



water pressures

a documentary

ARTISTIC CIRCLES PRESENTS A FILM BY ANN FELDMAN "WATER PRESSURES" DIRECTED BY BILL NATALE

LIONEL FROM DOLBY DIGITAL 5.1 SURROUND SOUND ADAPTING FILM 3535 DOLBY DIGITAL TEMPOR INCORPORATED BY LIONEL DOLBY MAGNA AUDIO

BY LIONEL DOLBY MAGNA AUDIO 60 MINUTES HDV



www.artisticcircles.org/waterpressures

johnson media



water pressures

crisis | collaboration | exchange

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Water Pressures

If a picture is worth a thousand words, then video can fill whole volumes.

Water Pressures harnesses the power of media as a tool to initiate social change around the topic of water resource management and an impending global water crisis. By helping to create and document a remarkable exchange between desert villages in India and a university in the U.S., **Water Pressures** brings together unlikely partners to form long-term, collaborative, relationships to address our common need for clean water.



Northwestern students join Rajasthan villagers for a march on World Water Day, 2010 (James/Jordan, 2010)

Water Pressures

The *Water Pressures* documentary details the collaboration between impoverished, water distressed communities in Rajasthan, India and students at Northwestern University, whose campus sits on one of the largest bodies of fresh water in the world. The story clearly demonstrates how understanding, education, and collaboration can lead to sustainable solutions.

Airing in 2011, we believe this film is only the beginning in mobilizing students to grapple with the global water crisis. Plans are in place to hold a series of conversations to take the nation's committed students through this media-based study guide to understand the roots of the global water crisis, learn how they can become involved in the issue, and become part of the solution.

Using this Study Guide

This study guide is designed as a companion to the hour-long **Water Pressures** documentary, and is intended to help direct discussion in classrooms and community groups.

The full documentary is broken up into multiple shorter segments focusing on a variety of issues related to the global water crisis: **Crisis, Students Struggle, Students in India, Gender & Education, East/West Conflict, and Follow-up Actions.**

Within this study guide you will find summaries of the six clips from the documentary, discussion prompts that other students and faculty have raised and explored, and comments from participants.

To view each clip, go to the DVD menu and click on a particular clip, and after viewing lead group discussion based on the prompt questions in this guide. Each section of the guide contains valuable references and resources, with suggestions for ways to get involved with sound water management at the local, national, and international levels.



Nan Stein, 2010

In the Thar Desert of Rajasthan, in northwestern India, average annual rainfall is 4-8 inches/year and villagers survive on just over 1 gallon of water a day, while Americans use 100 times that amount.

Through grassroots collaboration with Jal Bhagirathi Foundation, communities apply traditional methods for rainwater catchment and storage, construct community water distribution networks which improve health and lessen the daily burden of household water collection for women and children.



James Ewing, 2008

Crisis

Discussion Questions

- How do you use water in your daily life? Consider personal hygiene, laundry, food choices & preparation, lawns, washing cars.
- What behaviors are you willing to change to improve the crisis? Do you consider the amount of embedded water in products you eat/wear/use?
- Does “Crisis” only mean “too little water?”, or can it also mean “too much”?
- When you think “Going Green,” how does water fit in the picture?



Kristy Schaefer, 2010

“On a recent trip to visit family in India, it was necessary to pay \$1 a day for water to take a bucket shower.”

-Dr. Brajesh Dubey
Dept. of Environmental Health
East Tennessee State University

Crisis

Resources

- ❖ “Peak Water”, in THE WORLD’S WATER 2008–2009 Biennial Report on Freshwater Resources, Peter H. Gleick, Heather Cooley, Michael J. Cohen, Mari Morikawa, Jason Morrison, and Meena Palaniappan, Island Press (2009)
<http://www.worldwater.org/data20082009/ch01.pdf>
- ❖ “Water and agriculture”: in *Water For Food, Water For Life* (Ed. Molden 2007)
http://www.iwmi.cgiar.org/Assessment/files_new/synthesis/Summary_SynthesisBook.pdf
- ❖ “Estimated Use of Water in the United States in 2005”, Kenny, J.F., Barber, N.L., Hutson, S.S., Linsey, K.S., Lovelace, J.K., and Maupin, M.A., 2009, U.S. Geological Survey Circular #1344
<http://pubs.usgs.gov/circ/1344/pdf/c1344.pdf>



James Ewing 2010

Students Struggle

Documentary Clip

Time 07:02 min

Northwestern University is located in Evanston, Illinois, on the shores of Lake Michigan, one of the Great Lakes of North America. The combined volume of the Great Lakes contains about 20% of the worlds fresh surface water.

