

THE ROLE OF COMMUNITIES IN THE MANAGEMENT
OF IMPROVED RURAL WATER SUPPLIES

COMMUNITY RESEARCH TEAMS WORKSHOP
HELD IN GILGIT ON 3RD AND 4TH OF DECEMBER

"A REPORT ON WORKSHOP PROCEEDINGS"



BY
ALTAH HUSSAIN

WATER SANITATION HYGIENE AND HEALTH STUDIES PROJECT
NORTHERN AREAS AND CHITRAL, PAKISTAN

MARCH 20, 1996

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ACKNOWLEDGEMENT

I would like to thank Mr. John Collett Director of the Water, Sanitation, Hygiene and Health Studies Project, who permitted to use the resource centre for our workshop, and delivered a most welcome speech there. I am also grateful to Jeanet V.D Korput and Muneeba (Anthropologists) who assisted me in carrying out a 'Mutual Expectations' exercise, and Rebecca who did English corrections in the report.

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PREFACE

It is worth to mentioning that this report can be used as a reference document for Course Planners and Trainers, Community Participation Specialists, Community Motivator and Development Workers, Water Sector Staff and Practitioners of Participatory Action Research and Participatory Rural Appraisal techniques.

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INTRODUCTION

The Community Research Teams (CRTs) were organized in Pakora and Hasis after completion of the community diagnosis phase. When the community of Pakora suggested a water and sanitation committee, they agreed that a committee consisting of community members was essential for active cooperation and coordination with the PAR team. It was thought that the committee, a part from facilitating cooperation and coordination, would be useful for building capacity within the community to undertake PAR. CRTs were formed in the village level mass meetings. In its selection, priority has been given to notables, influential and literate people and also to getting a balance between old and young people. The community thought that if the committee only had young and literate members, it might be difficult to get the expected level of community participation and involvement in the management of the water supply scheme.

The two day workshop for capacity building in Community Research Teams (CRTs) of Pakora and Hasis, Ghizer, was held in Gilgit on December 3-4 1995 in order to discuss the future role of the project and the people involved. The workshop was conducted in a participatory manner. There was an opportunity for literate people to help their illiterate colleagues in writing cards and reading flip charts.

OBJECTIVES OF THE WORKSHOP

- To update the project, its objectives and process showing the link between community diagnosis and other phases
- To build the capacity of CRTs to undertake PAR
- To clarify the expectations, roles and responsibilities
- To get feedback on working methodology and adaptations
- To draw major conclusions from community diagnosis and to discuss possible discrepancies in the information
- To make seasonal calendar for further planning
- To find ways of ensuring the involvement of all sections of the community in the management of improved water supplies
- To develop record keeping procedures at community level

EXPECTED OUTCOMES

- Understanding of PAR project and its approach
- Confidence and commitment from the CRTs to facilitate the research work in their communities
- Preparation of a written document clarifying the roles and responsibilities
- Improved working methodology with a seasonal calendar
- A report on workshop proceedings

PROCESS

After completion of the community diagnosis it was felt that some of the community members, who will play a leading and facilitating role within the community to undertake PAR activities, should be trained. The activity of organizing Community Research Teams was initiated in October. It was agreed that a two day workshop for two research teams will be organized, for basic orientation of the project and introduction of PAR tools, as the starting point for capacity building within the two communities. After discussions within the PAR team it was decided that the first CRTs workshop should be organized in Gilgit, the main office of the project. In this connection the first CRT meeting was held in Ghizer during the last week of November. In the meeting issues such as settling agenda, dates and logistic arrangements for the workshop were discussed. Both teams arrived in Gilgit, one day before the workshop. Seven members from Pakora and one from Hasis were absent due to sickness or personal engagements. The workshop's proceedings began at 0900 hours on 3rd December and ended at 1500 hours on 4th December.

METHODOLOGY

Two CRTs participated in the workshop to share their experiences and learn from each other. The workshop methodology was participatory at all levels and activities were divided into 4 sessions in 2 days. Several participatory techniques were used for designed activities/training. These were brainstorming, role play, working groups, formation of pairs and presentations. The language of the workshop was Urdu and Shina (local Language).

DAY ONE 3RD, DECEMBER 1995.

Welcome address

The workshop was opened by John Collett Director WSHHSP with his welcome address saying; the role of the community is very important for the sustainable management of the water supply or any other project. A number of rural water supply schemes are not giving desirable results because sustainable management procedures have not been developed in the planning and implementation phases. He said that it is hoped that this project with its selected communities will present a future model for the sustainable management of water supply schemes within the region and at broader levels.

Activity # 1. Introduction of the PAR project, its objectives and process

The facilitator explained the aims and process of the PAR and project's initiation in Pakistan. He presented the phases of the project for four years by using Urdu and the local language. He said that the community diagnosis phase has been completed. The next step of the problem solving phase is the present workshop, after the formation of CRTs. He also explained the objectives of the workshop and its expected out-comes. Please see page # 1.

