Capitalization of Experiences: 'Water, Land and People' in India

Proceedings of the First Learning Group Meeting (9-10 December 2005)

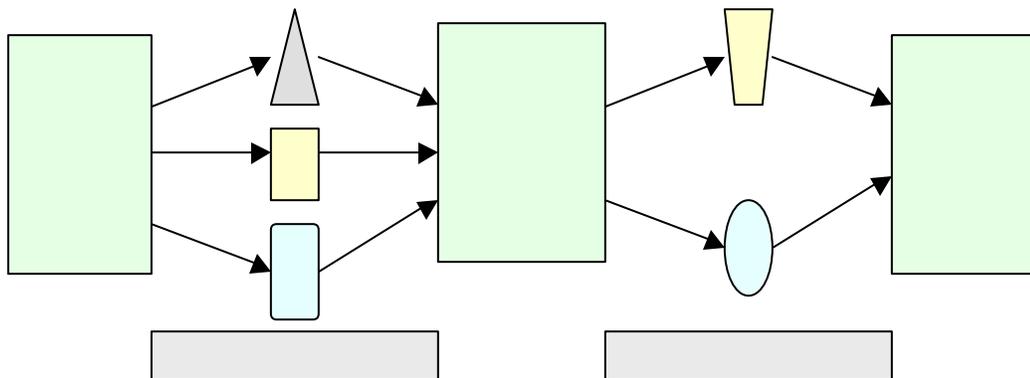Venue: Walden Club, Hyderabad

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Context of the workshop

Water is a basic and essential element for economic, ecological and social well being of the society. Proper management of this scarce resource is critical to the policy makers as well as water users. The Swiss Agency for Development and Cooperation (SDC), funded by the Swiss government, has the primary objective of fighting poverty through people's participatory programs. SDC, in India, perceives different experiences in water management as an important capital with potential to influence and shape policies that improve the livelihood and food security particularly of the rainfed farmers. Intercooperation (IC) has been mandated by SDC to coordinate and facilitate the capitalization of these experiences in three countries, namely, India, Mali and Bolivia.

Capitalization of experiences (CE) is a process of learning together through knowledge and experience sharing among various practitioners for better water management. Towards this, a group of practitioners with experience in implementing and designing water sector projects have come together as a 'Learning Group'. The first meeting of the learning group took place on the 9th and 10th of December 2005. A representative from Mali also participated in this meeting. The overall objective was to define the learning agenda, analyze relevant experiences in water management and identify issues for further exploration.

Specific objectives of the workshop
• To establish a setting of confidence for the exchange of knowledge and experiences
• To identify the areas of exploration that can contribute to a learning process on 'Water, Land and People'
• To experience a learning process on institutional dimensions of watershed development
• To consolidate lived experiences and capture learnings
• To further design the CE process in India

Overview of the CE workshop

The workshop started with an informal introduction of the participants to each other followed by an overview of the workshop objectives, SDC's work in water related issues, concept of capitalization of experiences on water, land and people and a brief summary of other CE like initiatives in India. This was followed by experience sharing and learning process through a story telling methodology. The key lessons from the story telling process were used to identify the focus

areas for further analysis as part of subactivities. Next, the CE process design, structure and planning were discussed by the learning group. Subgroups were formed based on the focus area interest and tentative operational plans were made by the subgroups. In the final session, the possible outputs from the learning event and their timelines were discussed and the possibility of sharing preliminary learnings at the 4th World Water Forum was also indicated.

Welcome and introduction to the CE process

Introduction
The workshop started with an informal introduction of the members to each other over a world map. The members moved around and interacted with each other on the map based on their respective place of birth, education and experience in watershed activities. This ice breaking exercise was followed by a brief introduction by Ms. Annette Kolff, Head, Agriculture Team, IC-Bern, to the workshop purpose and theme, namely, identification of areas where we can learn from experiences in the 'water' domain.