Given the concrete daily struggles for water security in developing countries, students explore their assumptions about water availability in Chicago and the U.S.

In classes and public forums, students discuss critical issues including taking water for granted, water as a right vs. a commodity, and how water conservation at home can help the water crisis in other parts of the world.



Matt Pierce 2009

Students Struggle

Discussion Questions

- Although we have the mindset of conservation and environmental stewardship, how can our actions at home help water scarcity in India or other parts of the world?
- Is water a right or a commodity? If water is a right, how do we pay for the public service of filtration, disinfection, and distribution?
- What unique role can students play in water conservation?

“If you own a home, you’ve got a water bill. So technically, water is not free. I wish it was, because it’s a necessity. And what do you do when people can’t afford their water bill? It gets turned off.”

--Brittany Foster
Illinois Center for Broadcasting



Credit 2010

Students Struggle

Resources

- ❖ United Nations Universal Declaration of Human Rights
<http://www.un.org/en/documents/udhr/index.shtml>
- ❖ United Nations Millennium Development Goals
<http://www.un.org/millenniumgoals/>
- ❖ “Public Water for All: The Role of Public-Public Partnerships” edited by Olivier Hoedeman, Transnational Institute/Corporate Europe Observatory, March 2006
www.tni.org/water-docs/pubwaterforall.pdf
- ❖ “Beyond Privatization” by Gary Wolff, Eric Hallstein, Pacific Institute, February 2006
http://www.pacinst.org/reports/beyond_privatization/
- ❖ Committee on Economic, Social and Cultural Rights General Comment 15: The right to water (articles 11 and 12). See: [http:// www.unhcr.ch/html/menu2/6/gc15.doc](http://www.unhcr.ch/html/menu2/6/gc15.doc) .
- ❖ K. Bayliss, 2001. Water privatisation in Africa: lessons from three case studies, Public Services International Research Unit (PSIRU), London. See: <http://www.psiru.org/reports/2001-05-W-Africases.doc>.



Kevin Lookis explains water filtration at the Evanston Water Utility - James Ewing 2009

Students in India

Documentary Clip

Time 10:20 min

Northwestern University students travel to India to learn first-hand about the water crisis in the Thar Desert. Students are introduced to the Jal Bhagirathi approach to community water management through building effective partnerships, and are then immersed in an experiential learning process that includes spending 24 hours sharing everyday existence in severely water-distressed rural villages. In the process, students develop a new-found respect for water, and an appreciation for changing person behavior and promoting water conservation. After joining their hosts on World Water Day in the city of Jodhpur to march side-by-side with hundreds of villagers protesting water waste, the students returned home to share their stories with their friends, families, and fellow students at Northwestern.



James Ewing 2010

Students in India

Discussion Questions

“Only good can come from experiential learning. It’s about understanding *people*”

Dianne Fodell
IBM University Programs

- What are the relative strengths and weaknesses of academic vs. experiential learning regarding the global water crisis and other topics?
- What can Americans do to help in developing countries? What can they learn?
- Remember a time when you traveled to a foreign country, or were the ‘outsider’ in a diverse group, and share your experiences of cultural dislocation.



Kristie Schaefer 2010

Students in India

Resources

- ◆ Sehgal Foundation
<http://www.smsfoundation.org>
- ◆ Engineers without Borders
<http://www.ewb-usa.org/>
- ◆ World Health Organization
http://www.who.int/water_sanitation_health/en/
- ◆ Unicef
<http://www.unicef.org/wash/>
- ◆ U.S. Centers For Disease Control
<http://www.cdc.gov/healthywater/global/>
- ◆ Bill and Melinda Gates Foundation
<http://www.gatesfoundation.org/topics/water-sanitation-hygiene.aspx>



James Ewing 2008

A tale of two women in the desert of Rajasthan: Deja Bi, a 98 year old grandmother who has spent her lifetime walking 6 hours a day fetching water for her family; and Manju, an 18 year old young woman who only needs to travel 50 feet to reach a clean, covered well built by the Jal Bhagirathi Foundation.

Neither Deja Bi, her children, or grandchildren attended school, but Manju has been able to complete the 10th grade, and is training with JBF to become a community film producer and document the struggles of desert villagers.

