unicef
for every child

মিশন
নির্মল বাংলা
বজায় রাখি।
গর্বে থাকি।

COMMUNICATION STRATEGY FOR ODF SUSTAINABILITY & ODF PLUS IN WEST BENGAL

Contents

Chapter 1: Introduction 1
1.1. Sanitation Status in West Bengal 2
1.2. Emerging need for sustainability 2
1.3. Key components of ODF S 2
1.4. Moving beyond ODF Sustainability to ODF Plus 2
1.5. Integration of communication into overall planning 2
1.6. Overall goal of the communication strategy 3
1.7. Methodology for development of the communication strategy 3
1.8. Integration of three themes 3
Chapter 2: Communication Strategy for ODF Sustainability 4
2.1. Understanding ODF and ODF Sustainability 5
2.2. Programme Objectives 7
2.3. Stakeholder segmentation 7
2.4 Barriers and bottlenecks 9
2.5. Emerging Communication Needs 10
2.6. Development of the Communication Strategy 11
2.6. Communication Operational Plan for ODF Sustainability 15
Chapter 3: Communication Strategy for Solid & Liquid Resource Management 37
3.1 Understanding Waste as Resource 37
3.2. Understanding different types of waste 37
3.3. Programme Objectives 39
3.4. Stakeholder segmentation 39
3.5. Barriers and bottlenecks 41
3.6. Emerging Communication Needs 42
3.7. Development of the Communication Strategy 42
3.8. Communication Operational Plan for SLRM 46
Chapter 4: Communication Strategy for Menstrual Hygiene Management 60
4.1. Understanding menstruation and menstrual hygiene management 59
4.2. Programme Objectives 60
4.4. Barriers and bottlenecks 62

4.5. Emerging Communication Needs 63

4.6. Development of the Communication Strategy 63

4.7 Communication Operational Plan for Menstrual Hygiene Management 67

Chapter 5: Monitoring & Evaluation Plan **80**

5.1. Monitoring Framework 77

5.2. Process Monitoring 81

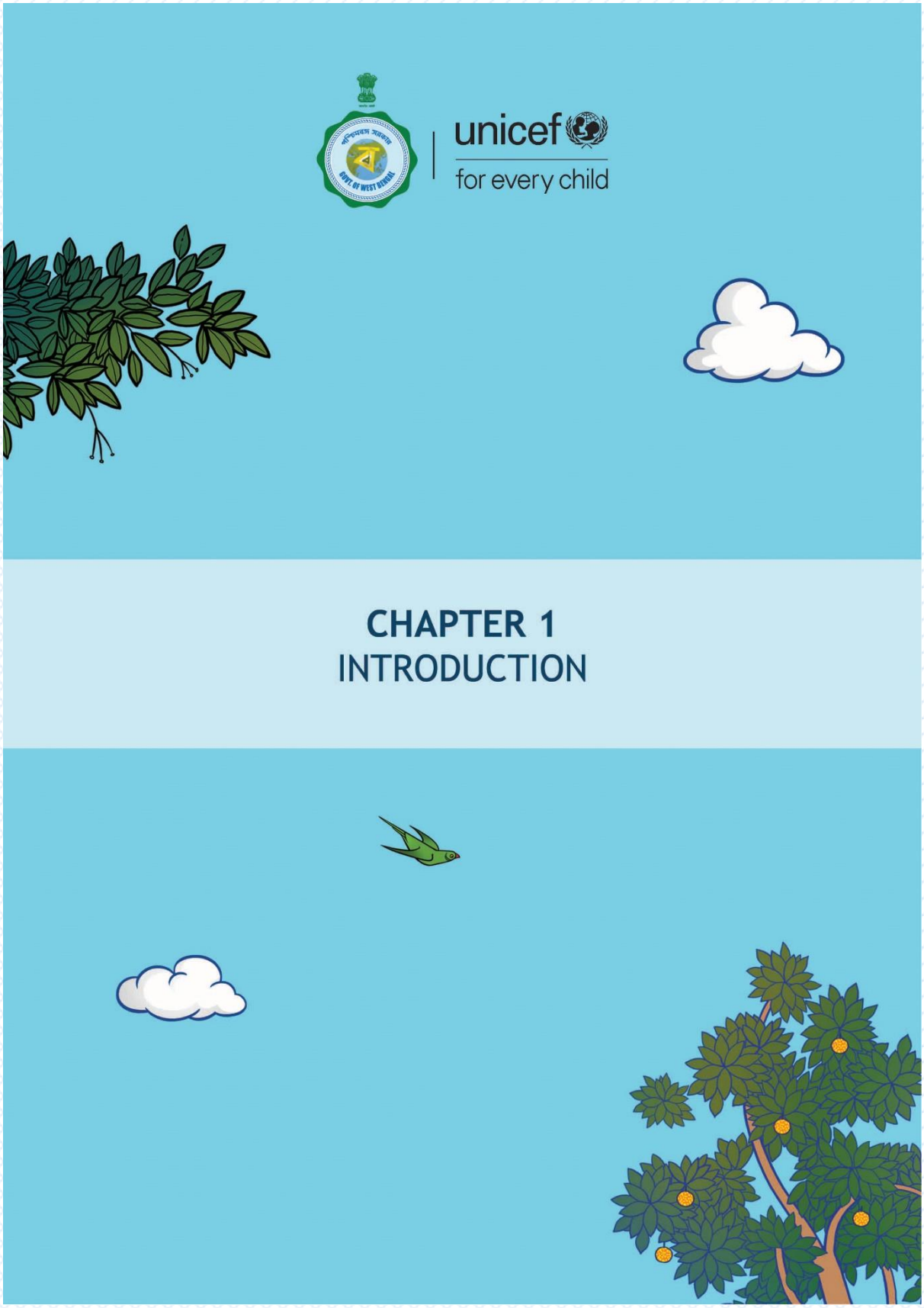
5.3. Outcome Evaluation 90

Chapter 6: Guidance for State & District **102**

6.1. Roles and responsibilities at State and District levels for communication implementation 97

6.2. Guidance for planning and implementation of District Communication Action Plan 98

6.3. Guidance for IEC budget and its utilisation 99



CHAPTER 1
INTRODUCTION

1.1. Sanitation Status in West Bengal

West Bengal is soon going to be declared an ODF State. IIHHL Sanitation coverage is 99.8%. In rural West Bengal while it cannot be said that all households have their own toilets, everyone has access to a toilet—own or shared or community toilet. The age-old social norm of open defecation is quickly becoming a thing of the past, exceptions being limited to a small section of people who still prefer to cling on to the old habit of going outdoors, and within people with access to defunct toilet at home, without easy access to a water source or while in transit without a functional community toilet nearby. The negative attitude of not wanting to use a toilet arising out of its un- hygienic condition is changing towards the more progressive behaviour of making toilet use a routine habit. People have become more conscious about protecting their health and immediate environment and the rural community is more than ever vigilant about keeping the villages free of any evidence of defecation.

1.2. Emerging need for sustainability

Sustaining the ODF status in all districts of West Bengal is the need of the hour. Starting with the first ODF district- Nadia, which has already gathered considerable experience in ODF Sustainability, the entire State is now progressing from ODF stage to ODF Sustainability stage. The impact of ODF S including sanitation, safe drinking water and improved hygiene practices goes way beyond just having access to hygiene and sanitation infrastructure and facilities. It significantly contributes to sustainable socio-economic development and particularly have direct positive impact on health, nutritional, educational and cerebral abilities of children and society at large.

1.3. Key components of ODF S

While regular use of toilet is the key behaviour in ODF S, there are several other supportive components that contribute towards ODF S. The ODF S components are:

- Universal use of toilet
- Cleaning and maintenance of toilets
- Safe disposal of child's excreta
- Hand washing with soap at critical times
- Faecal sludge management
- Upgrading and retrofitting toilets
- Safe handling of drinking water
- Water Conservation

1.4. Moving beyond ODF Sustainability to ODF Plus

ODF Plus is a sustained programme towards ensuring that all villages stay clean and healthy. The key programmatic areas identified for ODF Plus by the Mission Nirmal Bangla (MNB) for the current phase of the programming are: Solid and Liquid Resource Management (SLRM) where solid and liquid waste is to be used as a valuable resource, and Menstrual Hygiene Management (MHM) with focus on breaking myths and taboos, creating awareness on hygienic management of menstruation and effective management of menstrual waste.

Rationale for the Communication Strategy

1.5. Integration of communication into overall planning

Implementation of ODF Sustainability and ODF Plus requires systematic and extensive community mobilization and a key step in this is to integrate communication into overall planning of the programme rather than off and on ad hoc display and distribution of IEC materials. Programme

implementation has to be strategically complemented by Social and Behaviour Change Communication (SBCC) interventions and the communication strategy elaborates the roadmap for communication planning for the different components of the programme and for the different stages.

1.6. Overall goal of the communication strategy

Bringing about proper knowledge, attitude and practices for ODF S and ODF Plus is a key target of the communication strategy. The overall goal is to spark off a sustained social and behavioural change movement that will pave the way for successful implementation of the programme based on a new set of social norms for sanitation and hygiene to replace the behaviour and norms of open defecation.

Development of the Communication Strategy

1.7. Methodology for development of the communication strategy

The development of the communication strategy for ODF S and the different themes under ODF Plus has been an outcome of the following activities:

- Desk review and analysis of literature and IEC tools on issues concerning ODF and ODF Plus
- Dip Stick Research in rural West Bengal to study knowledge, attitude, practices, and key behaviours and challenges regarding ODF S and ODF Plus issues.
- State Consultation Communication Workshop to enhance understanding of key factors impacting the development of communication planning covering issues concerning ODF Sustainability and ODF Plus (SLRM and MHM)
- Communication Needs Assessment
- Inputs received from C4D and WASH experts

1.8. Integration of three themes

The communication strategy is divided into three sections and integrates three themes:

- Communication strategy for ODF S
- Communication strategy for SRLM
- Communication strategy for MHM

unicef
for every child

CHAPTER 2
COMMUNICATION STRATEGY FOR ODF SUSTAINABILITY

2.1. Understanding ODF and ODF Sustainability

ODF

The Ministry of Drinking Water and Sanitation, Government of India has defined ODF (open defecation free) as:

(a) No visible faeces found in the environment/village; and

(b) Every house as well as public/community institutions using safe technology option for disposal of fences faeces.

Safe technology option means no contamination of surface soil, groundwater or surface water' excreta inaccessible to flies or animals; no handling of fresh excreta; and freedom from odour and unsightly condition.

The most important indicators for ODF status of a village are absence of any visible sign of open defecation and in practice no one going into the open for defecation.

ODF Sustainability

The concept of ODF sustainability starts with the presumption that ODF status for that area has already been achieved. The focus of the ODF Sustainability strategy is therefore on ensuring that everybody in the community is continuing to use the toilets; faeces of children are disposed of through the toilets pans, the toilets are kept operational through regular maintenance, maintaining personal hygiene. This requires vigorous monitoring, working with the triggers for sanitation and safe hygiene practices and keeping a sharp eye on the quality of the toilets constructed

Specifically, the factors that create the conditions for ODF Sustainability include:

Universal habit of using toilet by each member of the community

Access to and use of toilet at home, institutions, at work and while on transit. Whereas having a toilet at home is the ideal situation, it is not mandatory for all households to have a toilet. What is a must is to have access to a toilet and to use it at all times. Shared toilets, institutional toilets, public toilets or sanitary complexes –all have their contribution towards ODF S.

Practice of cleaning and maintenance of toilets

Proper use of toilet and its regular cleaning keeps germs and illness at bay. It also helps to keep the toilet odourless and convenient to use. Undertaking timely repairs, painting etc ensure longer life of the toilet. It also involves maintenance of the pits, repairing and safely emptying once filled up. This applies to both toilets at homes and institutions.

Practice of safe disposal of child's excreta

Proper Handling of child's excreta is one of the major concerns to be addressed under ODF Sustainability. Disposing child's excreta in the toilet not only protects the child from faecal-oral contamination, it also prevents pollution of the environment. Digging a hole in the ground for disposing child's excreta and covering it with soil is also an option in situations such as when a mother is out on travel with her child and a toilet nearby is not available.

Practice of hand washing with soap at critical times

This includes washing hands with soap before eating, after using toilet, after handling child's excreta, before cooking and serving food and feeding the child. This activity keeps the hands germ-free,

prevents diarrhoeal outbreaks and contributes towards sustained good health, which is a key benefit of ODF Sustainability.

Faecal sludge management
Weak sanitation has significant health costs and untreated fecal sludge and septage is the single biggest source of water resource pollution in India.

Upgrading and retrofitting toilets
Presence of even a single family with defunct toilet that will prefer to defecate in open poses a major threat to sustainability and health hazard. One of the reasons of non usage of toilet is technology. Toilets lying defunct and with aberrations pose a major threat in sustaining ODF and could be a reason for ODF 'slip backs'. Conversion of defunct toilets into functional, single pit to twin pits and retrofitting of toilets with aberrations are key.

Access to water for sanitation and safe handling of drinking water
Evidences show closer is the potable water source to toilet and handwashing place, higher is the practice of toilet use and personal hygiene. Access to water for sanitation is a critical for flushing, ablution and hand washing with soap after defecation. It is as critical as having access to safe drinking water. Safe handling of drinking water is another important aspect of ODF Sustainability.

Water conservation
The increasing crisis of water shortage as a result of reduced rainfall and lowering of ground water level poses a big challenge to availability of drinking water and water for agriculture and various household uses. To address this challenge the key solutions are water-recharging and rainwater harvesting. The programmatic actions and outcomes are described in the grid below.

Activity	Action to be taken	Outcome	Benefit
Water-recharging	-Digging of ponds, water bodies and scattered small water reservoirs in a planned way within a designated area -Intensive and planned afforestation, especially in water stressed/dry areas	-Increase in level of ground water -Increase in precipitation, reduction in top soil runoff,opportunity of more rainfall	-Parched lands will become cultivable again leading to better agriculture productivity/outputs -Uninterrupted availability and access to functional public drinking water sources
Rainwater harvesting	-Rainwater harvesting at two levels: Roof top: rainwater falling on roofs captured through channels and pipes and stored in structures that can be	-Storage of rain water for re-use -Less dependence on ground water for day to day use	-Higher level of water in wells and tube wells -Availability and access to water for drinking and for other activities at home and garden

	underground or at ground level Ground level: water recharging pits wherein rain water is channelized into pits dug in grounds for increasing water level	-Effective management of water resources -Increase in level of ground water (from ground level harvesting)	

2.2. Programme Objectives

In keeping with the SDG 6, the Government of West Bengal, under its Mission Nirmal Bangla programme, endeavours to achieve the larger objectives of:

Bringing about positive changes in the physical quality of life in the villages by promoting cleanliness, hygiene and elimination open defecation.	Reduction in child mortality and morbidity, overall mortality and morbidity by reducing chances of water borne and fecal borne diseases due to prevalence of open defecation
Reducing the drop out of children from schools, especially girls due to lack of appropriate toilet facilities in schools	Reducing the loss of active workdays due to prevalence of diarrheal diseases among the wage seekers

2.3. Stakeholder segmentation

Categories of stakeholders who are participants in the programme

Stakeholder - Behaviour Matrix

There is a set of ideal behaviours that needs to be followed by different stakeholders. These differ between audience categories depending on their engagement with the issues of ODF Sustainability.