In order to get the opinions the people in the project, the facilitator distributed colored cards among the pairs (one literate and one illiterate) and asked them to write down their expectation in relation to the project. Cards were written, collected and than clustered. All cards were read and put in order under separate headings by the participants with the help of the facilitator. The expected role of the project should be:

1. To provide general guidance, technical assistance and external material.
2. To secure the sustainable supply of drinking water.
3. To create an atmosphere of unity among the community members.
4. To eliminate the problems of the existing water supply scheme.
5. To increase awareness of research phases and to satisfy the community about management activities of the water supply scheme.
6. To provide the plumbing tool kit for repairs to scheme.

During the exercise and discussions, it was noted that some of the participants are still expecting the project to provide only material support. However, most of the participants are conscious of the differences between the PAR project and projects implemented by other agencies. The information collected about the expected role of the project in Activity.# 4 was added in this activity to avoid duplication.

Activity #. 2. Feedback on working methodology of diagnosis phase and possible improvement

The facilitator asked the participants to review the methodology adopted during community diagnosis in a role play exercise. First of all he briefed them about the exercise: how to start, who will participate with which title, what topics will be discussed and how to end the exercise. The two participants, who were playing the role of PAR team members were asked to role-play how the PAR team entered the community, who they contacted, where they sat, what they did and how they responded to the questions of the community members. Others were asked to recall the important, interesting and contradictory events and discussions from community meetings and exercises. Mr. Shukrat and Mr. Hafiz played the role of the PAR team (male) and the roles of the Lumberdar, Member Union Council, Member Falahi Committee and President Village Organization were given to the other participants. The rest of the participants played the roles of the ordinary community members.

The owner of the last tap in the lower part of the village presented his personal problem very appropriately: When the community was discussing the problem of low water pressure in the taps of the upper part of the village, they agreed on the solution that people in the lower part should switch their taps off after fetching water to overcome the problem. At the same time the owner of the last tap raised his hand and said; if I switch my tap off after fetching water in the winter the water will freeze in my tap, it will may create a problem for me. A question was posed about weather the project will provide new connections? Mr. Shukrat said that at present it is difficult to say anything unless the whole community identifies solutions for the prevailing problems.



A participant shakes hand with community members in role play

Participants said that the general attitude of the PAR team and the working procedures adopted by them are OK. They commented that the approach adopted by the PAR team is interesting and convenient for the community. Sometimes they asked questions about the observing things on the spot, in passing without wasting time and looking for a nice sitting place. This has reduced the burden of the community in making an extra effort for the guests.

They further commented that the most problematic part, Chota Pakora, was neglected initially and that all the meetings were organized in Bara Pakora. The PAR team was supposed to look into the issue in the problematic part initially. They further commented that sometimes the message for a community meeting was not conveyed properly which led to the reduced participation of the community in the meetings. But later this was improved by finding the right channels and utilizing them for calling meetings (These are the Falahi Committee, Lumberdar, VO and the religious buildings). Even though some of the community members are still attempted to avoid going to community meetings, even they were informed in time. The participants said that the procedures adopted in establishing the CRTs and selecting its members are good, but that the number of its members for Pakora and Hasis should be balanced. Please see the activity # 7. for improved methodology.

All participants performed their roles very well. Whereas they recalled and raised similar questions that had been asked in community meetings, the answers remained a bit unclear. The people who were playing the role of the PAR team gave clarifications, though the member the Falahi Committee and the member of the VO talked more than the usual. During the exercise it was observed that initially participants were reluctant to ask questions but later they were confident to participate and contribute more.

Activity # 3. Mutual expectations

The objective of the brainstorming activity was explained and the exercise was introduced to the participants by the facilitator. Participants were divided into 6 pairs (one literate and one illiterate) and three cards of different colors were given to each pair. The explanation of the colors was written on the flip chart: Yellow to be used for writing the role of the PAR team, Green for the role of CRT and the Pink card should be used to write the expectations of the project. It was advised that one card can be used to write one point. All cards were read and grouped under the headings by the participants.



Participants (Pairs) are writing on cards



A participant is clustering color cards

The written Pink cards, expectations relating to the project were analyzed and supplemented by activity # 1. Please see the page # 3. Apart from the expectations with the project the roles of the PAR team and CRTs were evaluated as:

Role of PAR team	Role of CRT
Guide (skill development) the community to manage their WSS	Organize community by solving disputes of WSS
Provide required training to the community in solving WSS problems	Sufficient interest in the research
Maintain good behaviour with the community	Cooperate with the PAR team
Problems which are un-solvable will be made accessible to the concerned institutions/people	Give feedback to the community and keep them satisfied
* * *	Provide real opinion of the community to the PAR team
* * *	Repair and clean the water reservoir
* * *	Provide labour and available local material
* * *	Supervise taps

The exercise was evaluated by saying that more responsibilities have been assigned to the CRTs as compared to the PAR team. However this is a positive sign in developing the sense of ownership of WSS among the community. More effort is still needed to make the philosophy and role of the project clear to the community.