Manju and Deja Bi only live 20 minutes away from each other, but a world of opportunity separates them because of water.



Geshe Gendun Gyatso, 2008

Gender & Education

Discussion Questions

“I personally never even considered water much of an issue but now am convinced it is one of the major environmental issues facing our planet. Seeing how water issues impact the lives of Rajasthan women and how they react to the problems that exist inspires me to consider water activism as a future career.”

Emmaline Pohnl
CO-Chair, SEED (Students for Ecological & Environmental Dev.)
Northwestern University



- How does water scarcity affect access to education & economic opportunities for women & children? How can women become decision makers for water mgmt?
- Women, children and the elderly are the most at risk from water-related hazards [Why?]. What can we do to help?

- ❖ “Gender, Water and Sanitation: A Policy Brief” UN-Water Interagency Task Force on Gender and Water (GWTF) Policy Brief no. 230606, 2006 <http://www.unwater.org/downloads/unwpolbrief230606.pdf>
- ❖ “Why are millions of children & women dying?” http://www.unicef.org/health/index_problem.html

- ❖ UNICEF “Water, Sanitation & Hygiene” - <http://www.unicef.org/wes/index.html> -
- ❖ “Why is Gender Equity a Concern for Water Management” pp.1-50; and “SEWA: Campaigning for Water, Women and Work” pp.93- 122 in *Flowing Upstream: Empowering Women through Water Management Initiatives in India*, ed. Sara Ahmed



Geshe Gendun Gyatso 2008

East/West Conflict

Documentary Clip

Time 02:27 min

Northwestern University students Mert and Yuri determine that they want to leave the Water Centre in the Thar Desert and travel to the Barefoot College to initiate a Design for India program linked to their own engineering work. They question the value of experiential learning, preferring action instead. Jal Bhagirathi staff and other Northwestern students weigh in on experiential learning vs. action, in a conflict that pits Eastern values of patience, respect and experience against Western “can-do” attitudes.



James Ewing 2010 - Mert with Design for American students at Northwestern University

East/West Conflict

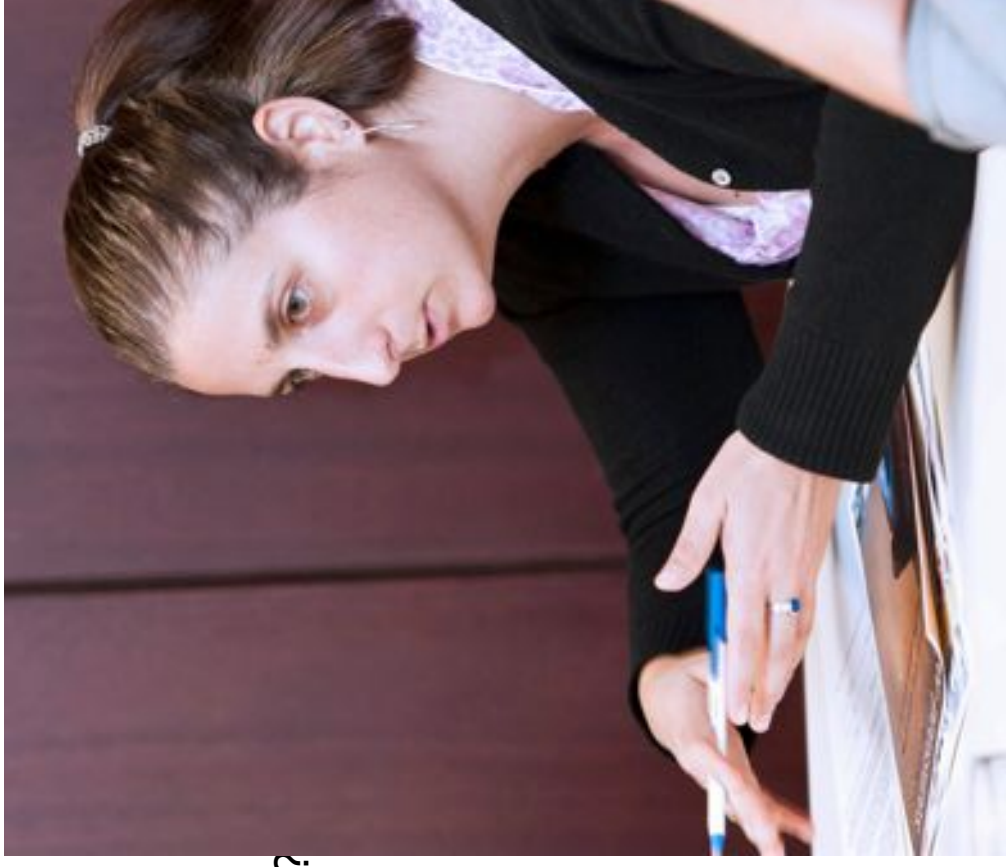
Discussion Questions

“You need to have local experience and understanding, as well as be invited in a community and asked for your help before you get involved .”

