
		┼──-	 					
	<u> </u>	├ ──		(2)	Rural Industry	<u>C)</u>	Purification and treatment	
		 					techniques specific to industry	
		9	Proper HP maintenance	9	PHED and Sanitation Cells.	9	Sale water sources, their pro-	
	T	T - 3	through community involve-		DRO, Dist. administration.	<u>_</u>	tection and proper use; comm-	1
	 	1	ment.		DRDAs, VLWs, vitige leaders.		unity responsibility and particips	
		 			NGOs, teachers, women's grou		tion; environmental hyplene	
					agriculturists, agriculturists	<u> </u>	factors; protecting area around	
		[<u> </u>		agricultural extension net-		HP; HP maintenance and repair	. <u>l</u>
		L			work, intermediate technolo	gy	techniques; structures which	Ī
		1			groups.		can assure and institutionalise	
							involvement of user communi-	
			 					
		-					iles.	
							<u> </u>	
		10	Crop patterns which reflect	10	Decision-makers in agricul-	10	Information and training on	
			water conservation/manage-		ture, DRD, agriculturists,		relevant crop patterns, water	I
			ment needs		agricultural extension networ	k	conservation KAP, conjunctive	
					VLWs, village leaders,		irrigation practices, foresta-	<u> </u>
					teachers, conservationists.		tion.	·
					teachers, conservationists.		Hon.	
		4.0	ļ.————————————————————————————————————					
		11	improved data collection and		Decision-makers, district	11	Information and training in data	l
			active use of MIS, from grass-		administration, DRDAs, DRD.		preparation/use. Systems made	1
			roots		PHED & Sanitation Cells, NGOs		easy to use and understand.	
					agricultural extension networ		Structures which can institu-	1
					VLWs, and village leaders.		tionalise involvement of user	
					TETTO, AND THOUGH PODUCTS.			
<u>. </u>			 				communities.	
		12	Effective feedback systems	12	Decision-makers, district	12	Information and training in data	1
]			administration, DRDAs, DRD.		preparation/use, Systems made	
					PHED & Sanitation Cells, NGOs		easy to use and understand.	1
					agricultural extension network		Structures which can institu-	1
								
					VLWs, and village leaders.		tionalise involvement of user	
							communities.	
						I		
		13	Training in lift irrigation	13	(as below)	13	Lift irrigation technology	
			technology				Allenda Isalitanski	†
								
		 -	10		555			
		14	Upgraded training programme		DRD, Dist. administration,	14	Warer management, personal	<u> </u>
			in water management		PHED and Sanitation Cells. I		and environmental hygiene and	



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