Activity # 4. a). Drawing major conclusions of diagnosis

During community diagnosis different exercises have been undertaken to identify and analyse the potential and the problems. During the brainstorming exercise participants evaluated the diagnosis phase, drew major conclusions and made comments.

Most of the time the PAR team did some exercises with selected community members and held meetings with different groups in which they discussed 1) the status of management 2) performance of the drinking water supplies 3) problems with the improved water supply scheme.

4.a.i Main conclusions for Pakora.

- The damage to water channel head (surban) and to the channel itself starting from the source to the tank creates problems in the supply of water for the scheme. This needs to be looked at care fully.
- The community faces a problem of insufficient water in taps due to poor construction, damage and silt accumulation in the distribution tank which needs attention.
- Due to vibration of the hanging bridge, the pipeline crossing the bridge between Bara Pakora and Chota Pakora is frequently damaged; it needs proper attention if the supply of water to Chota Pakora is to be continuous.
- Due to technical problems, the shortage of pipe and the construction of new houses, some of the community members don't have water connections. This issue should be examined to create an atmosphere of unity and equity within the community.
- Some of the households are very poor and have not paid the collective funds and water tariff in past. This issue also needs attention in the future when developing a system for the sustainable management of the water supply scheme.
- The community hasn't got a kit for repairing, spare parts and the required skill for repairs to the scheme. These gaps should be filled.

4.a.ii Main conclusions for Hasis

- The present site of the water tank is not suitable for supplying water to all the households of the community. It is too small and its construction is poor. It needs a change of the present site and new construction to ensure the continued and equitable distribution of water to all the households.
- Some of the pipes have not been installed according to the standard depth, water freezes inside the pipeline in winters, some of them are leaking and have been burst. The water pressure is not balanced in all taps, they may need control valves.

- A few community members don't have water connections. They need new connections which may help to settle the water disputes within the community.
- The community hasn't got a plumbing tool kit, spare parts or a trained plumber.
- The caretaker of the water tank faces problems in getting his salary. The issue should be looked at properly.
- About 8 to 10 households in Hasis Paen who have not got water connections. They should be connected with the existing water supply scheme. If a new scheme is approved for Paen it would be difficult technically to provide water connections to these households.

Activity # 4. b). Discuss possible discrepancies in the information collected.

Some of the discrepancies were identified from the previous NFRs/reports. In addition participants were asked to add more. Participants added a few issues to be discussed.

4.b.i Pakora

* Why was the Falahi Committee (FC) dissolved?

The president of the FC announced the dissolution because the committee had failed to fulfil the expectations of the community. Poor people were against the committee, because the committee did not play its role and the majority of its members were young. One of the CRT members was leading the people against the FC and some CRT members were the activists of the FC. Now the Member Union Council and two Lumberdars are responsible for dealing with village affairs.

* What do you think; will the dissolution of the FC affect the future role of the CRT? Why are some CRT members absent? It is hoped that the performance of the CRT will not be affected if the CRT plays its role properly and spends sufficient time on it. Some of the CRT members are absent from the workshop because of sickness, one is attending a patient and one had transport problem on the way to Gilgit.

* What is the opinion of the VOs about CRT?

The VOs are in favour of the CRT and some of the members of VO Bara and Chota Pakora are CRT members. The present Union Council Member is also member of the CRT. He was a member of the Falahi Committee and now he is a member of the village affairs committee too.

* Why are not Sunni women participating actively in women's meetings?

The Sunni women are observing pardha. They are attending communal gatherings after getting permission from their males. More information needs to be obtained on this issue.

* The community of Chota Pakora wants the construction of a separate reservoir, what do you think?

If we are able to settle the problems of the main water reservoir and the pipe crossing the bridge, there will be no need for a new reservoir. If we fail then there will be a need for a separate tank for Chota Pakora.

4.b.ii Hasis

* How is the community paying for a caretaker?

The community is paying a fixed amount of wheat/maize on the basis of each tap. After completion of the scheme 7 mound (about 280 kg.) grain was fixed as the compensation of the services of the caretaker for a year. Initially there were 14 taps and people paid 13 kg. for each tap. After two years due to the increase of taps, 11 kg. was paid for each tap than 9 kg. This year 7 kg. has been fixed because at present the community has about 50 to 55 taps.

* People of the Hasis Paen don't have a water supply scheme and are sharing the common water source with Bala. Do you feel that is a problem?

Some problems emerged in past in this regard. The traditional distribution system of agricultural water has been changed and a new distribution system was implemented by the community to get water for the water supply scheme. According to the traditional rules, the people of Paen have less water than the people of Bala. Once they stopped water for scheme, the people of Bala also stopped water for their water pits. If water is not available in the channels and pits, people of Paen go to the river to fetch drinking water which is a distant source. When both parties faced drinking water problems, they agreed to implement a new water distribution system by modifying the traditional rules of agricultural water distribution. Even at present sometimes two people from Paen who live near to the river switch off the water for the scheme on their turn. But this does not always happen.