Programme Participants	Key behaviours to be promoted
Primary Audience	
Men	1. Using toilet regularly 2. Using toilet properly and cleaning it regularly 3.Washing hands with soap after use of toilet,before eating 4.Collection, transportation, storing and handling drinking water safely 5.Storing water for sanitation 6.Setting up a rain-water harvesting system for drinking and household uses 7.Maintaining/retrofitting toilet infrastructure 8.Upgrading to twin-pit toilet 9.Managing fecal sludge from single pit, twin pit and septic tank safely 10.Including toilet as part of new house construction 11.Using community toilet while in transit 12.Objecting to unsafe practices followed by others 13.Recommending safe sanitation and hygiene practices to other HH members
Women	1.Using toilet regularly 2.Using toilet properly and cleaning it regularly 3.Disposing child's faeces safely 4.Washing hands with soap after use of toilet, after disposal of child's faeces; before preparing food, before feeding child, before eating 5.Collection, transportation, storing and handling drinking water safely

	6.Storing water for sanitation 7. Capturing and storing rain-water for drinking and household uses 8.Using community toilet while in trans 9.Objecting to unsafe practices followed by others 10.Recommending safe sanitation and hygiene practices to other HH members
Children	1.Using toilet regularly 2.Using toilet properly and cleaning it regularly 3.Washing hands with soap after use of toilet, before eating at home; mid day meal at school 4.Storing water for sanitation 5.Capturing and storing rain-water for drinking and household uses 6.Using community toilet while in transit 7.Objecting to unsafe practices followed by others 8.Recommending safe sanitation and hygiene practices to other HH members
Secondary Audience	
Key opinion leaders at the community level, eg: Gram Pradhan, Religious Leader,Teacher	1.Disseminating correct knowledge to the primary audience 2.Bridging information gaps. 3.Encouraging adoption of correct practices
Govt officials, relevant functionaries eg:DM BDO, BMOH	1.Creating positive environment by addressing the issue on various public forums 2. Addressing ground-level barriers in the way of adoption of ideal behaviours 3.Taking initiative at the district level to spread awareness

2.4 Barriers and bottlenecks

There are several barriers and bottlenecks at the level of the Service User/Individual and Service Provider/Programme respectively. While the barriers can be addressed through a communication programme, the bottlenecks needs to be addressed suitably by programme managers in order to create a conducive climate for more effective intake of the communication messages.

Issue	Barriers: Service User/Individual	Bottlenecks: Service Provider/Programme
Regular use and cleaning of toilet	-Toilet not considered as part of house; unhappy experience-smelly, dark, poor ventilation -Maintaining and cleaning of toilet not considered priority -In schools and other institutions, not concerned about leaving the toilet clean for the next user	-Absence of effective community watch -Problem of funding for regular cleaning and maintenance of toilets in institutions

Upgrading toilet systems and retrofitting with twn pit	-Lack of understanding about limitations of single-pit toilet and advantages of twin pit system -Some HHs do not have funds for constructing the second pit or going for a new 2-pit toilet	-Lack of funding arrangement/ small loan for sanitation from financial institutions for constructing the second pit/ new twin pit toilet - Technological gap and lack of knowledge of constructing second pit in limited space
Faecal sludge management	-Lack of understanding that faecal sludge from a full pit, left unused for about 2 years composts into human manure and is free of any pathogens and safe to handle resulting in reluctance to handle same - Many HHs do not feel the need to manage black water from the septic tank discharge because of perceived low risk/ lack of fund for that	-Lack of proper treatment of faecal sludge/ safe place to dump -Lack of service provider/facility for safe evacuation/ handling of faecal sludge of septic tank
Handling child faeces	-Low awareness and risk perception of unsafe handling of child faeces and how it affects child health and environment	-Absence of effective community watch
Retrofitting/upgradation of toilet	-Limited knowledge of when and how the toilets can be upgraded/ retrofitted; where from fund may be available and who can do that.	-Funding/ institutional loan for sanitation work not in place -Not enough trained/skilled masons available
Linkage between water and sanitation with malnutrition	-Poor understanding of how unsafe sanitation and unsafe water can adversely affect growth and development of child -Not understanding the linkage between child's cognitive power and malnutrition	- inadequate focus on the raising of awareness about the issue -lack of capacity development within frontline service providers

2.5. Emerging Communication Needs

Analysis of Knowledge, Attitude, Behaviours and Challenges leads to the communication needs, identified below.

Communication Needs

- Regular use and cleaning of toilet (home, community and institutions)
- Safe disposal of child's faeces in toilet and not washing faeces-soiled material in shared water source like ponds
- Maintenance of toilets
- Retrofitting/ Upgrading to twin pit toilet; its features, benefits
- Faecal sludge management
- Linkage between sanitation/drinking water with health/nutrition/growth & development in children
- Handwashing with soap at critical times
- Safe storage and handling of drinking water

- Conservation of water

2.6. Development of the Communication Strategy

Changing social norm

Social norm is a rule of behaviour such that individuals prefer to conform to it on condition that they believe that

- Most people in their relevant network conform to it (empirical expectations)
- Most people in their relevant network believe they ought to conform to it (normative expectations)

Norms can suggest what behaviour/ practice should be followed or which behaviour/practice should NOT be followed. Individual behaviour arising from a social norm is deeply influencedby culturalbeliefs which are developed through repeated interactions with people of the s ame culture withinthe same environment. Research has revealed that when it comes to open defecation, the words "clean" and "dirty" have both ritualistic and physical meanings. Certain actions or objects can be both ritually and physically polluting or dirty, or ritually polluting but physically clean, or even

ritually clean, but physically polluting. In the case of toilets, many viewed using toilets as ritually polluting, regardless of their physical state, i.e. clean or dirty. Such cultural attitudes can activate detrimental norms, which, in turn, can negatively influence people's decisions regarding whether or not to defecate in toilets.

In order to change any harmful practice, the first step is to understand what kind of beliefs reinforce that particular practice. If practices are motivated bysocial beliefs, changing empirical and/or normat ive expectations can shift people away from engaging in the practice. If information about positive pr actices and behaviours of others in one'sreference group can be highlighted, it can induce positive b ehaviour change by updating people's perceptions of what others do and what the social norms are within their reference group. Dialogue within the system is a key approach in influencing any change in norms and building a desire for social recognition; communication can serve as a facilitator for such interactive activity.

The essence of the communication strategy is to craft and use communication that will

- initiate a change in people's behaviour helping build a social norm that finds OD unacceptable and believes in the sustainability of ODF status
- stimulates a desire within the individual to seek social recognition for practicing and adhering to the norm

Phases of strategy to address barriers:

There are three strategic phases. While every phase has a distinct focus, the phases are not water tight and have significant overlaps.

Phase 1 Advocacy	Advocate with key decision makers and opinion leaders for creating an overall enabling environment to support households and communities to adopt sustainable ODF practices

Phase 2 Awareness	Raise awareness at all levels and make key stakeholders more conscious of issues regarding importance of ODF sustainability and its components including key challenges
Phase 3 SBCC	Empower individuals and families to make decisions based on knowledge and improved understanding of ODF Sustainability and to motivate communities to help create social norms in favour of ODF S.

How each Phase will unfold

Phase 1 Advocacy	Advocate with key opinion leaders and decision makers for creating an overall enabling environment to support households and communities to adopt sustainable practices

Advocacy will create a platform for key influencers in positions of power and status who have the ability to advocate positive social beliefs and norms. The communication will provide them with a package of specific information they need about ODF S and ODF Plus. The advocacy programme will be led by the Chief Minister, GoWB who will announce ODF West Bengal and take the pledge for ODF S.

Audience

Policymakers, Programme managers, PRI Representatives, Media representatives, FBOs, CBOs and NGOs,

VIPs: celebrities, professionals, cultural personalities at State, District and Block/village levels

Objectives	Activities	Communication
Enlist support of key decision makers and influencers and take the pledge for ODF Sustainability	-Pledge taking event -Field exposure visits -Orientation and sensitization workshops -One-on-one meetings -Mobilization of trans media	Pledge scroll Media kit Fact Sheet & Flyer Booklet Billboards

Phase 2 Awareness	Raise awareness at all levels and make key stakeholders more conscious of issues regarding importance of ODF sustainability and its components including key challenges.

The communication will be phased out in two stages:

Stage 1: Start the dialogue to build awareness
Stage 2: Inculcate beliefs in the benefits of ODF S

The approaches to be taken in these stages are given below:

Objectives	Activities	Communication
Stage 1 -Increase interest in and involvement of the household members with the toilet and its regular use -Build perception that toilet is integral part of the house	-Media planning for TV, Radio, Social Media -Postering and wall painting in high visibility locations	TV, Radio Posters Social Media Outdoor
Stage 2 -Show transformation in people's lives because of toilet use -Develop awareness and public discourse about components of ODF S	-Media Social Media - Postering and wall painting in high visibility locations	Trans media, including Posters Social Media Outdoor

Phase 3
SBCC

Empower individuals and families to make decisions based on knowledge and improved understanding of ODF Sustainability and to motivate communities to help create positive social norms.

This phase is a synergy between Community Mobilisation and Inter Personal Communication.

Audience
Primary: Family, men, women, children
Secondary: General community, Nazardari Samity, VHSNC, NGOs, SHGs, SMCs, Bazaar Samitis, youth organisations, school going children, teachers, frontline workers

Community Mobilization: Awareness will go together with efforts at community mobilization directed at supporting programmatic initiatives for ODF S. This communication will be directed towards the community.

Objectives	Activities	Communication
Build community pride and support around creating an enabling environment for ODF S Public discourse to raise and sustain knowledge about ODF S	-Citizens' Meets -Walk of Pride -Mothers' Meetings -Community Meetings -School activities -Rallies -Task Force in schools	Trans media including Pledge leaflet Leaflets Outdoor Van Campaign Folk Media Street Theatre School Activity

Inter personal communication (IPC): Under the overarching environment created by communication for community mobilization, the next step is targeted communication through IPC at the individual and household level to persuade adoption of the desired behaviours in hard-to-change communities. IPC is a process intensive strategy therefore needs to be deployed strategically in well identified resistant communities. Without proper identification of those communities, IPC may be a waste.

Objectives	Activities	Communication
Persuade adoption of correct behaviour Orient frontline workers and local influencers on SBCC activities	• Face-to-face engagement and counselling • Small group meetings within community • Capacity building of frontline workers	IPC material Flipbook Games

2.6. Communication Operational Plan for ODF Sustainability

Phase 1: Advocacy

Advocacy will create a platform for key influencers in positions of power and status who have the ability to advocate positive social beliefs and norms. . The communication will provide them with knowledge and information they need about ODF S and ODF Plus. The advocacy programme will be led by the Chief Minister, GoWB.

Audience	Objective	Key Messages	Messenger	Communication Activity	Media/ Tool	Monitoring Indicator	Means of Verification
State							
Policymakers: MPs, Minister/ MLAs; Programme managers: Civil servants at State and District levels; Panchayat members Sabhadipatis Media representatives CBOs and NGOs VIPs: celebrities, professionals, cultural personalities	Celebrate the achievement of ODF West Bengal and take the pledge for ODF Sustainability Enlist support of key decision makers and influencers	-Pledge: '*Nirmal Bangla bojay rakhi, sobai mile gorbe thaki'* -Bring about a social movement to establish ODF S and ODF Plus	CM, GoWB	Event where CM will announce achievement of ODF West Bengal and give a clarion call to the community and key influencers for ODF Sustainability	-MNB logo -Pledge scroll -Pledge poster -Media Kit folder including CM's Appeal Leaflet, Pledge Leaflet, Leaflets on ODF S, SLRM, MHM, Advocacy booklets on ODF S, SLRM, MHM -Venue décor Banner Backdrop Standee Gate	**Event** -Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Photograph, video clip -Signed copy of report

Media: Editors, Reporters, Journalists, Photographers from print, electronic and digital media	Sensitize media with relevant information to undertake responsible reporting and media coverage	-Undertake responsible reporting and media coverage -Publish stories from the field that are inspiring for the community	-State Mission Director -Resource person identified by State Mission	-Media training workshop to engage with media representatives. -Field exposure visits to high-performing ODF S locations -Press conference at location post visit	-Media Kit: Fact sheets Human interest stories Programme information	-Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered -No of Media Kits distributed	-Photograph, video clip -Signed report
General citizens, Community Opinion Makers interested in the State's development programmes	Create favourable opinion about State Government's achievement of ODF State status	Highlight key achievements of ODF S and ODF Plus: - Nirmal Bangla-Happy Bangla, greater freedom and dignity for women, higher school attendance, higher working days, healthier		Putting up billboards at prominent high traffic junction points/ locations, on -state highways -district entry points -district administration /panchayat offices	-Billboards	-Date, No. of locations -Themes covered -No. of billboards put up	-Photograph, -Signed report

		lifestyle, more income opportunities for women, Better growth and development in children, cleaner homes, cleaner environment					
District							
Policymakers: MLAs; Programme managers: Civil servants Panchayat members: Sabhapatis, members Media representatives CBOs and NGOs Local influencers: professionals, cultural personalities	Celebrate the achievement of ODF West Bengal and take the pledge for ODF Sustainability Enlist support of key decision makers and influencers	-Pledge: '*Nirmal Bangla bojay rakhi, sobai mile gorbe thaki'* -Bring about a social movement to establish ODF S	-DM -Sabhadipati	-Event to share CM's announcement on achievement of ODF West Bengal -Focus on challenges to ODF S and ODF Plus in district.	-MNB logo -Pledge scroll -Pledge poster -Media Kit folder including CM's Appeal Leaflet, ODF S Leaflet, Pledge Leaflet, Pledge Sticker, Fact Sheet Advocacy booklet -Venue décor Banner Backdrop Standee Gate	-Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Photograph, video clip -Signed copy of report

Block/Village							
Programme managers: Civil servants Panchayat members Media representatives CBOs and NGOs Local influencers: professionals, cultural personalities	Celebrate the achievement of ODF West Bengal and take the pledge for ODF Sustainability Enlist support of key decision makers and influencers	-Pledge: '*Nirmal Bangla bojay rakhi, sobai mile gorbe thaki*' -Bring about a social movement to establish ODF S	-BDO -Pradhan	-Event to share CM's announcement on achievement of ODF West Bengal Focus on challenges to ODF S and ODF	-MNB pledge scroll -Pledge poster -Pledge sticker -Venue décor Banner Backdrop Standee Gate	-Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Photograph, video clip -Signed copy of report
Key opinion leaders: PRI members, doctors, teachers, religious leaders	Arm the opinion leaders with information they need	-Your influence within the community will make a positive difference to the programme -Speak up and take action for positive change	-Motivator/ Person from Identified SO	One-to-one meetings disseminating information and messages on issues concerning ODF S and ODF Plus.	Folder containing -Advocacy booklet -Cloth scroll with desired messages put up in office room and religious institutions	-Date, time, venue -Meeting with -Outcome (Good/Avg /Poor) -Themes covered -- Type of/no of tools used	-Photograph, -Signed copy of report

Phase 2: Triggering Awareness

Advocacy will set the stage for awareness build up. Awareness will go hand in hand with motivation to make toilet use an ingrained habit. This stage will also develop awareness on key ODF S issues and will be directed at both the individual and community.