Overview of SDC's work in 'Water'
Mr. Viswanathan, Focus In-Charge, Swiss Coordinating Office (SCO), SDC-India gave an overview of the SDC's work in the sector. He elaborated on the Participatory Integrated Development of Watersheds (PIDOW) experiences and their contribution to the evolution of the watershed management guidelines. These experiences lead to the Indo-Swiss Project for Watershed Development in Karnataka (ISPWDK), a bilateral program with government of Karnataka and NGOs spanning five northern districts of Karnataka. In addition SDC gained valuable expertise in Integrated Water Resource Management (IWRM) and sustainable livelihoods through their projects in partnership with CSOs in various watersheds programs.

SDC collaborates with various partners to promote effective water management. Some of the collaborations are with:

- IDE in evolving, developing and disseminating micro irrigation devices
- AFPRO with regards to groundwater exploitation, technical organization, to work with civil society organizations
- SPWD in taking the PIDOW experiences to Rajasthan
- OUTREACH in supporting committees to organize themselves to undertake watershed programs
- IWMI in the areas of action research relevant to policy, especially on water-energy nexus

> **SDC's Approach towards Water**
> SDC takes a holistic view of water issues with a focus on poverty reduction and putting people at the centre.
>
> SDC supports the international concept of integrated water resource management.
>
> SDC believes in equitable access of water to all without discrimination.
>
> Source: Water 2015: Principles and Guidelines, SDC

- WOTR to support communities in watershed plus activities, micro-credit and promotion of micro-enterprises (for about four years now).

The emphasis of SDC is now more on improving access to water to the poor, support towards building capacities of communities, improving water use efficiency, soil and water conservation, with the poor at the center.

Introduction to Capitalization of Experiences on Water, Land and People
A brief introduction was given by Annette, elaborating on the key objectives of the workshop, its principles, features, the set up, CE process in India and the expected outputs. The overall objective was to learn from water(shed) programs for an effective involvement of SDC and its partners in future generation projects and policy dialogue. The key principles include: (1) the concept of global initiative with local ownership, (2) interactive learning at different levels and (3) developing location specific designs. The learning would be cross continental (India, Bolivia and Mali) and from country specific processes. The learnings are expected to be centered around a learning group comprising of selected key players.

A brief summary of other 'CE like' initiatives
Ramkumar, IC, provided a summary of similar past CE like initiatives by organizations such as CISED, DANIDA, World Bank etc. The common methods and approaches in these past activities included literature reviews, workshops, case studies based on baseline data collection, questionnaires, selected field visits etc. The major recommendations pertaining to institutional design aspects that emerged from these studies were:
- To provide for institutional arrangements for equitable distribution of benefits
- Strengthening the capacities of local bodies in terms of implementing tasks and management of resources
- Proper legal status to the local bodies
- Formal allocation of user rights for sustainability of common property resources

The learning group members wanted to learn more from these processes and build from these other CE initiatives and also to develop innovative methods for better experience sharing.

Experience sharing and learning process

Story telling methodology
Once the introductory session was completed, Annette gave an overview of the methodology to be adopted for sharing of experiences in the workshop in the form of a narrative story telling process. She explained the logic behind the experience sharing/ story telling process and the methods involved therein. Individual experiences, specific examples or moments encountered regarding institutional aspects in water management that led to a change in the person's perception are shared within the group. Telling the experience more than once

means that lessons that emerge out of the experiences are further analyzed and brought out as key lessons learnt.

Purpose of story telling[1]
- To set the context in terms of the time and space that inspired a person to think
- Convert abstract frameworks into concrete examples
- To convert theory to practice
- To apply concepts in real life situation based on evidence of application
- Help in visualizing the experiences

The story telling method involved thinking from individual experiences and telling about a time when important lessons or turning points occurred. Figure 1 illustrates the process of story telling and the outputs at each step. The method involved three stages:

Step 1: Find a partner (someone whom you do not know too well) and tell the story in 5- 6 minutes to each other

Step 2: Each pair finds another pair and work as group of 4.
- The story to be retold
- Develop 4 post cards with title, main points and key lessons from the story
- Select one story to be told in the plenary
- Capture the selected story using a 7 elements structure template

Step 3: Plenary session:
- Post cards to be pinned on India map according to their respective locations
- Selected stories to be retold (5-6 minutes) in the plenary
- Plenary discussion or reflection on the lessons learnt from the stories

Figure 1: ... g proc ...