Ellyn Walter

Water Advocates

- When you travel abroad, what are your roles/responsibilities to the communities you visit?
- How do you determine ways in which you can help and ways in which you can't help?
- Describe a time when you traveled abroad and we not sure how to interact with the local people.



East/West Conflict

Resources

- ◆ *Experiential Learning*, David A. Koch
- ◆ *Experience & Education*, John Dewey
- ◆ Outward Bound Process Model <http://www.outwardbound.net/>
- ◆ International Consortium for Experiential Learning (ICEL) <http://www.ice1.org.uk/>



Northwestern student Walter Furness at grade school in Rajasthan . Photo by James Ewing, 2010

Follow-up Actions

Documentary Clip

Time 08:59 min

Upon returning to the U.S., students grapple with how to explain their experience of water shortage in India to friends from Northwestern University who live on Lake Michigan. In June 2010, Northwestern brought leaders of the Jal Bhagirathi Foundation from India to their campus. Students discuss how their lives have changed since the trip to India, and what actions they are taking to help with the global water crisis.

Students and JBF leaders also met with Legislators and policy groups in Washington, D.C. to discuss water as a policy issue, specifically regarding national and international security.

Student Andrea Hart writes an article for the online publication *Circle of Blue* about “Standing in a Really Long Line: Toilet Queue Serves Indian Village Effort to Promote Sanitation Awareness.”

Photo by James Ewing, 2010



Follow-Up Actions

Education

- ❖ Create awareness of global water crisis: hold documentary screenings and facilitate issue discussion sessions
- ❖ Water conservation education for children:
<http://www.cleanwaterfestival.org/>
- ❖ Investigate local water problems and get involved in finding solutions - i.e. polluted rivers, stormwater overflow, etc.
- ❖ Campus competitions and projects:
 - * Carry the water that you use for the day.
 - * Compete to use less water and monitor this use - e.g. Green Cup Challenge.
 - * Evaluate “Virtual Water” contribution to food and consumer products like clothing, plastic bottles, paper, electronics, etc. - e.g. Water Footprint.



Nan Stein, 2010

Follow-up Actions

Political Advocacy

- ❖ Paul Simon Water for the Poor Act of 2005
<http://www.state.gov/g/oes/water/>
- ❖ Senator Paul Simon Water for the World Act of 2010 (S.624)
<http://www.govtrack.us/congress/bill.xpd?bill=s111-624>
- ❖ Center For Strategic and International Studies (CSIS) - WASH consortium
<http://csis.org/program/wash-u>
- ❖ U.S. Agency for International Development (USAID)
http://www.usaid.gov/our_work/cross-cutting_programs/water/index.html

“There are towns in our country, in the states that we live in here, that don’t even have water. So if we can’t solve our water issues here, how are we going to solve water issues in other countries? I think the issue should start with us, doing little things that will help here, so we can be able to help people in other countries.”

-Arsiak Vartenian
Illinois Center for Broadcasting



Credit? 2010

Follow-up Action

Resources

- ❖ India Water Portal
<http://www.indiawaterportal.org/>
- ❖ The Pacific Institute
<http://www.pacinst.org/>
- ❖ Water Footprint Network - Analysis of water usage in production of common consumer goods.
www.waterfootprint.org
- ❖ National Campus Sustainability report card
<http://www.greenreportcard.org/>
- ❖ Circle of Blue
www.circleofblue.org/waternews



Nan Stein 2010

WHY I BOTHER by Ann Feldman, Ph.D., Producer & Creator

The stench of burning tires reached my nostrils before the chaotic scene unfolded. Our taxi driver braked hard to avoid smashing into a roadblock in the middle of the four-lane highway.

Ill-clad looters ran on rangy legs, darting in and out of shops. 18,000 riot police huddled in groups, brandishing their billy clubs, but staying on the sidelines.