Audience	Objective	Key Message	Messenger	Communication Activity	Media/Tool	Monitoring Indicator	Means of Verification
District/Block/ Village							
STAGE 1 -General community -Family members	-Remove negative perceptions associated with toilet -Increase interest in and involvement of the household members with the toilet. -Develop sense of ownership and pride about one's own toilet	**Universal toilet use**Use toilet regularly -it's another room in your house. - Keep it clean and enjoy all benefits: less illness, increases ability to work and work-days, increases school attendance, healthier and successful life		-Putting up posters at high visibility locations: Administration and Panchayat offices, Market place, sanitary mart, health-centres, Banks/Co-ops,Bus and railway stations -Telecast of TVC -Broadcast of radio spot -Social media activity	-Poster -TVC -Radio spot -Video film -Messages	**Poster** -Date, No. of locations -Themes covered -Type of/no of tools used **Radio, TV** -Date and No.of spots aired -Themes **Social Media: Video,Messages** -Date, No. of sites where	-Photograph, -Signed copy of report **Radio & TV & Social Media** -Report from the service provider/s as per media plan

				-Wall painting activity at select high visibility walls	-Wall painting	video film seen -Themes - No. of WhatsApp messages sent -No. of persons reached -Themes **Wall Paintings** -Date, No. of locations -Themes -No. of wall paintings	**Wall Paintings** -Photograph, -Signed copy of report
STAGE 2 - Men, Women, School Children	Show transformation- benefits associated with regular use of toilet	**Universal toilet use**Toilet-key to successful life Man: -I am successful at work. I use toilet regularly Woman: -Toilet at home. Days of outdoor are over		-Putting up posters at high visibility locations: Administration and Panchayat offices, Market place, Banks/Co-ops,Bus and railway stations and at schools	-Posters	-Date, No. of locations -Themes covered -Type of/no of tools used	-Photograph, -Signed copy of report

		Child: -Toilet at home and school. I am healthy, successful					
-Men, women	Raise awareness and impart basic information about key issues of ODF S	**Cleaning of toilet** **Wash hands with Soap** Dos: -pour water in pan before and after use -remember to wash your hands with soap - regularly clean the toilet and pan Don'ts: - do not let waste water from kitchen, bathroom enter toilet pit -do not throw cloth-rag, cotton wool, menstrual-absorbents or any		-Putting up posters at health centres, AWCs, sanitary marts -Wall painting activity at health centres, AWCs, sanitary marts	-Poster -Wall painting	-Date, No. of locations -Themes -Type of/no of tools used -Date, No. of locations -Themes -No. of wall paintings	-Photograph, -Signed copy of report -Photograph, -Signed copy of report

		other waste into the pan **Dispose child faeces in toilet** Dos: -use a specific 'carrier' to collect the faeces -dispose faeces inside pan and flush down with water -wash the 'carrier' clean with soap and water -wash hands with soap and water Don'ts: -do not dump faeces in the open, in waste dumps/dust bins -do not dig a whole and put faeces inside -do not throw /wash faeces into drains		Putting up posters at health centres, AWCs -Wall painting at health centres, AWCs	-Poster -Wall painting	-Date, No. of locations -Themes -Type of/no of tools used -Date, No. of locations -Themes -No. of wall paintings	-Photograph, -Signed copy of report -Photograph -Signed copy of report

		-do not wash faeces-soiled cloth in pond **Upgrade from single-pit to twin-pit system;** **Fecal sludge management** 2-pit toilet—your companion for life Benefits: Interchangeable pits, availability of manure through a natural process, protects environment Features: between 15-18 months fecal sludge in first pit converted to manure -this manure is free of bacteria and safe to handle		-Putting up posters at sanitary mart, panchayat office -Wall painting at sanitary mart, panchayat office	-Poster -Wall painting	-Date, No. of locations -Themes -Type of/no of tools used -Date, No. of locations -Themes -No. of wall paintings	Photograph, -Signed copy of report -Photograph, -Signed copy of report

		-this manure can be used in kitchen garden **Use community toilet** Going far? Look for the nearest community toilet -Always keep it clean for the next user. -Flush with water before leaving the toilet **Disaster-resilient sanitation infrastructure** In flood-prone areas, toilet should be constructed at a higher level or on raised pits **Wash hands with soap at critical times**		-Putting up posters at bus and railway stations -Putting up posters at panchayat office, sanitary marts -Putting up posters at : health centres, AWCs, schools	-Poster -Poster -Poster	-Date, No. of locations -Themes -Type of/no of tools used -Date, No. of locations -Themes -Type of/no of tools used -Date, No. of locations -Themes	-Photograph, -Signed copy of report -Photograph, -Signed copy of report -Photograph, -Signed copy of report

		Wash your hands with soap after use of toilet, disposal of child's faeces; before preparing food, before feeding child, before mid-day meal at school **Store and use of drinking water safely** Safe drinking water, keeps you healthy and able How to keep drinking water safe: -keep the water-vessel clean and have a lid on the mouth - keep the mouth of the vessel covered with a lid		-Putting up posters at: Panchayat offices, health centres, AWCs, schools	-Poster	-Type of/no of tools used -Date, No. of locations -Themes -Type of/no of tools used	-Photograph, -Signed copy of report

		during transportation -keep the water vessel on a raised platform -keep a long-handle ladle next to it -use the ladle to take out water **Have access to water for sanitation** Water for sanitation is just as important as water for drinking. Store water for sanitation even if it means going a little far to collect it.		-Putting up posters at: Panchayat offices	-Poster	-Date, No. of locations -Themes -Type of/no of tools used	-Photograph, -Signed copy of report

		Linkage between safe sanitation/hygiene with child growth and development Use of toilet and safe drinking water is critical for growth and development in a child Benefits: increases nutrition uptake, increases intelligence and ability to learn What the child should do: -use sanitary toilet -wash hands with soap -use safe drinking water		-Putting up posters at: health centres, AWCs		-Date, No. of locations -Themes -Type of/no of tools used	-Photograph, -Signed copy of report

School children	Raise awareness about need for washing hands with soap	Washing hands with soap before mid-day meal and after using toilet	Wash your hands with soap. Say goodbye to germs. Benefits: keeps germs away, prevents stomach troubles, no absenteeism from school, life is healthy and successful When: before mid-day meal, after using toilet Plus, instructions on correct way of hand washing with soap		-Poster	-Date, No. of locations -Themes -Type of/no of tools used	-Photograph, -Signed copy of report

Phase 3: Social and Behaviour Change Communication (SBCC)

This phase is a synergy between Community Mobilization and Inter Personal Communication (IPC)

Community Mobilization: Awareness will go hand-in-hand with efforts at community mobilization directed at supporting programmatic initiatives for ODF S. This communication will be directed towards the community.

Audience	Objective	Key message	Messenger	Communication Activity	Media/tool	Monitoring Indicator	Means of verification
Block/Village							
General community Nazardari Committee VHSNC NGO/s Youth organization/s	Build community pride and support around creating an enabling environment for ODF S	Be supportive and vigilant to ensure ODF S without any slippages.	BDO, Pradhan	Citizens' meet at local Panchayat Hall or School to take the ODF S Pledge.	-Pledge scroll -Pledge poster -Pledge stickers - Venue décor Banner Gate	--Date, time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Photograph, video clip -Signed copy of report
	Raise knowledge level about ODF S	-About key ODFs components	Motivator	Citizens' Meet	-Leaflet	-No distributed	
		-About upgrading to 2-pit toilet	Motivator	Citizen's Meet	-Leaflet	-No distributed	
		About key achievements of	Rally participants	'Walk of Pride' rally with ODF S placards	-Placards	--Date,time, venue	Photograph, video clip

		ODF S and ODF Plus				-Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Signed copy of report
General community, Women, AWWs, School Children, Teachers	Spread awareness and raise knowledge about various aspects of ODF S	About key components and behaviours of ODFS: Keep toilet clean Dispose child's faeces safely	Motivators with van	Van campaign in village: **Activity 1**: At market-Centre. Mike announcements about key components of ODF S **Activity 2:** At AWC. Meet AWW/Helper and disseminate messages about	-Van design -Posters on van-sides -Announcements -Leaflet -Leaflet	-Date, Nos of places covered -No of announcements -No of themes covered -No distributed -Theme -No distributed -Theme	Photograph, video clip -Signed copy of report Photograph, video clip -Signed copy of report Photograph, video clip -Signed copy of report

				keeping AWC toilet clean			
				Activity 3: At AWC:Engage with mothers and disseminate messages about safe disposal of child's faeces	-Leaflet	-No distributed -Theme	Photograph, video clip -Signed copy of report
				Activity 4: At School. Meet Headmaster and disseminate messages about keeping school toilet clean	-Leaflet	-No distributed -Theme	Photograph, video clip -Signed copy of report
				Activity 5: Engage with groups of school children for storytelling session on ODF S.	-Story book	-Nos of story-telling sessions in schools -Nos of themes	Photograph, video clip -Signed copy of report

General community	Sustain awareness and interest about various aspects of ODF S	Be supportive and vigilant to ensure ODF S without any slippages.	Rally participants PRI influencer Singers of folk-troupe	Rally around village by members of NajordariSamity, VHSNC and SHGs, accompanied by folk song, ending at village congregation point.PRI Influencer will draw attention to the need of ODF S in the village and highlight key behaviours and practices to be followed. Programme can be organized at the Gram Rozgar Diwas organized in every Gram Samsad.	-Banner -Placards -Folk song	-Date,time, venue -Number participated -Outcome (Good/Avg /Poor) -Type of themes covered -Type of/no of tools used	-Photograph, video clip -Signed copy of report
General Community	Develop awareness and Initiate discussion	Upgrade to 2-pit toilet system, benefit of fecal sludge-turned	PRI influencer Motivator from SO Doctor	Community meeting at suitable venue. PRI influencer	-Banner - Poster -Leaflet - Street Theatre	-Date,time, venue -Number participated	-Photograph, video clip -Signed copy of report

	about upgradation to 2-pit toilet	manure and its safe handling		will focus attention on the need for upgrading to 2-pit toilet for sustainability. Motivator from SO will talk about benefits. Doctor present will reassure community about the safety aspects of handling fecal sludge-turned manure. Street theatre will enthuse people to follow ODF S behaviours		-Outcome (Good/Avg /Poor) -Type of themes covered -Type of/no of tools used	
School Children	Develop active orientation towards ODF S in schools	Use toilet and keep it clean. Wash hands with soap before mid-day meal Motivate school friends to follow correct practices	Kanyashree task force members	Formation of Kanyashree 'task force' to monitor sanitation, hygiene in schools	-School Activity Book -Placards	-Date - No. of task-force formed - No. of awareness meetings	-Photograph, video clip -Signed copy of report

						-No of Rallies --No. of Activity Books distributed -Type of themes covered -No. of student participants	

Inter personal communication (IPC): Under the overarching environment created by communication for community mobilization, the next step is to undertake inter personal communication at the individual and household level to persuade adoption of the desired behaviours.

Audience	Objective	Key Message	Messenger	Communication Activity	Media/Tool	Monitoring Indicator	Means of verification
Village							
Women, children	Persuade adoption of correct behaviours	Use toilet regularly. Keep it clean. Dispose child's faeces in toilet. Wash hands with soap at critical times. Store and handle drinking water safely.	AWW/ASHA	Face-to-face IPC and imparting knowledge by AWW/ASHAs at Mothers' Meetings and during home visits on ideal behaviours on ODF S	-Flip Chart	-Date, Venue -Type of audience -Type of tool used -Type of themes covered	Photograph -Signed copy of report

		Use community toilet while in transit. Persuade husband/father to go in for 2-pit toilet					
General Community	Persuade adoption of correct behaviours	Upgrade to twin-pit toilet	VHSNC member Sanitary mart rep	Small group meetings called by VHSNC to discuss and persuade upgrading to 2-pit toilet. Sanitary Mart representative present will explain technical aspects, cost elements ad services offered.	-Flip Chart -Flyers	-Date, Venue -Type of audience -Type of tool used -Type of themes covered	Photograph -Signed copy of report
Frontline workers: ANMs, ASHAs, AWWs	Orientation on SBCC activities to help bring about behavior change	How to conduct IPC sessions	Training resource person	Capacity building workshop on ODFS and training on using IPC tools	-Capacity building training module	-Date, Venue -Type of audience -Type of tool used -Type of themes covered	Photograph -Signed copy of report

unicef
for every child

CHAPTER 3
COMMUNICATION STRATEGY FOR SOLID & LIQUID RESOURCE MANAGEMENT

3.1 Understanding Waste as Resource

Waste is any material/liquid that is left over after productive use or which is beyond any use in its current form and is generally discarded as unwanted. Solid and liquid waste directly impact human health and needs to be disposed safely and where possible treated scientifically for resource recovery.

World over today there is increasing emphasis on the 4 Rs – Reduce, Reuse, Recycle, Recover waste to address the long term objective of Zero Waste Generation. This can be achieved by reducing upfront demand, reusing materials wherever possible and recycling (or down-cycling). Where these options are not practical, other environmentally sound treatment of waste are used; eg energy recovery or best practice disposal treatment.

3.2. Understanding different types of waste

Solid waste

Solid waste can be classified into two types: biodegradable and nonbiodegradable.

• Biodegradable waste is that which can be decomposed by biological processes, for example, vegetable peel, food, farm waste, and so on. Organic waste is biodegradable and can be recycled;

• Nonbiodegradable waste cannot be broken down by biological processes, for example, paper, glass, metal, and so on. Nonbiodegradable waste can be further classified into two types: recyclable and nonrecyclable – Recyclable waste is that waste which has economic value that can be recovered, for example, metal, paper, glass, plastic bottle, and so on – Nonrecyclable waste is that waste which does not have economic value of recovery, for example, tetra packs, thermocol, and so on. Household Hazardous waste sometimes called **retail hazardous waste** or "home generated special materials', is post-consumer waste which qualifies as hazardous waste when discarded. It includes household chemicals and other substances for which the owner no longer has a use, such as consumer products sold for home care, personal care, automotive care, pest control and other purposes. These products exhibit many of the same dangerous characteristics as fully regulated hazardous waste due to their potential for reactivity, ignitability, corrosivity, toxicity, or persistence. Examples include drain cleaners, oil paint, motor oil, antifreeze, fuel, poisons, pesticides, battery, herbicides and rodenticides, fluorescent lamps, lamp ballasts, smoke detectors, medical waste, some types of cleaning chemicals, and consumer electronics (such as televisions, computers, and cell phones).

Liquid waste

Wastewater is "used water from any combination of domestic, industrial, commercial or agricultural activities, surface runoff or storm water, and any sewer inflow or sewer infiltration". Therefore, wastewater is a by-product of domestic, industrial, commercial or agricultural activities. Broadly, there are two types of liquid waste or wastewater

• Black water is wastewater from septic tanks containing faecal matter; and

• Grey water or sullage is wastewater from bathrooms or kitchens. Grey water generally contains fewer pathogens than black water.

Plastic waste

The prevalence of plastics in the rural waste mix presents several challenges:

Their non-biodegradability threatens permanent effects on the ecology; plastics have been shown to severely contaminate land and water bodies

They regularly block drainage channels, both natural channel such as streams and small water bodies and end up clogging drains as well. Burning of plastics generates toxic emissions.

Garbage mixed with plastics interferes in waste processing facilities and cause problems in landfill operations.

Wealth from waste

Solid and liquid waste can be a resource to generate livelihood. Some examples of reuse of waste include:

• Compost from animal, farm and kitchen waste can be used as manure or sold;

• Black wastewater/organic solid wastes can be treated to generate biogas;

• Treated wastewater can be used for nondrinking uses such as watering the kitchen garden, in agriculture, and so on;

• Plastics, if collected, segregated and shredded as per norms can be used in road construction; and

• Waste paper, cloth, metal and glass can be recycled.

Safe management of waste

In rural areas waste management takes place at two levels: at the level of the household and at the level of the community. Household based waste management caters mainly to the biodegradable solid waste and the liquid waste of individual households. Construction of compost pits, soak pits, vermin composting and setting up bio-gas plants are some of the common management interventions. For community level interventions, arrangements are for larger compost pits, drains and soak-pits from the public water sources. In many areas a more comprehensive institutionalised SLRM system have been set up including segregation of waste, collection, dumping, treatment and recycling.

3.3. Programme Objectives

In West Bengal solid and liquid resource management is one of the key components of Mission Nirmal Bangla-- launched with the objective of bringing improvement in cleanliness, hygiene and the general quality of life in rural areas.