* How were the members of the CRT selected?

Some of the members voluntary offered their services in the village meetings and some of them were nominated on the basis of their performance in community affairs.

Activity # 5. Evaluation of the days activities

The facilitator presented a summary of the main activities undertaken and conclusions from the first day.

DAY TWO 4TH. DECEMBER 1995

Activity # 6. Seasonal Calendar

In a brainstorming session, participants were asked to identify their local seasons and months. The busiest, second busiest, least and second least busiest months of the year. Participants said, that the agricultural activities are the same in both communities but the role of females varies in Pakora and Hasis due to the weather and the traditional division of tasks. Therefore separate seasonal calendars will be prepared for both communities.

After the brainstorming, participants were divided into 4 working groups 2 of each CRT. Participants prepared their seasonal calendars specifying weekly activities and presented them

to the others for discussion and comments. At the end information about the seasonal calendar and from the brainstorming session were cross-checked by participants. For a female seasonal calendar both communities were visited and the male members were asked to identify female seasonal activities. They adopted the same method as the workshop for the preparation of the female calendar.

6.a. Distribution of seasons and months in a year

Seasons	Months
1. Yunouko;	December, January, February
2. Buznouko;	March, April, May
3. Owvallo;	June, July, August
4. Sharouko;	September, October, November

6.a.i Male activities in Pakora

Extremely busy month: March

Main activities; i). cultivation of wheat, ii). transportation of grass from nallah to village (dried grass for domestic animals), iii). fire wood collection and transportation from the nallah, iv). cleaning of irrigation water channel, v). repairing of walls around the agricultural fields and fixing fences, vi). plantation, vi). Nawrouz festival.

Second busiest month: May

Main activities; i). cultivation of maize, ii). collection of manure (fertilizer) and transportation to the field, iii). migration to the summer pastures with livestock.

Least busy month: January

Main activities; i). fetching water for drinking and watering animals, ii). cutting trees for fire wood.

Second least busy month: June

Main activities; i). irrigating crops, ii). transportation of fire wood from the nallah, iii). seasonal labour.

6.a.ii. Female activities:

Extreme busiest month: July 15 to August 15

Main activities; i). feeding domestic animal in village fields, ii). making small bundles of the harvested wheat crop, iii). drying apricots and separating nuts, iv). collect milk from domestic animal, v). breaking nuts.

Least busiest month: January
Main activities; Feeding domestic animals by dried fodder.

6.a.iii. Male activities in Hasis:

Extremely busy month: July
Main activities; i). harvesting of wheat crop, ii). drying fruits (apricots, nuts etc.) iii).
threshing of wheat, iv). cultivation of maize (dulae).

Second busiest month: September/October
Main activities; i). harvesting of grass, ii). harvesting of maize crop, iii). ploughing for
wheat.

Least busiest month: January
Main activities; i). cutting of trees in the village for fire wood consumption.
Second least busiest month: December
Main activities; i). cutting of trees for fire wood, ii). grinding grain.

6.a.iv. Female activities:

Extreme busiest month: July
Main activities; i). harvesting of wheat with males and making small bundles, ii). drying
apricots, iii). weeding maize crop, iv). drying vegetables, v). drying
potatoes.

Least busiest month: December
Main activities; Feeding domestic animals with dried fodder.

Most of the agricultural activities are sharing by male and females, and few of them are specified for male and female in Hasis. Sometime it becomes difficult to distinguish male and female agricultural tasks, because, most of them are open for both sex. The performance of these activities is dependent to the availability of family members in the house. Whereas in Pakora a clear distinction has been defined among male and female agricultural tasks. While due to the seasonal variations, same activities become more time consuming and also less time consuming. Feeding domestic animals with dried fodder in winter is less time consuming as compare to the summer, when taking them to the village pasture. The production of butter is high in summers and is low in winters.

6.b. Routine female activities through-out the year:

- Milked cow.
- Fetching water from domestic sources.
- Prepare breakfast for the family.

- Cleaning of house.
- Prepare tea at 10 am.
- Prepare lunch.
- Prepare tea at 3:30 pm.
- Cloth washing (Depending availability of time).
- Prepare skimmed milk (Depending available amount of milk).
- Arrange vegetable or any other food stuff for dinner.
- Prepare dinner.
- Milked cow.
- Perform prayer.
- Serve dinner to the family.
- Cleaning utensils.
- Netting (Depending availability of time).
- Prepare beds for family members.
- Fetching water from the domestic sources.
- Child rearing.