Our young driver began to whine. Even though I don't speak Hindi, I could tell that he wanted to turn back. My friend Geshe Gendun, a Tibetan Buddhist monk, sat next to the driver, steadying him. He spoke soothingly, and kept patting him on the back. When Geshe laughed, the driver visibly relaxed and even cracked a smile.

But, in the backseat, I began shaking. Even in the India heat, my hands froze and my fingertips turned blue.

This was the last day of my peaceful, contemplative pilgrimage through India, led by my teacher Geshe Gendun Gyatso. Geshe, a dozen members of a Buddhist Sangha, and I had traversed India, visiting sacred Buddhist and Hindu sites. This trip was a healing for me after producing the stressful and exhilarating *Ties That Bind* documentary, which aired internationally for the 5th anniversary of 9/11. I had spent five years bringing together and documenting relationships between Chicago's Muslim, Christian and Jewish communities. I was worn down and this trip was my gift to myself.

Sadly, my peace was shattered. However, my professional curiosity soon won out over fear, and I asked Geshe what was going on. "Water riots. The Supreme Court will announce its decision tomorrow about water-sharing of the Cauvery River."



The Hindu Business Line, Feb 06, 2007

“What?” I frowned, trying to wrap my mind around a connection between this ugliness and water. I’m so used to the abundance of clean water in Chicago, since I live near Lake Michigan and the water filtration plant. “It looks like they are trying to kill each other. How can water trigger all this drama?”

“Drama? This is the reality of life in India.” My teacher spared me no sentimentality. “These farmers in Tamil Nadu who are protesting will be left with little right to the water their families have used to survive and grow food for generations.”

“I’m scared. What can we do?” I couldn’t help the whimpering in my voice.

“Take out your prayer beads and pray. I’ll work to keep the driver calm. Sit way back out of sight, and try not to attract any attention.”

My hands rummaged in my bag, and took out the mala beads. I began clacking them in steady rhythm. “Om mani padme hum (Hail the jewel in the lotus).” 108 beads around the necklace, and then I began again.

Meanwhile, a part of me desperately wanted to document this conflagration. After 20 years of being a media producer, I was already imagining best camera shots, and

the story line to go with them. The fiery tires, wooden roadblocks, policemen in khaki uniforms, barefoot rioters in short and frayed pants made a shocking tableau. One look at the monk, and I knew not to ask that question. A foreigner clicking photos might draw unwanted attention and possible detention by the growing numbers of policemen.

Instead, the riots became indelibly burned into my memory. Mile after mile of explosive scenes stamped the images deeper and deeper into my psyche.

I was one of the lucky foreigners who caught her flight and returned home safe and sound that February day in 2007. The next day, Geshe and another colleague from Boston rode the train to the airport. Midway, their train was boarded by rioters and held up for several hours.

Over the next few months, this visual track of violence kept running in my memory, accompanied by the question, “Why?”

I began reading accounts of that riot in Bangalore, and their daily water realities began to sink in. Through legal channels, the Cauvery Tribunal had determined that the upstream dam would still function, and that Karnataka would retain more of the water. The downstream farmers in Tamil Nadu protested. Neither state had enough water due to inconsistent and light monsoon rains.

Water – the stuff we’re made of, and which we drink to survive – had been parceled up and distributed.

I soon realized that this situation was not unique to Bangalore, India. In the U.S., in areas like Las Vegas, water is bought and consumed by the wealthy hoteliers and casinos despite that fact that the Colorado River no longer reaches the Gulf of California. In Maine, Nestlé extracts Poland Spring water from streams that have been used by the public from time immemorial. Water for profit was something new to me.

The drama of water haunted me, and the harrowing facts disturbed my sleep

- 1 in 8 people worldwide don't have safe water
- Every 15 seconds a child dies of a preventable water-borne disease
- Armed conflicts in the Middle East, Afghanistan and S. Africa often have more to do with water than with religion or race

Water rights. Right and Wrong. This fluid and life-giving substance was a commodity which caused fighting, bloodshed, and death for those with too little or polluted water. This shocked me out of my 'water blindness.'

Polar opposites – water and fire – consumed my imagination. I began doing research and looking for a place where creative, non-violent solutions to the water crisis were being practiced .

Although I barely admitted it to myself, I had found my next media project.

I talked to scholars, water experts, strangers and good-hearted people. I was looking for a positive alternative to the wracking violence I experienced in India over water. Katherine Bateman, a board member of our nonprofit organization **artistic circles**., came up with the answer.