The programme objectives set out by Mission Nirmal Bangla are:

Ensure at least one comprehensive SLRM facility in every Gram Panchayat in the next 5 yrs	At HH level, construction of compost pits, soak pits, vermin composting at the HH level *Either by the HH with own resources, or with resources under MGNREGA*	At community level, construction of larger compost pits, platforms for tubewells, drains and soak pits from public water sources *With resources under MGNREGA*

The Gram Panchayats are entrusted with the planning and implementation of the following tasks:

Segregation of waste at HH /other places of waste generation	Collection, dumping, recycling of waste, both bio-degradable and non bio-degradable	Safe disposal of menstrual waste

3.4. Stakeholder segmentation

Categories of stakeholders who are participants in the programme

Primary participants

Those among whom the change in intended

- Children, youth, women, men

Secondary participants

Those who influence the behaviour of primary participants

- -Community/Opinion Leaders/Social Groups/Networks, Service Providers/Frontline workers: AWWs, ASHAs, ANMs,PRI members , VHSNC, Najardari Samiti, Village Motivators, Teachers, Religious Leaders, NGOs, Youth Clubs, SHG, SMCs, Bazaar Samitis

Tertiary participants

Those with whom advocacy to create a favourable structural and social environment would be carried out

- Policy makers at State and District levels,Programme administrators such as DM, BDO, Sabhadipati, AEO, Coordinator SRLMCell,Media

Stakeholder - Behaviour Matrix

There is a set of ideal behaviours that needs to be followed by different stakeholders. These differ between audience categories depending on their engagement with the issues of SLRM.

Programme Participants	Key behaviours to be promoted
Primary Audience	
Men	1.Reducing generation of waste 2.Reusing to prevent waste (cloth/jute/paper bag—instead plastic of thickness over 50 microns, and soft drinks plastic bottles 3. Segregating solid waste into bio-degradable, non-bio degradable containers 4. Recycling bio-degradable waste by composting/vermi composting/building bio-gas plant 5.Disposing solid waste into panchayat designated dustbins/community compost pits 6. Disposing liquid waste (grey water) safely into soak pits 7. Cleaning septic tank and removing septage as per panchayat's guidelines 8.Objecting to unsafe practices followed by others 9.Recommending safe SLRM practices to other HH and community members
Women	1.Reducing generation of waste 2.Reusing to prevent waste (cloth/jute/paper bag—instead plastic of thickness over 50 microns, and soft drinks plastic bottles 3. Segregating solid waste into bio-degradable, non-bio degradable containers 4. Recycling bio-degradable waste by composting/vermi composting 5.Disposing solid waste into panchayat designated dustbins/community compost pits 6. Disposing liquid waste (grey water) safely into soak pits 7.Objecting to unsafe practices followed by others 8.Recommending safe SLRM practices to other HH and community members
Children	1.Reducing generation of waste 2.Reusing to prevent waste (cloth/jute/paper bag—instead plastic of thickness over 50 microns, and soft drinks plastic bottles 3. Segregating solid waste into bio-degradable, non-bio degradable containers 4.Objecting to unsafe practices followed by others 5.Recommending safe SLRM practices to other HH and community members

Secondary Audience	
Key opinion leaders at the community level, eg: Gram Pradhan, Religious Leader, Teacher	1.Disseminating correct knowledge to the primary audience 2.Bridging information gaps. 3.Encouraging adoption of correct practices
Govt officials, relevant functionaries eg:DM BDO, BMOH	1.Creating positive environment by addressing the issue on various public forums 2. Addressing ground-level barriers in the way of adoption of ideal behaviours 3.Taking initiative at the district level to spread awareness

3.5. Barriers and bottlenecks

There are several barriers and bottlenecks at the level of the Service User/Individual and Service Provider/Programme respectively. While the barriers can be addressed through a communication programme, the bottlenecks needs to be addressed suitably by programme managers in order to create a conducive climate for more effective intake of the communication messages.

Issue	Barriers: User of Service/Individual	Bottlenecks: Service Provider/Programme
Clean environment	- Environmental cleanliness in the house and surroundings is not considered as a critical input towards the aspiration for a higher lifestyle.	-Low priority and capacity gaps of GPs to propagate awareness
Solid waste management	-Limited knowledge about benefits of waste segregation -In areas where there is no institutionalised SLRM system, dumping and litter waste in public place is considered normal -Limited knowledge and practice of safe disposal of waste: composting, vermicomposting, setting up bio-gas plant	-Low priority and capacity gaps of GPs -Lack of funding of O&M cost for SLRM -Institutionalised SLRM system not yet set up in many areas
Liquid waste Management	-People do not have the urge to avoid liquid waste spilling out in the habitat and have little demand to manage the waste - Poor knowledge about safe management of liquid waste such as construction of soak pits and drains	-Lack of knowledge/ priority for liquid waste management by GPs and lack of knowledge of management -Funding for liquid waste management (development of infrastructure/ cleaning drains) is not adequate

	- Complacency about vector borne diseases from stagnant liquid waste at home and public space	
Plastic waste management	-Very few people have clear idea of plastic waste and its harmful effect -Preference for plastic packaging/carry bags -Low interest in using alternatives to plastic	-GPs do not have priority for preventing plastic being thrown in public places/ drains/ garbage -Lack of capacity to use legal framework suitably to facilitate management of plastic waste and use of plastic

3.6. Emerging Communication Needs

Analysis of Knowledge, Attitude, Behaviours and Challenges leads to the communication needs, identified below.

Communication Needs

- Protection of environment and its linkage to improvement in quality of life
- Reducing generation of waste
- Understanding different types of waste: bio-degradable, non-bio-degradable
- Segregation of waste at home, market, commercial institutions
- Safe disposal and recycling of waste
- Waste water management at HH and community level Threat to health and environment from untreated/open black water
- Threat to health and environment from indiscriminate littering and dumping of solid waste
- faecal sludge management in rural areas in absence of sewerage treatment plant
- Impact of plastic waste on environment
- Rationalising use of plastic as per norm and promotion of use of alternative material (such as paper, cloth bags)
- Promoting reuse of non-biodegradable products at household level

3.7. Development of the Communication Strategy

Changing social norm

Social norm is a rule of behaviour such that individuals prefer to conform to it on condition that they believe that

- Most people in their relevant network conform to it (empirical expectations)
- Most people in their relevant network believe they ought to conform to it (normative expectations)

Norms can suggest what behaviour/ practice should be followed or which behaviour/practice should NOT be followed. Individual behaviour arising from a social norm is deeply influenced by cultural beliefs which are developed through repeated interactions with people of the same culture within the same environment. Cultural attitudes can activate detrimental norms, which, in turn can negatively influence people's decisions. In order to change any harmful practice, the first step is to understand what kind of beliefs reinforce that particular practice. If practices are motivated bysocial beliefs, changing empirical and/or normative expectations can shift people away from engaging in the practice. If information about positive practices and behaviours of others in one's

reference group can be highlighted, it can induce positive behaviour change by updating people's

perceptions of what others do and what the social norms are within their reference group. Dialogue within the system is a key approach in influencing any change in norms and building a desire for social recognition; communication can serve as a facilitator for such interactive activity.
The essence of the communication strategy is to craft and use communication that will

- initiate a change in people's behaviour and build a social norm that finds indiscriminate littering and dumping waste unacceptable and believes in the sustainability of SLRM system.

- stimulates a desire within the individual to seek social recognition for practicing and adhering to the norm

Phases of strategy to address barriers:

There are three strategic phases. While every phase has a distinct focus, the phases are not water tight and have significant overlaps.

Phase 1 Advocacy	Advocate with key decision makers and opinion leaders for creating an overall enabling environment to support households and communities to adopt sustainable SRLM practices
Phase 2 Awareness	Raise awareness at all levels and make key stakeholders more conscious of issues regarding importance of SLRM including key challenges
Phase 3 SBCC	Empower individuals and families to make decisions based on knowledge and improved understanding of SLRM and to motivate communities to help create social norms in favour of SLRM.

How each Phase will unfold

Phase 1 Advocacy

Advocate with key decision makers and opinion leaders for creating an overall enabling environment to support households and communities to adopt sustainable SRLM practices

Advocacy will create a platform for key influencers in positions of power and status who have the ability to advocate positive social beliefs and norms. The communication will provide them with a package of specific information they need.

Audience

Policymakers, Programme managers, PRI Representatives, Media representatives, FBOs, CBOs and NGOs, VIPs: celebrities, professionals, cultural personalities at District and Block/village levels.

Objectives	Activities	Communication
Enlist support of key decision makers and influencers Arm the opinion leaders with information they need	-Event to initiate/reinforce SRLM programme -Orientation and sensitization workshops -One-on-one meetings -Mobilization of trans media	Pledge scroll Media kit Fact Sheet & Flyer Booklet Billboards

Phase 2 Awareness

Raise awareness at all levels and make key stakeholders more conscious of issues regarding importance of SLRM including key challenges

Awareness will play a role in imparting basic information and bringing to top of mind key issues of SLWM.

Audience

Households including children, youth, women, men

Objectives	Activities	Communication
Develop concern and responsibility towards protection of the environment and its link with quality of life Raise awareness about and ask for support and participation in SLRM system	-Media planning for Social Media -Postering and wall painting in high visibility locations	Social Media Posters Outdoor

Phase 3
SBCC

Empower individuals and families to make decisions based on knowledge and improved understanding of SLRM and to motivate communities to help create social norms in favour of SLRM.

This phase is a synergy between Community Mobilisation and Inter Personal Communication.

Audience
Primary: Households including children, youth, women, men

Secondary: -Community/Opinion Leaders/Social Groups/Networks,
-Service Providers/Frontline workers: AWWs, ASHAs, ANMs,
- PRI members
-VHSNC, Najardari Samiti, Village Motivators
-Teachers, Religious Leaders
- NGOs, Youth Clubs, SHG, SMCs, Bazaar Samitis

Community Mobilization: Awareness will go together with efforts at community mobilization directed at supporting programmatic initiatives for SLRM. This communication will be directed towards the community.

Objectives	Activities	Communication
Develop involvement towards a clean environment Initiate public discourse to raise and sustain knowledge about SLRM	-Citizens' Meets -Van campaign -School activities -Rallies	-Trans media including Pledge leaflet Leaflets Outdoor Posters Folk Media Street Theatre School Activity Booklet

Inter personal communication (IPC): Under the overarching environment created by communication for community mobilization, the next step is targeted communication through IPC at the individual and household level to persuade adoption of the desired behaviours in hard-to-change communities. IPC is a process intensive strategy therefore needs to be deployed strategically in well identified resistant communities. Without proper identification of those communities, IPC may be a waste.

Objectives	Activities	Communication
Persuade adoption of correct behaviours Orient frontline workers and local influencers on SBCC activities	-Face-to-face engagement and IPC -Small group meetings within community -Capacity building of frontline workers	- IPC material Flipbook Games -Flash Cards

3.8. Communication Operational Plan for SLRM

Phase 1: Advocacy

Advocacy will create a platform for key influencers in positions of power and status who have the ability to advocate positive social beliefs and norms. The communication will provide them with knowledge and information they need about SLRM.

Audience	Objective	Key Messages	Messenger	Communication Activity	Media/ Tool	Monitoring Indicator	Means of Verification
State							
Policymakers: MPs, Minister/ MLAs; **Programme managers**: Civil servants at State and District levels; **Panchayat members** Sabhadipatis **Media** representatives **CBOs and NGOs** **VIPs**: celebrities, professionals, cultural personalities	Celebrate the achievement of ODF West Bengal and take the pledge for ODF Sustainability Enlist support of key decision makers and influencers	-Pledge: '*Nirmal Bangla bojay rakhi, sobai mile gorbe thaki*' -Bring about a social movement to establish ODF S and ODF Plus (including SLRM)	CM, GoWB	Event where CM will announce achievement of ODF West Bengal and give a clarion call to the community and key influencers for ODF Sustainability	-MNB logo -Pledge scroll -Pledge poster -Media Kit folder including CM's Appeal Leaflet, Pledge Leaflet, Leaflets on ODF S, SLRM, MHM, Advocacy booklets on ODF S, SLRM, MHM -Venue décor Banner Backdrop Standee Gate	**Event** -Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Photograph, video clip -Signed copy of report

District							
Policymakers: MLAs; Programme managers: Civil servants Panchayat members: Sabhapatis, members **Media** representatives **CBOs and NGOs Local influencers**: professionals, cultural personalities	Flag off a community movement to initiate/reinforce SLRM programme Enlist support of key decision makers and influencers	-Pledge:'*Nirmal Bangla bojayrakhi, sobai mile gorbethaki'* - Call upon community and local leaders and influencers to bring about a social movement that will lead to and sustain a safer environment and improved health and quality of life	Key Advocate: -DM -Sabhadipati	- Event to focus on challenge of SLRM in district.	-Pledge scroll -Pledge poster -Media Kit folder I Pledge Leaflet, Pledge Sticker Advocacy booklet -Venue décor Banner Backdrop Standee Gate	-Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Photograph, video clip -Signed copy of report

Block/Village							
Programme managers: Civil servants **Panchayat** members **Media** representatives **CBOs and NGOs** **Local influencers**: professionals, cultural personalities	Flag off a community movement to initiate/reinforce SLRM programme Enlist support of key decision makers and influencers	-Pledge: '*Nirmal Bangla bojayrakhi, sobai mile gorbethaki'* - Call upon community and local leaders and influencers to bring about a social movement that will lead to and sustain a safer environment and improved health and quality of life	Key Advocate: -BDO -Pradhan	- Event to focus on challenge of SLRM in Block/villages	-MNB pledge scroll -Pledge poster -Pledge sticker -Venue décor Banner Backdrop Standee Gate	-Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Photograph, video clip -Signed copy of report
Key opinion leaders: PRI members, doctors, teachers, religious leaders	Arm the opinion leaders with information they need	-Your influence within the community will make a positive difference to the programme	-Motivator/ Person from Identified SO	One-to-one meetings with influencers disseminating information and messages on issues concerning SLRM	Folder containing -Advocacy booklet -Cloth scroll with desired messages put up in office	-Date, time, venue -Meeting with -Outcome (Good/Avg /Poor) -Themes covered	-Photograph, -Signed copy of report

		-Speak up and take action for positive change			room and religious institutions	-- Type of/no of tools used	

Phase 2: Triggering Awareness

Awareness will go hand in hand with motivation to make SLRM an ingrained habit. This stage will also develop awareness on key ODF S issues and will be directed at both the individual and community.