6.6.I Female Seasonal Calendar for Pakora:

Months	Weeks	Activities
Jan.	1	Routine work, feeding animals with dried fodder
	2	Routine work
	3	Routine work
	4	Routine work
Feb.	1	Collection of fire wood (within the village) and feeding animals with dried fodder
	2	Collection of fire wood and feeding animals
	3	Collection of fire wood and feeding animals
	4	Collection of fire wood and feeding animals
Mar.	1	Collection of fire wood
	2	Collection of fire wood
	3	Planting seeds in vegetable garden and collection of fire wood
	4	Planting seeds in vegetable garden
Apr.	1	Grazing animal and collection of fire wood
	2	Grazing animals, collection of fire wood and planting potato seed in the agricultural fields
	3	Grazing animals and planting potato seeds
	4	Grazing animal and planting potato seeds
May.	1	Grazing animals, collection of fire wood and collection of vegetables
	2	Grazing animal, collection of fire wood and collection of vegetables
	3	Collection and drying vegetables and grazing animals
	4	Collection and drying vegetables and grazing animals
Jun.	1	Weeding maize crop and grazing animals
	2	Weeding maize crop and grazing animals
	3	Weeding maize crop and grazing animals
	4	Grazing animals
Jul.	1	Grazing animals

	2	Grazing animals and collection of apricot
	3	Collection and drying apricots and collection of nuts
	4	Making bundles of harvested wheat, collection and drying apricots and collection of nuts
Aug.	1	Making bundles of harvested wheat, collection and drying apricots and collection and storing nuts
	2	making bundles of harvested wheat, collection, drying and storing apricots and nuts
	3	Collection of grass from the fields, drying and storing apricots and nuts
	4	Collection of tomatoes and making bundles of the harvested grass
Sep.	1	Making bundles of harvested grass and collecting and drying tomatoes
	2	Making bundles of harvested grass and collecting and drying tomatoes
	3	Drying and storing tomatoes
	4	Drying and storing tomatoes and collection of potatoes from the fields
Oct.	1	Collection and storing potatoes and separating maize cons
	2	Storing potatoes and separating maize cones
	3	Separating maize cons
	4	Cleaning of wheat and maize for grinding and separating maize cons
Nov.	1	Cleaning of wheat and maize for grinding
	2	Cleaning of wheat and maize for grinding
	3	Cleaning of wheat and maize for grinding
	4	Processing sheep's fur and making thread
Dec.	1	Processing sheep's fur and making thread
	2	Processing sheep's fur and making thread
	3	Routine work
	4	Routine work

6.b.ii. Detailed weekly activities of female in Hasis:

Female seasonal calendar for Hasis

Months	Weeks	Activities
January	first	feeding domestic animals with dried fodder
	second	feeding domestic animal with dried fodder
	third	feeding domestic animal with dried fodder
	forth	feeding domestic animal with dried fodder
February	first	feeding domestic animal with dried fodder
	second	feeding domestic animal, cleaning of house & bed sheets and celebration of Ahmous
	third	feeding domestic animal, fire wood collection and cleaning of houses
	forth	preparation of land for growing vegetable
March	first	transporting manure for kitchen gardens and spreading manure in the fields
	second	transporting manure for kitchen garden and spreading in the fields
	third	spreading manure in the field and planting vegetable seeds in kitchen garden and in the field
	forth	planting seeds in kitchen garden and in the fields
April	first	irrigating kitchen gardens and collection of vegetables
	second	collecting vegetables and irrigating kitchen garden
	third	collecting vegetables
	forth	collecting vegetables
May	first	collecting vegetables from kitchen garden and drying for winter
	second	collecting vegetable and drying for winter
	third	collecting vegetables and drying for winter
	forth	spreading manure in the maize fields
June	first	cleaning of fields and spreading manure for maize cultivation
	second	spreading manure in the maize fields
	third	spreading manure in the maize fields
	forth	weeding of maize crop from grass
July	first	weeding maize (akali) crop and harvesting wheat crop
	second	harvesting wheat crop, drying vegetable and apricots and cultivation of maize (dulai)
	third	drying apricotes, cultivation of maize and planting vegetable seeds (dulai)
	forth	planting vegetable seed and planting onion seeds in maize fields
August	first	helping men in threshing wheat
	second	weeding maize crop from grass and assisting men in threshing of wheat
	third	grazing animals and weeding maize crop from grass
	forth	weeding maize crop from grass
September	first	collecting maize plants for animals, harvesting and making bundles of grass and drying tomatoes
	second	harvesting and making bundles of grass, drying tomatoes and grinding it
	third	drying tomatoes and other vegetables (Dulai)
	forth	drying almonds breaking apricot nuts, storing and making oil
October	first	harvesting of maize and separating maize cones
	second	harvesting maize, separating maize cones and collecting dried grass from the maize fields
	third	separating maize cones
	forth	cleaning maize and wheat for grinding
November	first	cleaning of maize and wheat for grinding and collecting fire wood
	second	collecting fire wood and cleaning of house for winter (for staying inside the rooms)
	third	cleaning of rooms and repairing
	forth	cleaning of rooms and shifting inside the rooms
December	first	shifting inside the rooms and transporting soil for animal sheds
	second	cleaning animal sheds and transporting soil in animal shed
	third	routine work
	forth	routine work