Katherine told me about the documentary her son was making on the Maharajah of Rajasthan, India. "He started the Jal Bhagirathi Foundation (JBF) in the Thar Desert -- the most water-distressed part of the world. They help villagers collect rainwater and partner with them on educational, gender, and economic empowerment."

This story is what I was looking for during months of research. Not the awful statistics of death, nor the finger-wagging spoutings of blame. What drew me was the story of collaboration to solve a dire problem. Collaboration, working together, joining – not division and conflict.

I wanted to see first-hand what worked, and share that message through film. So, I raised the money to return to India, convinced Geshe to accompany me, and went in

search of a model that would hold up to the close scrutiny of the cameras. I wanted to find a story to capture the hearts and actions of viewers worldwide.

From the first meeting with Kanupriya Harish, JBF's Executive Director, we forged a link of understanding that withstood the myriad tests of three years of partnership. Kanupriya introduced me to the Maharaja, the Directors, engineers, educators, village leaders, women handicrafters, and school children. I learned about systems of collaboration that ran deep within the village communities and JBF to support the water and empowerment projects.

I had found my model. My vision was to document traditional wisdom and this unique multi-sectored collaboration in the *Water Pressures* video documentary for TV broadcast worldwide. The goal was to challenge American youth from water-rich areas to get involved in the global water crisis.

The video was not to be an expose, but rather a face-to-face meeting of villagers from a water-scarce developing country with students from water-rich America. The video became the tool to forge this partnership and kept both parties at the table.

From 2008 to 2010, I went to Rajasthan three times to film the story of water conservation in the desert. JBF's Managing Trustee, Prithvi Raj Singh, became a champion and facilitator for the complex international relationships we built.

Meanwhile, back home, I joined forces with Northwestern University's environmentalists, geologists and Indian and international scholars. I built partnerships with water experts, corporate executives, non-resident Indians, a Congresswoman and a video crew.

We filmed three times at Northwestern University, along the shore of Lake Michigan.

Ours was a four-part process

1. Film existing rainwater catchment; community collaborations; educational, social and economic enhancements due to increased and safer water sources for desert villages in Rajasthan.
2. At Northwestern University, create and film student interactions with corporate, civic and political leaders at a Water Forum ; and discussions with Congresswoman Jan Schakowsky and Patti Simon about global water issues, political and educational advocacy.
3. Bring students and professors from Northwestern University and Grinnell College to Rajasthan for experiential learning about collaborative water resource management. A highlight was an audience with H.H. Maharaja Gaj Singh.



I to R: Kanupriya Harish, Prof. Jock McLane, H.H. Maharaja Gaj Singh, and students Scott Roof, Andrea Hart, Aru Singh, Jordan Levine Walter Furness

James Ewing, photographer

4. Invite JBF leaders to Northwestern's campus to interact with students and professors, and help build a long-term partnership.

I emphasize that this is a Process, because it has highs and lows, failures and successes. There is no clear path to build partnerships between such diverse partners on such a critical issue. It takes a willingness of the two major players – Northwestern and JBF – to face and judge the strength of possible links. And, it takes supporters like the UNDP, PepsiCo, Tata, Sehgal Foundation, **artistic circles'** Board of Directors, IDCA, John McLean Media and others to hold us together.

One of the great strengths of this partnership is that students learned about the power of non-academic, experiential learning. In Rajasthan, the students spent time in the desert communities shadowing goatherds, children in school, and women carrying water. I spent a day with village woman, who dressed me head to foot in traditional Marwari fashion.

James Ewing, photographer



The students and I saw first-hand what life is like for people surviving on only four litres of water a day, while Americans use 400-600!

In the normal course of things, desert Rajasthan and lakeside Northwestern would have never connected. Through the power of film – and, I admit my own tenacity and stubbornness – relationships have been forged between these water-rich and water-scarce parts of the world.

As the *Water Pressures* documentary and discussion guide are completed, I step back and see a clear model forming. Students from developed countries can take the lead in creating partnerships between their colleges and universities and water organizations in developing countries.

There's a lot at stake, and the highest stakes are the safety and health of young people all around the world who face increasing water pressures. Three nuclear powers in Southeast Asia – India, China and Pakistan – are currently fighting over water rights, just as American ranchers and farmers argue with urban areas over limited – and diminishing – supplies of fresh water. It's not right nor the right time to give up. Now, however, is the perfect time for young people to take a leadership role in global water issues.