Audience	Objective	Key Message	Messenger	Communication Activity	Media/Tool	Monitoring Indicator	Means of Verification
District/Block/ Village							
-Community -Family members: Men, women, children	Develop concern and responsibility towards protection of the environment and waste management	Let the environment be 'nirmal' You stay healthy **Remember**, garbage thrown anywhere is spread further by crows and dogs, making your village more unclean and unhealthy **Dos:** -segregate waste -use dustbins for waste disposal		-Putting up posters at :Administration and Panchayat offices, Market place, Banks/Co-ops,Bus and railway stations and at schools -Media planning for social media messages	-Posters -Social media messages	-Date, No. of locations -Themes covered -Type of/no of tools used -Date, No. of WhatsApp messages sent -No. of persons reached -Themes	-Photograph, -Signed copy of report -Report from the service provider/s as per media plan

		-keep your surroundings clean -recycle/reuse waste **Donts:** -do not litter indiscriminately -do not throw waste in drains, water bodies -do not burn waste -use alternatives to plastic		-Banner activity at Panchayat office and prominent available locations	-Banner	-Date, No. of locations -Nos of banners put up -Type of themes	-Photograph, -Signed copy of report
-Men, women	Develop awareness about different aspects of SLRM	Segregate waste into red and green containers **Benefits:** Keeps environment clean, less illness, diseases, does not spread bad odour. Ways of using waste as resource: Bio-degradable - make a compost pit,vermi		-Putting up posters at high visibility locations: Administration and Panchayat offices, Market place, Banks/Co-ops,Bus and railway stations and at schools -Banner activity at Panchayat office and	-Poster -Banner	-Date, No. of locations -Themes covered -Type of/no of tools used -Date, No. of locations	-Photograph, -Signed copy of report -Photograph, -Signed copy of report

		composting, bio-gas plant Non bio-degradeable -panchayat waste- cart will come and collect for recycling Use of dustbins keeps the environment clean. **Remember,** open garbage spreads germs and breeds infection. It can make your child suffer from malaria, dengue, diarrhea **donts:** -do not throw waste indiscriminately on streets, in market place or offices		prominent available locations -Putting up posters at :Administration and Panchayat offices, Market place, Banks/Co-ops,Bus and railway stations and at schools	-Poster	-Nos of banners put up -Type of themes -Date, No. of locations -Themes covered -Type of/no of tools used	-Photograph, -Signed copy of report

		-do not dump waste into water bodies -do not throw waste in drains or near tube wells -do not dump waste into forests, gardens or cultivable land Channelize waste water directly into soak pit at home Benefits: does not allow the water to stagnate, keeps surroundings clean, does not spread bad odour, **Dos:** -Make soak pit which connects with both kitchen and hand washing spot		-Putting up posters at :Administration and Panchayat offices, Market place, Banks/Co-ops,Bus and railway stations and at schools	-Poster	-Date, No. of locations -Themes covered -Type of/no of tools used	-Photograph, -Signed copy of report

		Say no to plastic; Use cloth bags **Benefits of using cloth bag:** -does not pollute the environment -can be re-used -easy to carry to shops and market place -studier than plastic bag		-Putting up posters at :Administration and Panchayat offices, Market place, Banks/Co-ops,Bus and railway stations and at schools	-Poster	-Date, No. of locations -Themes covered -Type of/no of tools used	-Photograph, -Signed copy of report

Phase 3: Social and Behaviour Change Communication (SBCC)

This phase is a synergy between Community Mobilization and Inter Personal Communication (IPC)

Community Mobilization: Awareness will go hand-in-hand with efforts at community mobilization directed at supporting programmatic initiatives for SLRM This communication will be directed towards the community as a whole.

Audience	Objective	Key message	Messenger	Communication Activity	Media/tool	Monitoring Indicator	Means of verification
Block/Village							
General community Nazardari Committee VHSNC NGO/s, Bazaar Samity Youth organization/s	Develop involvement towards a clean environment	Be supportive towards SLRMand vigilant to ensure clean and healthy environment	Key advocate: BDO, Pradhan	Citizens' meet at local Panchayat Hall or School.	-Poster - Venue décor Banner Gate -Leaflet -Wall paint	--Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used	-Photograph, video clip -Signed copy of report
General Community School Children, Teachers	Develop involvement towards different aspects of SLRM	Reduce generation of waste Reuse to prevent waste Segregate waste Recycle waste Dispose waste into dustbins/central locations Use alternatives to plastic	Motivators with van	Van campaign. At village centre: Disseminate messages within community specific to desired	-Mike announcements - Leaflet	-Date, Nos of places covered -No of announcements	Photograph -Signed copy of report

				practices for SLRM		-Type of/no of tools used -No of themes covered	
				At school: Engage with groups of school children -use dustbins for disposing tiffin wrappers -keep school premises clean Demonstrate making of compost pit, vermi composting	-Placards	-Date, Nos of schools covered -Type of/no of tools used -No of themes covered	Photograph, -Signed copy of report
Shop keepers,sellers in wet market,	Develop a waste-free customer-	Reduce generation of waste Dispose waste into dust bins/central	Motivator from Market Association	Distributing leaflets to shop keepers and wet	-Leaflet -Display board in market area	-Date -Type of/no of tools used	Photograph, -Signed copy of report

Secretary of Market Association	friendly orientation	locations Manage your garbage well, keep your customers happy **Do:** -Place a bin in front of your shop to collect garbage. This will be removed by the Panchayat -Use alternatives to plastic **Don't:** -Do not strew garbage/ throw litter outside your shop/into drains and cause misery for customers and passers-by		market stalls and speaking with them		-No of themes covered	
School Children	Develop a pro-active orientation and pride towards clean environment	-Do not litter streets and public places, find a dustbin. -Encourage your friends to practice clean habits. -Ensure that garbage at home is stored in a bin and deposited every morning to the garbage collector/in the neighbourhood collection point. -Use alternatives to plastic	Kanyashree 'task force' members	Formation of Kanyashree 'task force' in school to monitor waste management and hygiene	-Poster -Rally within community with placards	-Date - No. of task-force formed - No. of awareness meetings -No of Rallies -Type of themes covered -No. of student participants	Photograph, video clip -Signed copy of report

Inter personal communication (IPC): Under the overarching environment created by communication for community mobilization, the next step is to undertake inter personal communication at the individual and household level to persuade adoption of the desired behaviours.

Audience	Objective	Key Message	Messenger	Communication Activity	Media/Tool	Monitoring Indicator	Means of verification
Village							
Women	Persuade adoption of correct behaviours about SLRM	Reduce generation of waste Reuse to prevent waste Segregate waste Recycle waste Dispose waste into dust bins/central locations Use alternatives to plastic	AWW/ASHA	Face-to-face IPC and imparting knowledge by AWW/ASHAs at Mothers' Meetings and during home visits	-Flip Chart	-Date, Venue -Type of audience -Type of tool used -Type of themes covered	-Photograph -Signed copy of report
Men, General Community	Persuade adoption of correct behavior about fecal sludge management	How to manage fecal sludge from -toilets -septic tank	VHSNC member	Small group meetings called by VHSNC to explain how to clean septic tank and supportive role played by Panchayat. Expert present will explain technical aspects, cost elements ad services offered.	-Flip Chart -Flyers	-Date, Venue -Type of audience -Type of tool used -Type of themes covered	-Photograph -Signed copy of report
Frontline workers: ANMs, ASHAs, AWWs	Orientation on SBCC activities to help bring about behavior change	How to conduct IPC sessions	Training resource person	Capacity building workshop on SLRM and training on using IPC tools	-Capacity building training module	-Date, Venue -Type of audience -Type of tool - Type of themes	-Photograph -Signed copy of report

unicef
for every child

CHAPTER 4
COMMUNICATION STRATEGY FOR MENSTRUAL HYGIENE MANAGEMENT

4.1. Understanding menstruation and menstrual hygiene management

Background

India has approximately 336 million girls and women aged 10-49 years, who experience menstruation every month. An estimated 64% of females within the reproductive age use sanitary pads, the rest 36% use other absorbents. This accounts for 12 billion pads used per year. All of this is not disposed safely. 28% are disposed along with routine waste. Another 28% each are disposed in the open and burnt in the open. 33% are buried. This adds to the quantum of solid waste produced, further raising the demand and urgency of having effective menstrual waste management. However, without a holistic understanding of menstrual hygiene management, it is not possible to have any meaningful level of success in menstrual waste management.

What is menstruation?

Menstruation is a natural biological phenomenon for women and adolescent girls. Menstruation cycle in girls normally begins from the age range of 10-15 years and continues throughout the fertile period of a woman's life till about 45-50 years. Menstruation occurs for 5-7 days each month—when bleeding happens. For all healthy young adolescent girls and women this is an important process in life and gets repeated within an interval of 28-30 days.

What is menstrual hygiene management?

Dealing with menstruation hygienically is essential. WHO and UNICEF (2014) have defined MHM as "Women and girls are using clean menstrual hygiene management material to absorb or collect blood, that can be changed in privacy as and when necessary for the duration of the menstrual period, using soap and water for washing the body as required and having access to facilities to dispose of used menstrual management materials."

Unhygienic management can result in reproductive tract infection and urinary tract infections. Ability to manage menstruation hygienically, free of shame and embarrassment is essential for a woman to live her life with dignity and constitutes an integral component of basic hygiene, sanitation, and reproductive health services.

Options of menstrual blood absorbents

Different absorbents are available in the market, that can be used during menstruation: cloth, sanitary pads, tampons and menstrual cups.Sanitary pad is a special type of pad which absorbs the menstrual blood and is disposable after single use. In rural areas sanitary pads are more easily available than the other options. Local options are also often available, made by SHG Groups and are cheaper than the branded ones.Clean, dry absorbent cloth can be used and reused. To re-use, it has to be washed well with detergent and dried in direct sunlight and stored in a clean dry place. Absorbent cloth or sanitary pad should not be shared with or reused by others.

Safe disposal of absorbents

Used cloth and sanitary napkin have to be disposed hygienically so that waste is not generated which is harmful for the environment. Unfortunately, because of poor knowledge about MHM, and secrecy surrounding personal practices about MHM, used absorbents are often thrown away in ponds, backyards, fields, or even hidden somewhere inside the house.

Safe disposal options include:

- Wrapping the used cloth or sanitary pad in a newspaper and dropping it in a dustbin, subsequently to be cleared by the Panchayat waste collector
- Handing over the wrapped newspaper-pack to the Panchayat waste cart or waste collector when he is in the neighbourhood

- Burying the newspaper-pack underground (2-3 ft) and covering well with soil
- Burning the absorbent by putting it inside incinerator in school or other institutions

Care and hygienic practices during menstruation

During the days of menstruation normal hygiene and nutrition, like in any other normal day needs to be maintained. Poor hygienic practices may lead to serious reproductive and urinary-tract infections.

- Bathing at least once a day
- Keeping private part clean and dry after using toilet
- Having lots of water and nutritional food which includes protein, iron and calcium such as egg, fish, dal, greens, milk, banana, mango, orange.
- Having warm milk and warm water in case of pain

Taboos around menstruation

There are strict social practices that are a part of the family's culture and code of conduct towards menstruating women and girls. Taboos are imposed by the elders and not questioned by others in the family. The common taboos and restrictions directed towards the menstruating girl, that the family follows include: not allowing her to go to school, not letting her participate in normal household chores, not allowing her to play, not letting her eat along with others in the family, keeping her away from sour food, preventing her from taking part in any religious activities.

Culture of silence

There is very little conversation about menstruation within the family and none within the larger ambit of the community. It is not a subject that is freely talked about even within the mother and the adolescent daughter and fathers stay completely aloof from the subject, as they feel it is strictly 'women's businesses. Coupled with the fact that mothers and other elder women within the family have poor knowledge on MHM—this leaves the young daughter devoid of any information that would enable her to face the days of menstruation normally and confidently.

4.2. Programme Objectives

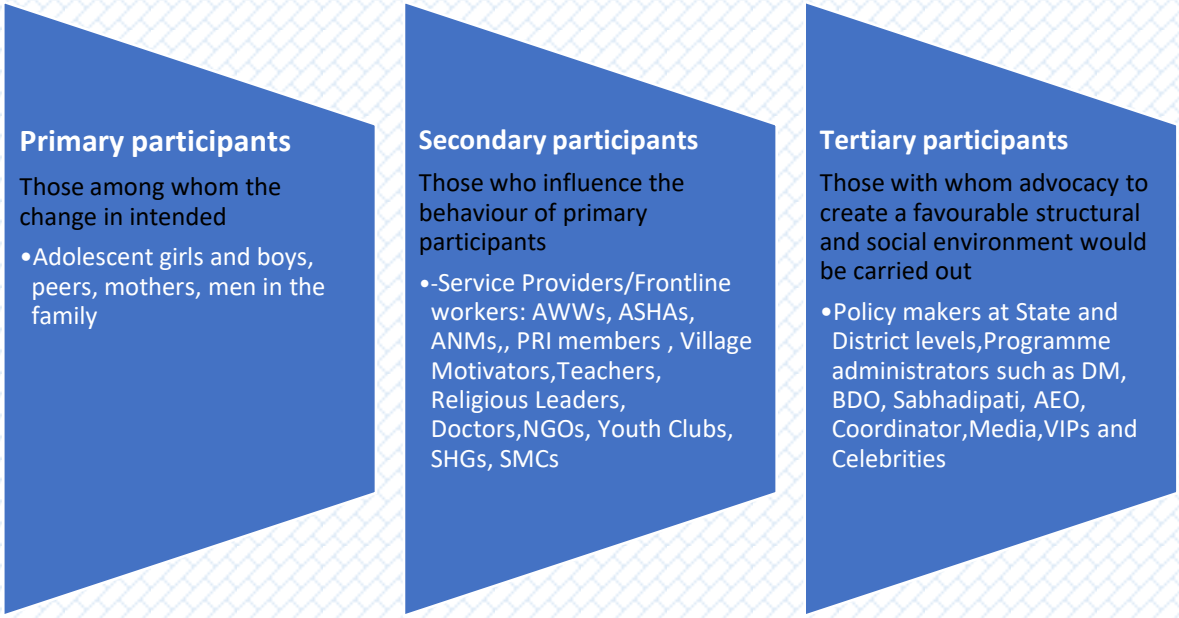
The Government of West Bengal, through its Mission Nirmal Bangla has thus taken up MHM as a programme with the twin tasks of changing the existing social norm towards MHM and making effective arrangements for the management of menstrual waste.

The programme objectives set out by Mission Nirmal Bangla are:

Creating an enabling environment that will break the culture of silence and taboos surrounding MHM	Making effective arrangements for access to menstrual absorbents and management of menstrual waste.

4.3. Stakeholder segmentation

Categories of stakeholders who are participants in the programme



Stakeholder - Behaviour Matrix

There is a set of ideal behaviours that needs to be followed by different stakeholders. These differ between audience categories depending on their engagement with the issues of MHM.

Programme Participants	Key behaviours to be promoted
Primary Audience	
Adolescent girls	1.Maintaining personal hygiene 2.Using absorbents hygienically 3.Disposing absorbents safely 4.Continuing with normal daily routine of activities including going to school 5.Overcoming socio-cultural restrictions and norms that stand in the way of MHM 6.Recommending safe HMM practices to peers
Mothers/Women	1.Maintaining personal hygiene 2.Using absorbents hygienically 3.Disposing absorbents safely 4.Continuing with normal daily routine of activities 5. Overcoming socio-cultural restrictions and norms that stand in the way of MHM 5.Recommending safe HMM practices to adolescent daughters

Secondary Audience	
Fathers, Teachers, frontline workers including SHGs, AWW/ASHAs, ANMs, Village Motivators, Religious Leaders, Doctors, NGOs	1.Disseminating correct knowledge to the primary audience 2.Bridging information gaps. 3.Encouraging adoption of correct practices 4.(Father) addressing socio-cultural restrictions and norms at home that stand in the way of MHM for women and adolescent girls
Tertiary Audience	
Policy makers at State and District levels, programme administrators such as DM, BDO, Sabhadipati, AEO.	1.Creating positive environment by addressing the issue on various public forums 2. Addressing ground-level barriers in the way of adoption of ideal behaviours 3.Taking initiative at the district level to spread awareness

4.4. Barriers and bottlenecks

There are several barriers and bottlenecks at the level of the Service User/Individual and Service Provider/Programme respectively. While the barriers can be addressed through a communication programme, the bottlenecks needs to be addressed suitably by programme managers in order to create a conducive climate for more effective intake of the communication messages.