Activity # 7. How to ensure participation of all sections of the community

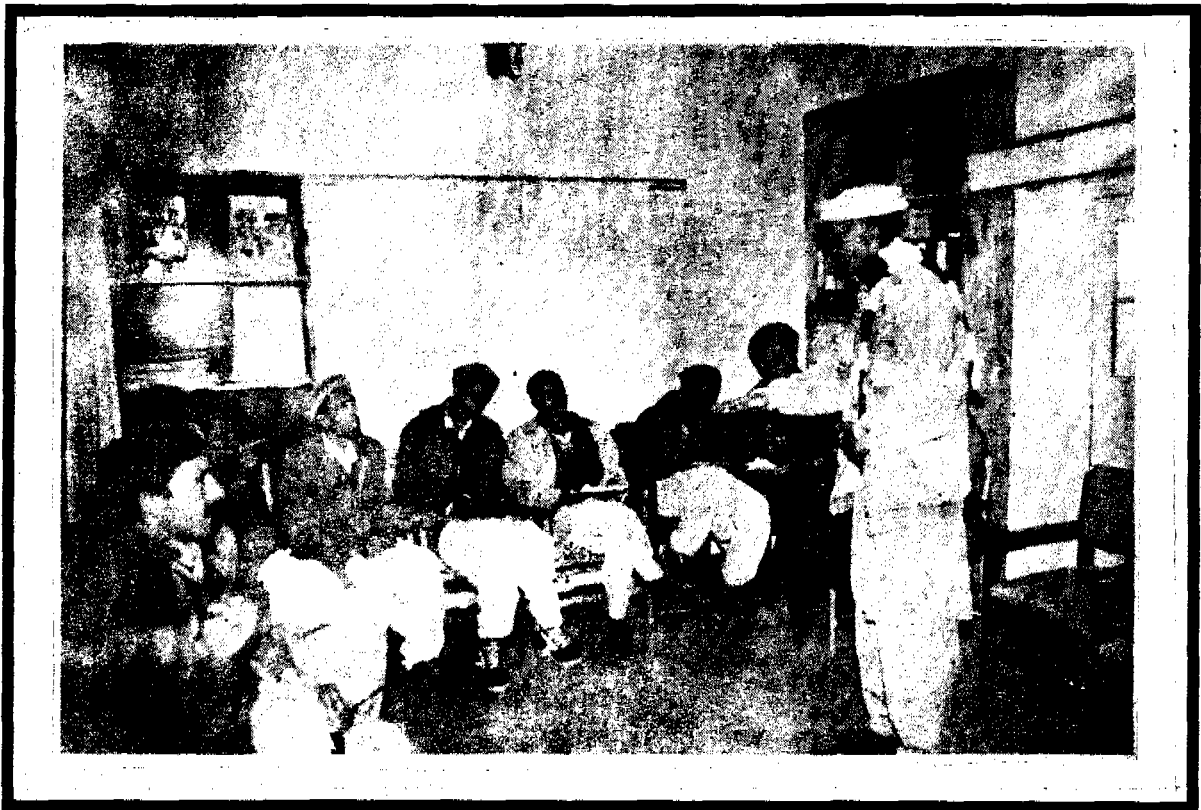
The participants suggested ways of involving all sections of the community in decision making, collective planning and development work for the future. They explained to discuss an issue, how to make decision and implement the decisions to collectively.

- CRT will identify the issue for discussion in community meetings.
- CRT will discuss the issue with the PAR team, with Mothbran (notables) and then with the whole community.
- CRT and notables will decide on, and call a village meeting to discuss the issue. Please see appendix # 1b.

In Hasis each clan/kin-group has its representation in village decisions. Every representative is responsible for implementing the developed village rules within his clan/kin-group. At a village-level meeting for the water supply scheme, CRT will discuss first with these representatives, and then with the whole community. If a meeting is scheduled in the community, a representative of the VO should inform its members and other channels should be used to inform the other community groups.

Activity # 8. Record-keeping at community level.

Participants were asked to present the type of knowledge they have about records and record-keeping at community level. On the basis of presentations made by a Community Health Worker (CHW) and an activist of VO, the participants suggested the below procedure for record-keeping. The present method will be used for record-keeping and alternatives should be sought out on the basis of what is meant by 'record' for the PAR project. Usually the record-keeping is the responsibility of the secretary of the VO or the CHW. He keeps the record in his home (guest room). They suggested a secretary should be nominated for each CRT, who will maintain the records.



A VO activist is presenting experiences of record-keeping at village level

What type of record;

The participants identified the possible things to be considered for records in the PAR project

- * Proceedings, conclusions and recommendations of the meetings, names of participants etc.
- * Research tools, and record of exercises.
- * Records of the money (bank account?)
- * Spare parts of the water supply scheme.
- * Records of the water supply scheme repairs and replacement work.

The PAR project has given a register for record-keeping to both CRTs. It was agreed that the secretary will be responsible for keeping all types of record. The secretary for CRT Hasis was nominated and the CRT of Pakora will nominate a secretary when the quorum is complete.

Activity # 9. Comments on Video films

Two films, the PRA week in a Kenyan village and a film on the PAR approach to female farmers in India, were watched by the participants and they made the following comments.