Water is the staff and stuff of life. We live in an interdependent world, where water shortages and conflicts in one place can have deep social, economic, and security consequences halfway across the globe. We can solve this problem through collaborations and youth leadership. That's why I bother. What about you?

Credits

Production Team

Executive Producer
Producer
Directors
Editors

Program Concept Creator, Interviewer

Lead Camera
Cameras

Sound

Script

Narration
Researchers
Assistants

Consultants

Ann E Feldman
Ann E. Feldman
William Natale, Jan Thompson
Rick Mahal (Bigfoot Productions) , Joshua
Orr, Matthew Pierce
Ann E. Feldman
James W. Ewing
Jordan Campagna, Sean Quentin Brown,
Tim Wilkerson, Steve Supelveda
Mark Power, Tim Wilkerson, Sean Quentin
Brown
Chuck Steppner, Ann Feldman, Carol
Cartwright
Zeyba Rahman
Gira Vashi, Atiya Haque, Greg Bourgon
Greg Bourgon, Matthew Pierce, Paula
Wendland, Vladimir Gutman
Dr. Jock McLane, Dr. Raj Rajaram,
Catherine W. Wallace, Maggie Stewart,
Jacquie O'Brien, Chuck Barker, Dr. Yael
Wolinsky, Chris Plante, Geshe Gendun
Gyatso, Himanshu Goyal, Lindsey Powell,
Jayasinghi Jhala, Lynn Bayman

Northwestern participants

Suzanne Foote
Walter Furness
Andrea Hart
Mert Iseri
Jessica Kunkle
Yuri Malina
Scott Roof
Lauren Uichanco (Chi Chi)
Dr. Jock McLane



Geshe Gendun Gyatso 2008

Credits

Community Partners

Jal Bhagirathi Foundation (JBF):

H.H. Maharaja Gaj Singh

Maharini Hemlata Rajye

Rajendra Singh

Prithvi Raj Singh

Kanupriya Harish

Mathews Mullackal

Aditi Chandak

Rajasthan Community Organizers

Chris Plante & The Asia Foundation

Geshe Gendun Gyatso

Himanshu Goyal & IBM

Devora Grynspan & NU International Programs Development (IPD)

Dr. Lesley Delmenico & Grinnell College

Brig. Singh & HH Hanwant Singhji Charitable Trust

India Development Coalition of America (IDCA)

United Nations Development Programme (UNDP)

Debra Shore & Chicago Metropolitan Water Reclamation District (MWRD)

Congresswoman Jan Schakowsky, Dave Davis & Lesley Combs

Dr. Ben Sehgal and the Institute of Rural Research and Development (IRRAD)

Kevin Lookis and the City of Evanston Water Utility

Tim Carey, Dan Bena & PepsiCo Americas

Northwestern Students for Environmental and Ecological Development (SEED)

Dr. Seth Stein, NU Department of Earth & Planetary Sciences

Dr. Yael Wolinsky, NU Program in Environmental Policy & Culture

Ellyn Walter & Water Advocates

Katherine Bliss, Katryn Bowe and the Center for Strategic and International Studies (CSIS)

United States Agency for International Development (USAID)



Matt Pierce, 2009

Credits

Musical Contributions:

“Bhairavai”, “Note Patterns”, and “Shepherd’s Music”
Rajasthan Folk Music
Habib Khan & Ramjan Khan
Saydisc Records

“Raag (Teen Taal)”
In Harmony
Pandit Vishwa, Mohan Bhatt
N A Classical

Jagdish Mali, Rajasthan

“An Owl With Knees” & “It Never Changes to Stop”
Lost and Safe
The Books
Gold Mountain Entertainment

“They Move on Tracks of Never-Ending Light”
This Will Destroy You
Gold Mountain Entertainment

“My Only Swerving”
El Ten Eleven
Bar/None Records

“We Insist”
Written and Performed by Zoe Keating
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Geshe Gendun Gyatso, 2008

Credits

Special Thanks to our Contributors

Artistic Circles Board Members & Individuals
Chicago Community Foundation
Fidelity Charitable Gift Fund
Fine Media Group
Food for Thought Productions
Italian Government
Illinois Arts Council
John McLean Media
PepsiCo Americas
Sehgal Foundation
Sir Ratan Tata Trust
Stewart Group



James Ewing 2010