Issue	**Barriers: Service User/Individual**	**Bottlenecks: Service Provider/Programme**
Physiological process	- Limited knowledge within women and men -Social norm stigmatise women as impure, debarring them from taking up many routine activities -Women maintain secrecy and do not seek information or counselling because of social stigma against them -Husbands/men do not play a supportive role to normalise the environment	-Inadequate capacity within service providers for taking up awareness generation on physiological process of menstruation
Access to menstrual absorbents	-Limited knowledge about different options and how to access them -Sanitary pads often unaffordable	-Inadequate arrangement for easy access to safe absorbents at schools and other institutions
Unhygienic practices	-Poor awareness about how lack of menstrual hygiene can lead to	-Inadequate capacity within service providers to explain link

	infections in the reproductive and urinary tracts -Cloth absorbents often not used hygienically -Lack of attention to maintain personal hygiene during menstruation	between unsafe hygiene and RTI/UTI
Management of menstrual waste	-Limited knowledge about criticality of safe disposal of used absorbents -Used absorbents thrown in drains, ponds, buried and hidden -Poor awareness about available disposal services offered by Panchayat level	-Institutionalised system for menstrual waste collection and safe disposal not set up -Non-availability of facilities like incinerator to dispose used pads at schools and other institutions

4.5. Emerging Communication Needs

Analysis of Knowledge, Attitude, Behaviours and Challenges leads to the communication needs, identified below.

Communication Needs

- Explaining menstruation
- Creating climate of open dialogue to address taboos, myths and misconceptions
- Continuing normal activities during menstruation
- Sanitary pads and other options of absorbents
- Appropriate methods of disposal of absorbents
- Reasons for maintaining personal hygiene

4.6. Development of the Communication Strategy

Changing social norm

Social norm is a rule of behaviour such that individuals prefer to conform to it on condition that they believe that

- Most people in their relevant network conform to it (empirical expectations)
- Most people in their relevant network believe they ought to conform to it (normative expectations)

Norms can suggest what behaviour/ practice should be followed or which behaviour/practice should NOT be followed. Individual behaviour arising from a social norm is deeply influenced by cultural beliefs which are developed through repeated interactions with people of the same culture within the same environment. Cultural attitudes can activate detrimental norms, which, in turn can negatively influence people's decisions. In order to change any harmful practice, the first step is to understand what kind of beliefs reinforce that particular practice. If practices are motivated by social beliefs, changing empirical and/or normative expectations can shift people away from engaging in the practice. If information about positive practices and behaviors of others in one's reference group can be highlighted, it can induce positive behavior change by updating people's perceptions of what others do and what the social norms are within their reference group. Dialogue within the system is a key approach in influencing any change in norms and building a desire for social recognition; communication can serve as a facilitator for such interactive activity.

The essence of the communication strategy is to craft and use communication that will

- Break the barrier of silence and create a conducive climate for open dialogue within all level of stakeholders
- Within that climate, impart and enhance correct knowledge, address attitudes and social norms

Phases of strategy to address barriers:

There are three strategic phases. While every phase has a distinct focus, the phases are not water tight and have significant overlaps.

Phase 1 Advocacy	Advocate with key decision makers and opinion leaders for creating an overall enabling environment to support women and adolescent girls to adopt safe MHM practices
Phase 2 Awareness	Raise awareness at all levels and make key stakeholders more conscious of issues regarding importance of MHM including key challenges
Phase 3 SBCC	Empower women and families to make decisions based on knowledge and improved understanding of MHM and to motivate communities to help create social norms in favour of MHM.

How each Phase will unfold

Phase 1 Advocacy	Advocate with key decision makers and opinion leaders for creating an overall enabling environment to support women and adolescent girls to adopt safe MHM practices

Advocacy will create a platform for key influencers in positions of power and status who have the ability to advocate positive social beliefs and norms. The communication will provide them with knowledge and information they need about MHM.

Audience

Policymakers, Programme managers, PRI Representatives, Media representatives, FBOs, CBOs and NGOs,
VIPs: celebrities, professionals, cultural personalities at District and Block/village levels

Objectives	Activities	Communication
Enlist support of key decision makers and influencers Arm the opinion leaders with information they need	-Orientation and sensitization workshops -One-on-one meetings -Mobilization of trans media	Media kit Fact Sheet & Flyer Booklet Billboards

Phase 2
Awareness

Raise awareness at all levels and make key stakeholders more conscious of issues regarding importance of MHM including key challenges

To impart information, raise salience and visibility of the importance of the behaviours related to MHM and to build public support, creating an enabling environment for change.

Audience
Primary: Adolescent girls and boys, peers, mothers, men in the family

Secondary
-Service Providers/Frontline workers: AWWs, ASHAs, ANMs,
- PRI members
-Village Motivators
-Teachers, Religious Leaders, Doctors
- NGOs, Youth Clubs, SHGs, SMC

Objectives	Activities	Communication
Develop perception towards menstruation as a normal and natural occurrence Change attitude towards regressive social norms Raise awareness about the different issues of MHM	-Media planning for Social Media -Postering and wall painting in high visibility locations	Social Media Posters Outdoor

Phase 3
SBCC

Empower women and families to make decisions based on knowledge and improved understanding of MHM and to motivate communities to help create social norms in favour of MHM.

This phase is a synergy between mobilisation of Core Groups and Inter Personal Communication (IPC)

Audience
Primary: Adolescent girls, peers, mothers, men in the family

Secondary
-Service Providers/Frontline workers: AWWs, ASHAs, ANMs,
- PRI members
-Village Motivators

-Teachers, Religious Leaders, Doctors
- NGOs, Youth Clubs, SHGs, SMC

Community Mobilization: Awareness will go together with efforts at community mobilization directed at supporting programmatic initiatives for SLRM. This communication will be directed towards the community.

Objectives	Activities	Communication
Build confidence and dignity within adolescent girls and women about addressing and practising MHM Break the silence around MHM and build support within the community towards having an open dialogue within stakeholders about MHM	-Kanyashree Core Group meeting -Kanyashree -interaction with school students -Mothers' Core Group meeting; talking with daughters and other mothers -Fathers' Core Group meeting; talking with other fathers	-Poster -Leaflet

Inter personal communication (IPC): Under the overarching environment created by communication for community mobilization, the next step is targeted communication through IPC at the individual and household level to persuade adoption of the desired behaviours in hard-to-change communities. IPC is a process intensive strategy therefore needs to be deployed strategically in well identified resistant communities. Without proper identification of those communities, IPC may be a waste.

Objectives	Activities	Communication
-Persuade adoption of correct behaviours -Orient motivators on SBCC activities	-Face-to-face engagement and counselling -Capacity building of frontline workers	- IPC material Flipbook -Flash Cards

4.7 Communication Operational Plan for Menstrual Hygiene Management

Phase 1: Advocacy

Advocacy will create a platform for key influencers in positions of power and status who have the ability to advocate positive social beliefs and norms. The communication will provide them with knowledge and information they need about MHM empowering them to create a conducive climate for open discussions on MHM.

Audience	Objective	Key Messages	Messenger	Communication Activity	Media/ Tool	Monitoring Indicator	Means of Verification
State							
Policymakers: MPs, Minister/ MLAs; Programme managers: Civil servants at State and District levels; Panchayat members Sabhadipatis Media representatives CBOs and NGOs VIPs: celebrities, professionals, cultural personalities	Celebrate the achievement of ODF West Bengal and take the pledge for ODF Sustainability Enlist support of key decision makers and influencers	-Pledge: 'Nirmal Bangla bojay rakhi, sobai mile gorbe thaki' -Bring about a social movement to establish ODF S and ODF Plus (including MHM)	CM, GoWB	Event where CM will announce achievement of ODF West Bengal and give a clarion call to the community and key influencers for ODF Sustainability	-MNB logo -Pledge scroll -Pledge poster -Media Kit folder including CM's Appeal Leaflet, Pledge Leaflet, Leaflets on ODF S, SLRM, MHM, Advocacy booklets on ODF S, SLRM, MHM -Venue décor Banner Backdrop Standee	**Event** -Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered - Type of/no of tools used **Event** -Date,time, venue -Number present -Outcome (Good/Avg /Poor)	-Photograph, video clip -Signed copy of report

					Gate	-Themes covered - Type of/no of tools used	
District/Block/Village							
Key opinion leaders: PRI members, doctors, teachers, religious leaders, cultural personalities	Arm the opinion leaders with information they need	Addressing socio-cultural restrictions and norms that stand in the way of MHM	-Village motivator	-One-to-one meetings with opinion leaders	Folder containing -Advocacy booklet -Cloth scroll with desired messages put up in office rooms and religious institutions	-Date, time, venue -Meeting with -Outcome (Good/Avg /Poor) -Themes covered -- Type of/no of tools used	-Photograph, -Signed copy of report
Media	Sensitize media representatives with relevant information	-positive role of media in addressing taboos, myths and misconceptions about menstruation -stories from the field including initiatives taken by Kanyashree Groups, SHGs cetc	-Training resource person -Programme manager	Media training workshop	-Media package: Fact sheet Human interest stories Programme information	-Date,time, venue -Number present -Outcome (Good/Avg /Poor) -Themes covered -No of Media Kits distributed	-Photograph, -Signed report

Phase 2: Triggering Awareness

Advocacy will set the stage for awareness build up. Awareness will play a role in imparting basic information and bringing to top of mind key issues of MHM.

Audience	Objective	Key Message	Messenger	Communication Activity	Media/Tool	Monitoring Indicator	Means of Verification
District/Block/ Village							
Women/mothers Men, Adolescent Boys & Girls, School Teachers	Develop positive attitude and responsibility towards and within adolescent girls	Let girls grow, don't let your worries grow **Key messages** -menstruation is a normal occurrence and happens to all girls. This is nothing to be ashamed of -at this time, do not segregate girls from others, prevent them from pursuing normal activities such as going to school, playing, restricting their diet -at this time, it is particularly		-Putting up posters and banner in AWCs and health centres	-Posters -Banner	-Date, No. of locations -Type of/no of tools used -Themes covered	-Photograph, -Signed copy of report

		necessary to stay clean and hygienic -girls will be able to go through those days with self-confidence and a smiling face					
-Adoloscent girls	Develop awareness about different aspects of MHM	Menstruation is a natural occurrence in girls. Don't have any shame or fear **Knowing menstruation** -It's a natural occurrence in the lives of adolescent girls **Key issues** -do not feel shame, fear, embarrassment during menses -it has no relation with impurity -at this time, it is particularly		-Putting up posters and banners at schools and health facilities. -Planning for dissemination of messages on social media	-Posters -Banners -Messages	-Date, No. of locations -Type of/no of tools used -Themes covered - No. of WhatsApp messages sent -No. of persons reached -Themes covered	-Photograph, -Signed copy of report -Report from the service provider/s as per media plan

		necessary to stay clean and hygienic - know about choice of absorbents and their hygienic use - know about safe disposal of absorbents -at this time, there is no risk in carrying on normal activities -there is no reason to stay away from school -to know more or clear any question in your mind talk freely with your mother, elder sister, AWW or female health worker					

Phase 3: Social and Behaviour Change Communication (SBCC)

This phase is a synergy between mobilization of Core Groups and Inter Personal Communication (IPC)

Audience	Objective	Key message	Messenger	Communication Activity	Media/tool	Monitoring Indicator	Means of verification
Block/Village							
Mothers' Core Group	Get a deeper understanding of MHM and supportive attitude and action towards adolescent girls and daughters	-Importance of mother as first level of communicator with daughters - biological understanding of puberty and menstruation -myths and misconceptions about menstruation -hygienic management	AWW, SHG Leader	Dialogue with individual mothers/women to set up the Core Group Periodic meetings with Core Group	-Posters -Leaflet	-Date, No. of locations -Type of/no of tools used -Themes covered	-Photograph, -Signed copy of report
Kanyashree Core Group	Develop role models to help challenge discrimination, prejudices	-Influencer role played by Kanyashree girls—regarded as vanguard segment within school	Senior School Teacher	Dialogue with Kanyashree girls to set up the Core Group	-Posters -Leaflet	-Date, No. of locations -Type of/no of tools used	Photograph, -Signed copy of report

	towards menstruation	- biological understanding of puberty and menstruation -myths and misconceptions about menstruation -hygienic management		Periodic meetings with Core Group Engage with groups of school children		-Themes covered	
Fathers' Core Group	Open the subject of menstruation for discussion within men	-Supportive role of fathers to break community's unspoken disapproval to discuss menstruation openly, and instill confidence within daughters - addressing socio-cultural restrictions and norms that stand in the way of MHM - giving daughter access to options of absorbents -supporting hygienic management	Village Motivator	Dialogue with individual fathers to set up the Core Group Periodic meetings with Core Group	-Posters -Leaflet	-Date, No. of locations -Type of/no of tools used -Themes covered	Photograph, -Signed copy of report

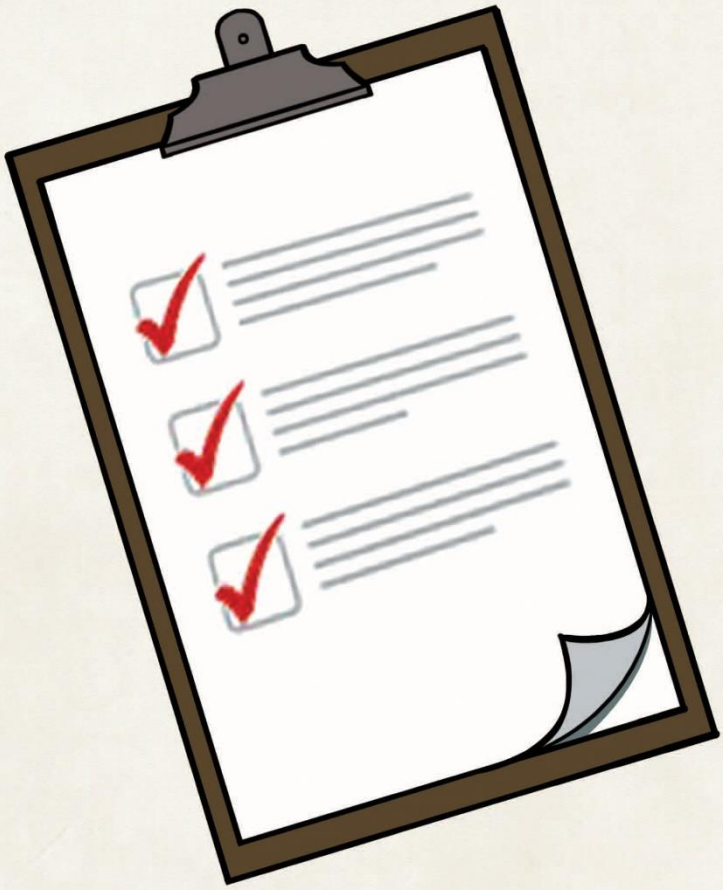
Inter personal communication (IPC): Under the overarching environment created by communication for community mobilization, the next step is to undertake inter personal communication at the individual and household level to persuade adoption of the desired behaviours.