- * The language was difficult to understand.
- * Similar techniques which we have used were also used in Kenyan villages such as, seasonal calendars and village mapping.
- * People were busy in their routine daily activities.

Evaluative remarks

The overall proceedings of the workshop and the boarding and lodging arrangements were satisfactory according to the participants. The workshop was participatory and informative, and gave inside specific information. The information of the community diagnosis phase was concluded and some of the future activities were planned, although about the half members of the CRT Pakora were absent. All participants including the illiterate ones participated actively in discussions, exercises, and drawing conclusions: Whereas literates people were more active in the reading and writing activities they helped their illiterate colleagues to understand the use of some PRA tools and to become confident enough to use them in their village situation. While the illiterate people contributed more in discussions about collective activities, traditions, village planning and water supply problems, only were reluctant to facilitate the exercises. Video films were shown to the participants but they were very difficult to understand because the tool was new for them.

Recommendations for Follow up

Participants suggested that two members be selected to lead the CRT and to keep records of the project. It was agreed that both CRTs would finalize selection of a secretary and president before the next visit of the PAR team. They will explain the details of the CRT workshop to the other community members and will discuss the prevailing problems of the water supply scheme with them formally in meetings or informally. The PAR team in the next visit will give feedback to the activities undertaken by the CRTs after attending the workshop. It was recommended that the CRTs will find the space for record-keeping in the community and together with the PAR team will check the appropriateness of the record-keeping procedure. It is essential to keep the records safe and accessible for all community members. If there is any difficulty in this regard, suggestions will be collected for the further improvement of the system. The would be secretary will be the person responsible for record-keeping and maintaining the register after each and every meeting. It was suggested and agreed upon that the absent CRT members should be contacted to explore the possibility of improving the participation of CRT members in capacity building activities particularly in Pakora. It was also agreed that both CRTs will evaluate the performance of their members, and new potentials within the community will be explored. It was recommended that such meetings/workshops should be organized before and after each research phase, of course by continuing the process of capacity building in the CRTs and they should be encouraged to facilitate the meetings and exercises in the community in the presence or absence of the PAR team.

Appendix I

a). LIST OF THE WORKSHOP PARTICIPANTS

1. Mr. Safi-ullah Khan
2. Mr. Muhammad Majeed
3. Mr. Wilayat Khan
4. Mr. Ibrahim Khan
5. Mr. Shukrat Wali
6. Mr. Furdam Khan
7. Mr. Nadir Shah
8. Mr. Wilayat Ali
9. Mr. Ibrahim Shah
10. Mr. Noor Wali Khan
11. Mr. Muhammad Faraz Khan
12. Mr. Ameer Ali Shah
13. Mr. Hafiz Ali

ABSENT

1. Mr. Sader-uddine
2. Mr. Sorum Khan
3. Mr. Abdul Munaf
4. Mr. Paydaish Khan
5. Mr. Abdul Hakeem
6. Mr. Younus Ali Shah
7. Mr. Lal Gohjar
8. Mr. Issa Khan

b). Representatives of different section of the community

Pakora

- | | | |
|-------------------------|-----------|-------------|
| 1. S. Madad Shah | B. Pakora | |
| 2. S. Younus Ali Shah | B. Pakora | (UCM & CRT) |
| 3. Shah Muhammad Nabi | B. Pakora | (Lumberdar) |
| 4. Paydaish Shah | B. Pakora | (CRT) |
| 5. S. Zahir Shah | B. Pakora | (Lumberdar) |
| 6. Rehmat dine | B. Pakora | |
| 7. Hafiz Ali | B. Pakora | (CRT) |
| 8. Lal | C. Pakora | (CRT) |
| 9. Ameer Ali Shah | C. Pakora | (CRT) |
| 10. Noor Wali Khan | C. Pakora | (CRT) |
| 11. Muhammad Faraz Khan | C. Pakora | (CRT) |

12. Sorum Khan
13. Haji Talib Shah

C.Pakora
B.Pakora

(CRT)