Audience	Objective	Key Message	Messenger	Communication Activity	Media/Tool	Monitoring Indicator	Means of verification
Village							
Mothers/Older Women, New Mothers	Persuade adoption of correct behaviours Encourage positive approach towards adolescent girls	-Understanding menstruation -Maintaining personal hygiene -Using absorbents hygienically -Disposing absorbents safely -tackling taboos and continuing with normal daily routine of activities	AWW/ASHA	Face-to-face IPC and imparting knowledge by AWW/ASHAs at Mothers' Meetings and during home visits	-Flip Chart	-Date, Venue -Type of audience -Type of tool used -Type of themes covered	-Photograph -Signed copy of report

Adoloscent girls	Persuade adoption of correct behaviors	-Understanding menstruation -Maintaining personal hygiene -Using absorbents hygienically -Disposing absorbents safely -tackling taboos and continuing with normal daily routine of activities	School Teacher, AWW	IPC sessions at school and home	-Flip Chart	-Date, Venue -Type of audience -Type of tool used -Type of themes covered	-Photograph -Signed copy of report
Frontline workers: ANMs, ASHAs, AWWs, NGOs, CBOs, SHGs	Orientation on SBCC activities to help bring about behavior change	How to conduct IPC sessions on MHM	Training resource person	SBCC training workshop on MHM	-Capacity building training module	-Date, Venue-Type of audience -Type of tool used -Type of themes covered	-Photograph -Signed copy of report

unicef
for every child

CHAPTER 5:
MONITORING & EVALUATION

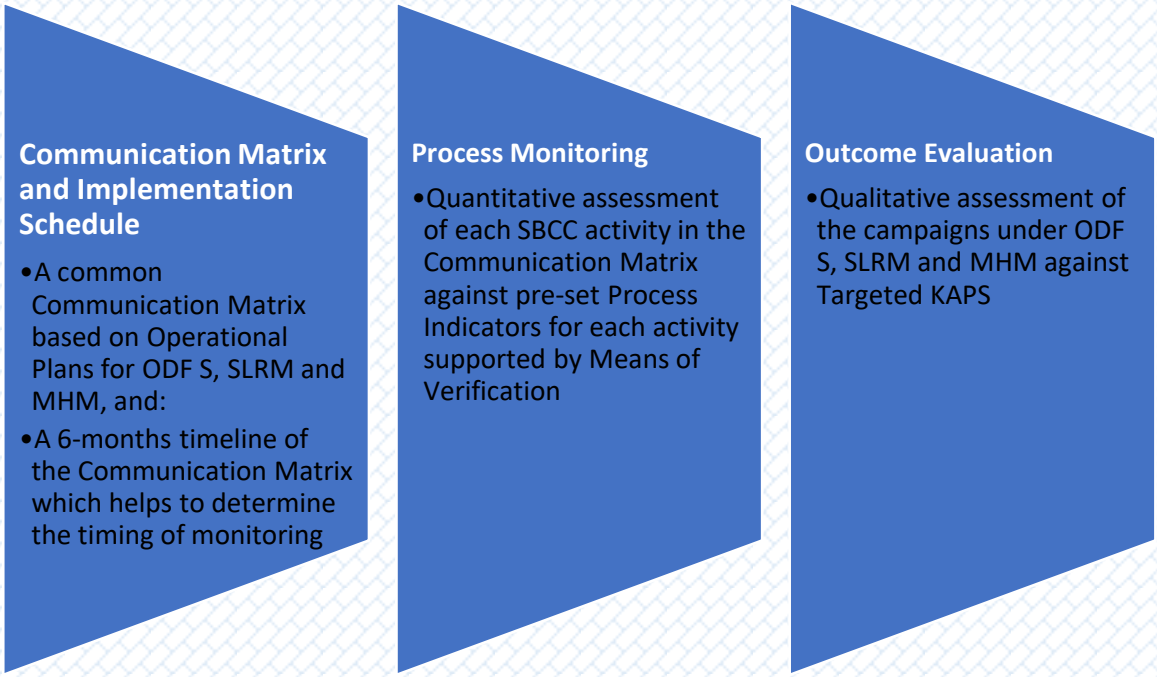


Monitoring and Evaluation are two distinct but interrelated activities. Monitoring is done to measure the progress of various processes and deliverables of the communication programme to check whether the processes and the outputs are as expected. This is better done concurrently while the programme is being implemented. The evaluation is normally done to assess the outcome of the programme, which is done after the programme ends.

5.1. Monitoring Framework

Monitoring of the communication programme has to be done as per an appropriate Monitoring Framework There are essentially three broad components in the Monitoring Framework as shown below

Components of the Monitoring Framework



The Communication Matrix, shown in the next section under 'Process Monitoring' has been derived from the three Operational Plans (ODF-S, SLWM and MHM), which has been shown in the previous chapter.

Implementation Schedule: The plan for the six -months will be worked out with weekly activities and based on that a weekly implementation schedule has been shown in the next page.

Campaign Implementation Plan in Weeks

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
ADVOCACY																								
Pledge Event : Scroll, Poster, Leaflet, Banner																								
Media Workshop/Press Conference: Poster, Handout																								
Billboard, Poster, leaflet, wall painting, stickers																								
1-1-1 meetings with Influencers: Advocacy booklet, Flyers																								
AWARENESS																								
TV, Radio, Billboards,																								

Wall painting Posters,																							
Social Media messages																							
SOCIAL MOBILISATION																							
Citizens' Meet: Pledge scroll, poster, leaflet																							
Rally, van activity: Placards, Banner, Miking,Leaflets																							
Community Meeting: banner, poster, leaflet,song, theatre,																							
School Activity: Story Book, Posters, Placards																							

IPC																							
At home, AWCs: Flip Book																							
At community meetings																							

5.2. Process Monitoring

The Process Monitoring method for each SBCC Activity has been shown in the Table below, followed by detailed guideline for monitoring and Monitoring Formats that can be used to undertake the monitoring activity.

Process Monitoring of SBCC Activities under the Communication Matrix

Audience/ target group	Communication Activity/ Event	Communication tools/ channels/ media used	Monitoring Indicator	Means of Verification
Category of Activities: Advocacy				
Policy makers Programme managers, Panchayat members, Media representatives CBOs and NGOs VIPs	**State:** Event where CM will lead and announce State as ODF and everyone will take the pledge of ODF Sustainability **District:** DM, Sabhadipati will lead **Block:** BDO, Pradhan will lead	-Pledge scrolls -Pledge poster -CM's appeal leaflet -ODF -S leaflet -Advocacy booklet -Media Kit Venue décor -Banner -Backdrop -Standee -Gate	**Event** -Date,time, venue of each event (state HQ/district HQ) -Number present -Outcome (Good/Avg /Poor) -Type of themes covered - Nos. of posters put - Nos of leaflets distributed - Nos. of Advocacy booklet distributed - No. of Media Kits handed over -No. of visible venue decor used	-Photograph/ video clip -Signed copy of report
Media representatives from, print, electronic and digital media	State: -Media training workshop State and District -Press Conference	-Media kit -Poster -Venue décor Banner Backdrop Standee Gate	**Media Training Workshop** -Date, time, venue of each event (state HQ/district HQ) -Number present -Outcome (Good/Avg /Poor) -Type of themes covered - Nos. of posters put - No. of Media Kits handed over -No. of visible venue decor used	-Photograph/ video clip -Signed copy of report

General citizens of the State interested in the State's development programmes	State and District Putting up billboards at prominent high traffic junction points/ locations, on -state highways -district entry points -district administration /panchayat offices	-Billboards	**Billboards** -Date, No. of locations where billboard put up -Type of themes covered -No. of billboards put up	-Photograph -Signed copy of report
Key opinion leaders: PRI members, doctors, teachers, religious leaders	Block/village One-to-one meetings disseminating information and messages on issues concerning ODF -S, SLWM and MHM	Advocacy Folder containing -Advocacy booklet -Cloth scroll with desired messages to be put up in office room and religious institutions	**Advocacy meeting** -Date, time, venue of each meeting (block/village) -Meeting with -Outcome (Good/Avg /Poor) -Type of themes covered- -Advocacy folder handed over	-Photograph -Signed copy of report
Category of Activities: Awareness				
General community Family members Men, women, children	-Putting up posters at high visibility locations: Administration and Panchayat offices, Market place, sanitary mart, health-centres, Banks/Co-ops, Bus and railway stations -Telecast of TVC	-Poster -TVC -Radio spot -Video film, -WhatsApp Message -Wall painting -Hoardings	**Poster** -Date, No. of locations -No. of posters put up -Type of themes covered **Radio & TV** -Date and No.of TV/Radio spots aired -Type of themes covered **Social Media: Video Film, Messages** -Date and No. of social media sites where video film seen	**Poster** -Photograph -Signed copy of report **Radio & TV & Social Media** -Report from the service provider/s as per media plan

	-Broadcast of radio spot -Social media activity -Wall painting activity at select high visibility walls -Hoardings at select high visibility locations		-Type of themes covered - Date, No. of WhatsApp messages disseminated -No. of persons reached with messages -Type of themes covered **Paintings & Hoardings** -Date, No. of locations -Type of themes covered -No. of paintings/ hoardings	**Paintings & Hoardings** -Photograph, video clip -Signed copy of report
Category of Activities: SBCC				
Sub Category of SBCC: Social Mobilization				
General community, Nazardari Committee, VHSNC,NGO/s, Youth organization/s	Citizens' meet at local Panchayat Hall or School to take the Pledge	-Pledge scroll -Pledge poster -Pledge leaflet -Venue décor Banner Backdrop Standee Gate	**Citizens' Meet** -Date,time, venue of each event (state HQ/district HQ) -Number present -Outcome (Good/Avg /Poor) -Type of themes covered -No. of posters put up -No of leaflets distributed -No. of visible venue decor used	-Photograph, video clip -Signed copy of report
General Community	Rally around village Van Campaign -Market	-Placards at rally -Banner -Folk Song -Mike announcement -Posters	**Rally** -Date,time, venue of each event (District HQ/Block HQ/other town,village)) -Number participated -Outcome (Good/Avg /Poor) -Type of themes covered -No. of placards used -No of banners used -No of songs sung **Van Campaign** -Date and No. of places covered - village/market/ Schools/ AWCs/	-Photograph, video clip -Signed copy of report -Photograph, video clip -Signed copy of report

	-AWC -School

Sub Category of SBCC: Inter Personal Communication (IPC)				
Women, children, adolescent girls	Face-to-face IPC and imparting knowledge by AWW/ASHAs at Mothers' Meetings and home visits	-Flip Chart	**IPC** -Date, Venue (Village/HHs), --No. of IPCs -Type of audience -Type of tool used -Type of themes covered	-Photograph -Signed copy of report
General Community	Small Group Meetings	-Leaflets -Flash Cards	**IPC** -Date, Venue (Village/HHs), --No. of IPCs -Type of audience -Type of tool used -Type of themes covered	-Photograph -Signed copy of report

Capturing the Monitoring Indicators

The data will be collected and reported by the implementing authority on a Reporting Format, given below. Since large number of themes have been covered for promotion of ODF -S and ODF Plus, one critical requirement is to classify the communication into certain themes as included in the Communication Matrix. To capture the type of themes covered objectively, one or more of the following sub-themes will be captured to know the nature of communication that was achieved through organizing any particular event. The broad themes and the sub-themes covered in the different Operational Plans for ODF- S, SLRM and MHM are given below and the reporting person should only mention the sub themes..

Planned Themes and Sub-themes

Broad Theme	Sub Theme
ODF Sustainability	1. Universal use of toilet
	2. Cleaning of toilet
	3. Washing hands with soap at critical times
	4. Disposing child faeces safely
	5. Upgrading from single-pit to twin-pit system
	6. Faecal sludge management
	7. Repair and maintenance of toilets

	8. Disaster-resilient sanitation infrastructure
	9. Safe storage and use of drinking water
	10. Linkage between safe sanitation/hygiene with child growth and development
Waste Management	1. Keeping environment clean
	2. Segregation of waste and safe disposal
	3. No littering: indiscriminate garbage dumping
	4.No to plastic/use of alternatives
	5.No to stagnant liquid waste/safe disposal
Menstrual Hygiene Management (MHM)	1. Overall knowledge about menstruation
	2.Tackling taboos
	3.Safe hygiene during menstruation
	4.Absorbent-options
	5.Safe disposal of absorbents

The Reporting Format is the tool to be used by the officials/agencies responsible to organize an event for reporting various indicators related to the event organized and the communication which were made through the event. The Format uses examples to show how the Reporting Format may be filled up. An alternative to the web-enabled system is Monthly reporting format which can be maintained by In Excel. The framework of the same is attached in Screenshot 1.

Format for Reporting (with examples)

Sl. No.	Activity	Event				Communication			Verifiable indicator submitted
		Date	**Venue (State/ district/ etc.)**	**No.**	**Outcome (Good/ Avg./ Poor)**	**Theme(s)**	**No. of tools used**	**Nos. reached/ participated**	
Broad category of communication activity: Advocacy									
1	Pledge taking On ODF S	5.7.19	Suitable Hall, Dist HQ	1	Good	Universal use Cleaning of toilet (add other themes)	Posters: 10 Leaflets: 250 Venue décor:4	300	-Photo, video clip -Signed copy of report
2.	Advocacy meeting With Imam	3.8.19	Suitable Masjid	1	Fair	ODF S	Advocacy Booklet:1	1	- -Signed copy of report
Broad category of communication activity: Awareness generation									
	Activity	**Event**				**Communication**			**Verifiable indicator submitted**
		Date	**No. of locations**		**No. of**	**Themes**		**No. of people reached**	
3.	Postering	1.9.19	15		Posters: 90	FSM			-Photo -Signed copy of report
4.	TV telecast				Spots: 4	Universal use			-Report from Media Channel
5.	Sending Social Media Messages				No. of WA Group: 5	Universal Use, Twin-pit toilet, Cleaning toilet,		100	-Report from Social Media service provider

						No to plastic, Do not litter, Safe disposal of menstrual absorbents			
Broad category of communication activity: SBCC-Social Mobilization									
		Event				**Communication**			**Verifiable indicator submitted**
	Activity	**Date**	**Venue/ places covered**	**No.**	**Outcome (Good/ Avg./ Poor)**	**Theme**	**No. of tools used-category wise**	**Nos. reached/ participated**	
6.	Rally	2.11.19	Rly Stn to PHC, Boinchigram, Hooghly	1	Good	ODF S	Banners : 2 Placards: 20 Leaflets distributed: 100	100	-Photo, video clip -Signed copy of report
7.	School activity	Date	No. of Schools/ Task Force (TF)/ Meetings or Rallies (M/R)			Themes	Materials distributed/Nos	No. of students participated	-Photo, video clip -Signed copy of report
			Schools 3	TF 3	M/R 8	MHM	Storybooks: 60 Leaflets: 300	150	
Broad category of communication activity: SBCC - IPC									
	Activity – IPC with	**Event**			**Communication**				**Verifiable indicator submitted**
		Date	**Venue**	**No of IPC**	**Themes**	**Tools used**	**No. of material distributed**	**No. reached/ participated**	
8.	Women/ adolescent girls/children	9.9.19	SHG cluster office	1	MHM	Flip Chart	Leaflets: 26	26	-Photo -Signed copy of report

Guidelines for using the Reporting Format:

Web-enabled System for Reporting: The reporting can be made on a conventional mode using printed format. A better option will be to develop a web-enabled system to capture the events and the features of the communication as explained above. In that case the option can be reported in a menu-driven mode, which will be easy to report. The system should allow reporting using smart phone in which case an Android run application has to be developed. That will have an additional advantage of capturing the photo/ video/scan the attendance sheet and upload the same in the system.

Since the web-system is yet to be developed, it is suggested that an Excel based monitoring may be done during the pilot phase. An Excel format is placed in the Annex. Uploading of video clips/ photos etc. are important evidences as per the Monitoring Framework. It is possible to attach those in Excel for which they need to be oriented. Otherwise, they may merely mention the numbers of video clips/ photos captured, which are to be maintained by the implementing agency for subsequent verification when needed.

Role of state/district/block/GP authority

Each authority will be responsible for uploading the performance indicators in the website. The website will help to view/download performance parameters using the dashboard for each tier of administration. The role of the block/district and the state office will be to analyse the data showing performances across all the lower level administration units and to identify the gaps/ backlogs and will also organize review meetings every month to discuss why there were lapses for (i) instructing the authority concerned on possible interventions and (ii) interventions/follow up action from their level or from higher authorities. The other important task will be to identify who were not reporting any progress and to know whether any activity was not organized and in that case the reasons. The other possibility of organizing the activities but not reporting could also be there and in that case the responsibility of the higher authority will be to ensure that all performance indicators are reported every month. The uploaded documents are to be scrutinized at the immediate higher level and findings from that should also be discussed in the meeting. The other important supervisory function will be to visit to the place of planned activities for checking quality as and when possible.

5.3. Outcome Evaluation

Evaluation of Effect and Impact of Communication

The evaluation for the campaign, should be conducted in two stages: Short Term and Long Term.

Evaluation in the Short Term

In the Short Term stage, the evaluation objective would be to measure the immediate appeal and impact of the communication tools, where parameters would include

- Attractiveness and noticeability
- Comprehension
- Acceptability
- Motivation
- Relevance
- Credibility
- Intention to change
- Self-involvement

To carry out this activity a qualitative Dip Stick Research Study has to be undertaken. Since this exercise is part of a Short Term Stage, it has to be carried out within the period of campaign implementation. The recommendation is to carry out the Study after the first three months of campaign implementation.

The Probes for the exercise are described in the Table below

Probes for Short Term Evaluation

Communication Component	Monitoring Probes
Attractiveness/ Noticeability	-What do you think about the picture/s? -What is the first thing that caught your attention? -Is the message interesting enough to attract and hold the attention of the people? -Do you think people will like it?
Comprehension	- What is the main idea this message is trying to get across to you? - What does this message ask you to do? - What action, if any, is the message recommending that people take? - In your opinion, is the message: Easy to understand / Hard to understand Do you think all issues regarding this particular topic is covered? Has anything been left out?what is it?
Acceptability	- In your opinion, is there anything in particular that is worth remembering about the message/s? - What, if anything, did you particularly like? - Was there anything in the message that you particularly disliked? -Is there anything about the material that you find offensive? - Is there anything in this statement that would bother or offend people you know?
Motivation	-What does this material make you want to do? How likely are you to do that? - Do you think the message will be able to convince people to undertake the desired behavior?

Relevance	-Is the message related to issues faced by you? -Do you think the issue in the material will be relevant/not relevant to people you know?
Believability/ Credibility	-In your opinion, is there anything in the message/s that is hard to believe? If yes, what? - Which of these words or phrases best describes how you feel about the message/s? • Believable • Not believable
Intention to change	- After reading this message, will you change your behavior? - What will you do differently? - In your opinion, how do you think your friends would react to this material? What in the message makes you feel so?
Self-involvement	-Do you feel the message is for you or for others? - Can you see yourself as one of the characters in this material? -Who do you think will be interested in this message?

The methodology for the Dip Stick Study will be a combination of FGDs (Focus Group Discussions) and Depth Interviews (DIs) and will need to be conducted within the Stakeholders and Target Audiences described in the Communication Strategy.

Evaluation in the Long Term through evaluation

In the Long Term, the evaluation objective would be to measure behaviour change against the Audience-Behaviour Matrix set out in the Communication Strategy, reproduced in the Table below

Audience - Behaviour Matrix

Stakeholder	Targeted behaviours ODF S	Targeted behaviours SLRM	Targeted behaviours MHM
Primary Audience			
Men Fathers (for MHM only)	1. Using toilet regularly 2. Using toilet properly and cleaning it regularly 3.Washing hands with soap after use of toilet,before eating 4.Collection, transportation, storing and handling drinking water safely 5.Storing water for sanitation 6.Setting up a rain-water harvesting system for drinking and household uses 7.Maintaining/retrofitting toilet infrastructure	1.Reducing generation of waste 2.Reusing to prevent waste (cloth/jute/paper bag)—instead plastic bag 3. Segregating solid waste into bio-degradable, non-bio degradable containers 4. Recycling bio-degradable waste by composting/vermi composting/building bio-gas plant	1.Creating an open environment of dialogue and behaviour in the home 2.Addressing socio-cultural restrictions and norms that stand in the way of MHM

	8.Upgrading to twin-pit toilet 9.Managing fecal sludge from single pit, twin pit and septic tank safely 10.Including toilet as part of new house construction 11.Using community toilet while in transit 12.Objecting to unsafe practices followed by others 13.Recommending safe sanitation and hygiene practices to other HH members	5.Disposing solid waste into panchayat designated dustbins/community compost pits 6. Disposing liquid waste (grey water) safely into soak pits 7. Cleaning septic tank and removing septage as per panchayat's guidelines 8.Objecting to unsafe practices followed by others 9.Recommending safe SLRM practices to other HH and community members	
Women	1.Using toilet regularly 2.Using toilet properly and cleaning it regularly 3.Disposing child's faeces safely 4.Washing hands with soap after use of toilet, after disposal of child's faeces; before preparing food, before feeding child, before eating 5.Collection, transportation, storing and handling drinking water safely 6.Storing water for sanitation 7. Capturing and storing rain-water for drinking and household uses 8.Using community toilet while in trans 9.Objecting to unsafe practices followed by others 10.Recommending safe sanitation and hygiene practices to other HH members	1.Reducing generation of waste 2.Reusing to prevent waste (cloth/jute/paper bag—instead plastic of thickness over 50 microns, and soft drinks plastic bottles 3. Segregating solid waste into bio-degradable, non-bio degradable containers 4. Recycling bio-degradable waste by composting/vermi composting 5.Disposing solid waste into panchayat designated dustbins/community compost pits 6. Disposing liquid waste (grey water) safely into soak pits 7.Objecting to unsafe practices followed by others 8.Recommending safe SLRM practices to	1.Maintaining personal hygiene 2.Using absorbents hygienically 3.Disposing absorbents safely 4.Continuing with normal daily routine of activities 5. Overcoming socio-cultural restrictions and norms that stand in the way of MHM 5.Recommending safe HMM practices to adolescent daughters

		other HH and community members	
Children Adoloscent girls (for MHM only)	1.Using toilet regularly 2.Using toilet properly and cleaning it regularly 3.Washing hands with soap after use of toilet, before eating at home; mid day meal at school 4.Storing water for sanitation 5.Capturing and storing rain-water for drinking and household uses 6.Using community toilet while in transit 7.Objecting to unsafe practices followed by others 8.Recommending safe sanitation and hygiene practices to other HH members	1.Reducing generation of waste 2.Reusing to prevent waste (cloth/jute/paper bag—instead plastic of thickness over 50 microns, and soft drinks plastic bottles 3. Segregating solid waste into bio-degradable, non-bio degradable containers 4.Objecting to unsafe practices followed by others 5.Recommending safe SLRM practices to other HH and community members	1.Maintaining personal hygiene 2.Using absorbents hygienically 3.Disposing absorbents safely 4.Continuing with normal daily routine of activities including going to school 5.Overcoming socio-cultural restrictions and norms that stand in the way of MHM 6.Recommending safe HMM practices to peers
Secondary Audience			
Key opinion leaders at the community level, eg: Gram Pradhan, Religious Leader,Teacher	1.Disseminating correct knowledge to the primary audience 2.Bridging information gaps. 3.Encouraging adoption of correct practices	1.Disseminating correct knowledge to the primary audience 2.Bridging information gaps. 3.Encouraging adoption of correct practices	1.Disseminating correct knowledge to the primary audience 2.Bridging information gaps. 3.Encouraging adoption of correct practices
Govt officials, relevant functionaries eg:DM BDO, BMOH	1.Creating positive environment by addressing issues on various public forums 2. Addressing ground-level barriers in the way of adoption of ideal behaviours 3.Taking initiative at the district level to spread awareness	1.Creating positive environment by addressing issues on various public forums 2. Addressing ground-level barriers in the way of adoption of ideal behaviours 3.Taking initiative at the district level to spread awareness	1.Creating positive environment by addressing issues on various public forums 2. Addressing ground-level barriers in the way of adoption of ideal behaviours 3.Taking initiative at the district level to spread awareness

It is critical to note that communication for such social interventions, requires consistent effort, high frequency reach to provide higher visibility of the issues and time to decode messages received to enable behaviour change. Such communication will not result in immediate action. Beneficiaries need to be convinced and reassured in a continuous and sustained manner as outlined earlier in the Implementation Schedule. Besides, success of communication is critically dependent on support of the MNB programme. Sustained programme implementation will give the communication credibility and the power to be impactful.

Assessment of impact has to be conducted on an ongoing basis. It is recommended that the first assessment study to measure behaviour change be carried out after completion of the 6-months campaign period. The methodology for the Outcome Assessment Study will also be a combination of FGDs (Focus Group Discussions) and Depth Interviews (DIs) and will need to be conducted within the Stakeholders and Target Audiences described above in the Audience-Behaviour Matrix. Professional research/M&E agencies should be engaged for these studies.

Monthly Reporting Format of Communication Tools

Communication Category: Advocacy

Sl. No.	**Target Group** (Policy makers/ Programme managers/ Panchayat Members/ Media Representatives from print and digital media / CBOs, NGOs & VIPs/General Citizens/ Key Influencers (PRI members/ doctors/teachers/religious leaders)	**Activity Name**	**Date**	**Venue**	**Outcome (Good/Avg/Poor)**	**Theme (ODF-S / SLRM/ MHM)**	**Type of Tools Used** (Pledge scroll/ Pledge poster/CM's appeal leaflet/ ODF - S Leaflet/Advocacy Booklet/Medi Kit) ***Venue Décor*** (Banner/ Backdrop/Standee/ Gate/Leaflet/ Poster) ***Bill Boards/ Advocay Folder*** *(Advocacy Booklet/Cloth Scroll with messages)*	**No. of Tools**	**No. of Participants**	**Attach*** **Photograph/ Video Clip in Excel**	**Attach Signed Copy of Report in Excel**

Communication Category: Awareness

Sl. No.	**Target Group** (General Community/ family members/ men/ women/ children)	**Activity Name**	**Date**	**Number of Locations**	**Type of Tools** (Poster/ TVC/Radio Spot / Video Film/ Watsapp message/ Wall Painting/ Hoardings)	**No. of Tools**	**Themes (ODF-S/ SLRM/MHM)**	**Number of People Reached**	**Attach Photograph/ Video Clip in Excel**	**Attach Signed Copy of Report in Excel**

Communication Category: SBCC - Social Mobilization

Sl. No.	**Target Group** (General Community/ Nazardari Committee/ VHSNC/NGOs/ Youth Organizations/ School Children)	**Activity Name**	**Date**	**Venue**	**Outcome**	**Theme (ODF - S/ SLRM/ MHM)**	**Type of Tools Used (category Wise) :** Pledge/ Poster/ Leaflet/ Venue Décor / Placards/ Banner/ Folk Song/ Mike announcement/ Story Book / Street theatre)	**No. of Tools**	**No. of Participants**	**Attach Photograph/ Video Clip in Excel**	**Attach Signed Copy of Report in Excel**

Communication Category: SBCC - IPC

Sl No.	**Activity: IPC with Target Group** (General Community/ Women/ Children/ Adolescent Girls)	**Date**	**Venue**	**Themes (ODF - S/ SLRM/ MHM)**	**Tools used (Flipcharts/Leaflets/ Flash cards)**	**Number of Tools**	**Types of Material Distributed**	**Number of Materials distributed**	**Number of people reached**	**Attach phptograph/video clip in Excel**	**Attach signed copy of Report in Excel**
			* If the district is unable to attach video/photo in Excel, they have to mention the numbers only								

Communication Tool Monitoring

unicef
for every child

CHAPTER 6:
GUIDANCE FOR STATE & DISTRICT

6.1. Roles and responsibilities at State and District levels for communication implementation

Level	Responsibility	Activity
State Mission	-Mission Director, MNB -Additional Mission Director, MNB	-Development of communication plan implementation guidelines for roll out in the districts
	-Sanitation Cell, State Mission	-Coordination with District Mission Management Units (DMMU), District SBCC Cell for cascading state level IEC strategy and plan to all districts. -Monitoring district level activities and preparing monthly reports for State Mission
District Mission Management Unit (DMMU)	-DM, ADM-in-charge/AEO Zilla Parishads, Mahakuma Parishad -Principal Secretary, GTA, Project Director DRDC,GTA	-Issuing communication implementation guidelines to all blocks -Collection of monthly communication monitoring report for sending to State Mission
	-District Coordinator, -Asst. District Coordinator-General -Assistant District Coordinator-Technical -Data Entry Operator	-Development of district IEC & Social Mobilisation Plan -Identification of support organisations (SO) and their engagement in communication implementation -Preparation of monthly communication monitoring report for DMMU, Dist SBCC Cell
Block Social Mobilisation Cell (BSMC)	-BDO -Joint BDO -Block Coordinator,	-Organising monthly stakeholder meetings -Coordination of triggering/community mobilisation and IPC activities with identified SOs -Communication monitoring at GP level and preparing monthly report for BSMC
Gram Panchayat	-Pradhan -Exec Assistant and other officials -VHSNC	-Keeping overall track of communication implementation plans -Collection of monthly communication monitoring report for sending to BSMC
Sansad Level	-VHSNC -Motivators	-Implementing triggering, community mobilisation and IPC activities in coordination with identified SO/SHG -Coordinating with Nazardari Samity and VHSNC for carrying out IEC activities -Preparing monthly report of communication activities

6.2. Guidance for planning and implementation of District Communication Action Plan

Given in the table below are the steps that need to be undertaken for the communication activities to be implemented at the village level. Responsibility of person/department to carry out the steps will have to be identified by the DMMU

Steps	Responsible Person/ Department	Objective of the step	Output	Output indicator
District level workshop on the communication plan		-Understand the key communication approaches -Identify the key messages (contextual to the identified audience)	Communication plan -Key messages identified	Implementation plan ready to roll out
Identify resource teams available for implementing communication activities at district level		-To have in place a District Resource Group to manage/support communication activities	-Key resource team identified and engaged -roles and responsibilities identified and communicated	-Team engaged
In-depth training on communication for the identified district resource group		-To acquaint the group on the significance and content of the communication	-Number of resource people trained	-Number of resource people skilled on communication
Select and train block level resource mobilisers on the communication plan and use of communication material		-Increase knowledge on ODF S, ODF Plus issues, build skills in comm, build familiarity and skills with use of facilitation material	-Number of block-level mobilisers trained	-Number of skilled mobilisers
Duplication/dissemination of communication material		-Identification of material available -no. of copies required -identify recipients of the	-Number of material developed -Number of recipients identified	-Number of communication material quantified with dissemination plan

		communication tools		
Select and train village motivators (from FLWs, SOs: NGOs, CFs, CBOs, SHGs)		-Individuals who will drive the communication activities at the village level	-Number of motivators trained	-Number of motivators trained/skilled (pre and post assessment reports)
Prioritise villages and prepare detailed communication plan for GPs		-Based on the assessment identify the level of activity required	-Number of villages identified -Detailed action plan in place	-Detailed action plan for identified villages ready for roll out
Put in place monitoring plan/mechanism		-To review progress and get input to feedback in the communication strategy and plan	-Supervisors and monitoring indicators identified	- Monitoring plan with roles and responsibilities and frequency
Identify funding modalities		-Identify which funds will be utilized for the implementation of the communication	-Identified budget for communication activities	- Fund utilization to be monitored by different activity-heads

6.3. Guidance for IEC budget and its utilisation

Most of the behaviours to be promoted under ODF S, SLWM and MHM are home based behaviours. Communication research shows that IPC and Community Mobilisation are the most effective media to influence home based behaviours. Hence the percentage weightage for IEC budget utilisation for different types of media and communication related activities have been suggested in the table below.

Medium	Percentage of IEC Budget
IPC and community mobilisation including all IPC print material and incentive for FLWs recruited or communication activities	-Up to 60% (print ceiling 10%)
Outdoor (wall painting, billboards), folk media	-Up to 15%
Mass Media: TV, Radio, Print, Digital (Social Media)	-Up to 15% (print ceiling 3%)
Monitoring and evaluation of IEC activities	-5%
Evidence building (research/KAP studies) for strategy re-planning	-5%

UNICEF Office for West Bengal
L&T Chambers, 4th Floor
16, Camac Street, Kolkata 700017
Telephone: +91 033 4015601
Email: kolkata@unicef.org

http://unicef.in/West-Bengal