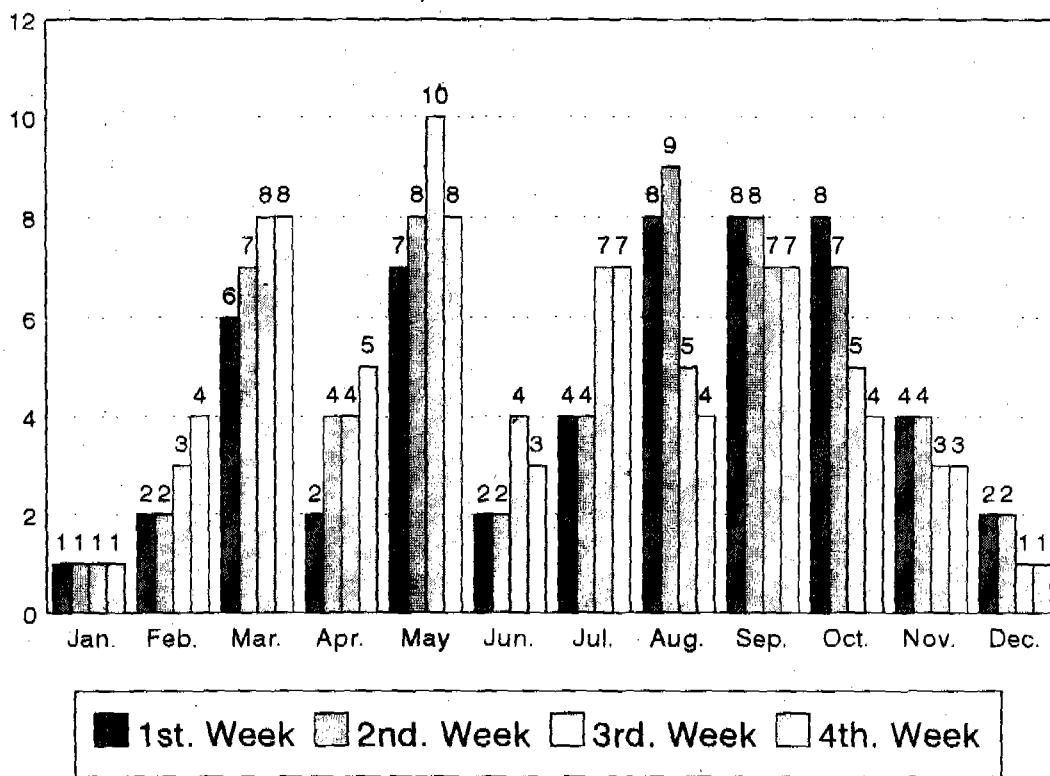
Hasis

1. Rehmat Khan 5 hh.
2. Judaray 11 hh.
3. Khan Bakay 11 hh.
4. Fathay 24 hh.
5. Poray 18 hh.
6. Owshonay 22 hh.
7. Toyaway 9 hh.

c). SEASONAL CALENDARS

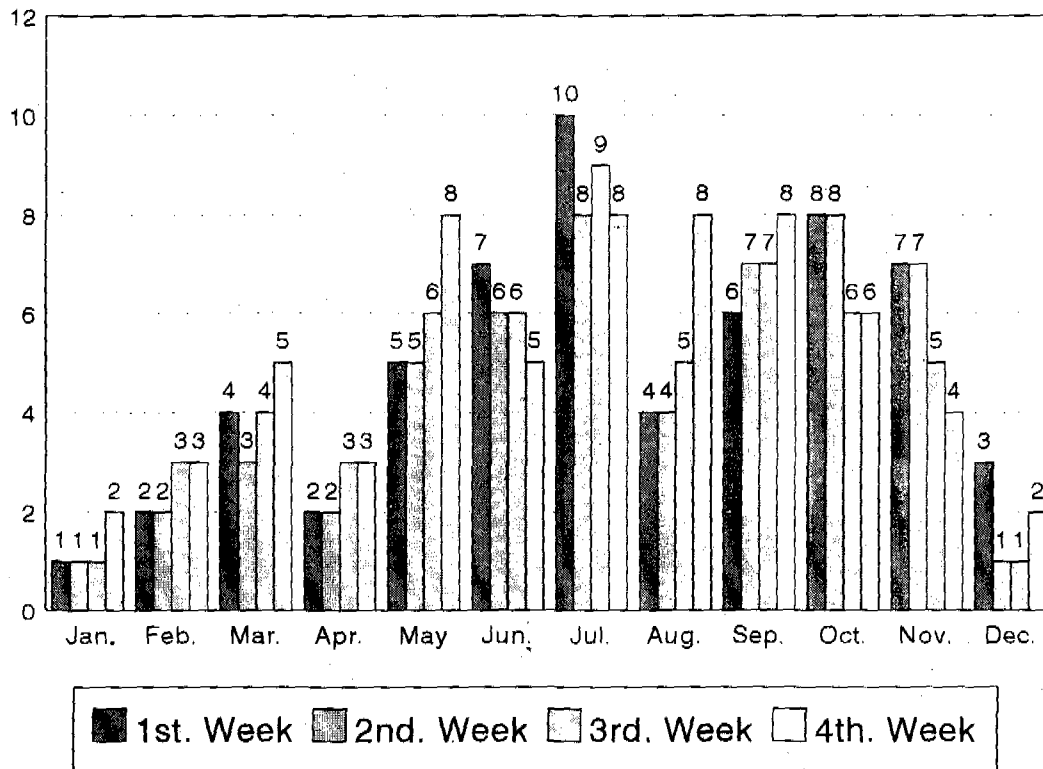
1). Male Pakora

Seasonal Calendar
Pakora



2. Male Hasis

Seasonal Calendar Hasis





**WATER SANITATION HYGIENE & HEALTH STUDIES PROJECT
NORTHERN AREAS AND CHITRAL**

WITH COMPLIMENTS

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PAR Project Leader

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