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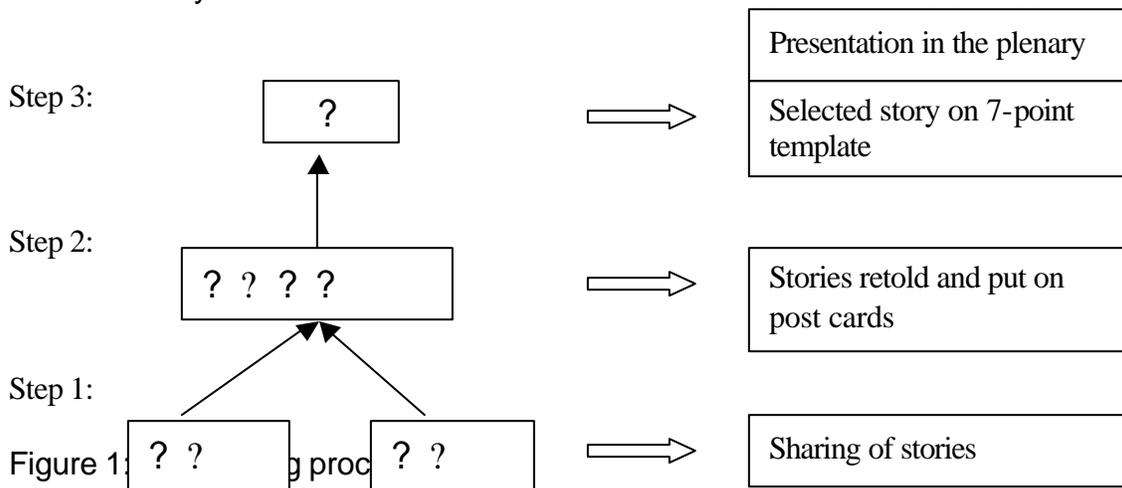
[1] SDC's Guide to Using Story and Narrative Tools in Development Co-operation, Practitioner's Version (Draft), (*Thematic Service Knowledge and Research in Collaboration with Sparknow Ltd., London*) was used as a key reference for the story telling process.

Story telling demonstration by Ms. Rupa Mukerji

I was on a visit to a watershed village as part of the ISPWDK project to observe the watershed activities. During a casual conversation with the villagers I came to know that the President of the Village Development Society (VDS) got elected to the Panchayat and I could not help saying it loud that accountability would be much higher now since the VDS were known for their transparency and efficiency. Suddenly, a person who incidentally was the Ex-Sarpanch and Ex-VDS council member, and who till then was silently sitting on a boulder bund nearby jumped down and said, all charged up "What accountability are you talking about? I misappropriated Rs. 50,000 during my tenure in the Panchayat. Does any body know about it?

Lesson here was that accountability in a VDS set up need not necessarily get converted to accountability in a larger Panchayat system even if the same person holds both the positions. With the same inputs and resources, behavior of a person differs according to the institutional context s/he is operating in.

Once the story telling process was completed, there were 16 post cards with stories (Annexure 3) that were pinned on to the India map in their respective approximate locations. There were five stories that were identified for presentation in the plenary session and recorded on videotape. The recorded stories would be made available in the form of a CD. The selected stories were also documented in a 7-point structure template (Annexure 2). The summaries of the key learnings from the experiences shared are provided in the following table (Table 1).

Table 1: Summary of key learnings from the selected stories

Story	Key learnings
Story 1: Technical empowerment to social empowerment of the illiterate. (Mr. Kaushik)	• With information we can break stereotypes in roles • Removal of information asymmetries lead to empowerment • Being part of an institution enables concrete action on information • Quality of training is also a factor in empowerment /ability to analyze • Illiteracy is never a barrier • Our mindsets and attitudes are often a barrier
Story 2: Our tube wells never dry… (Mr. Anwar)	• Collective action and social regulations are important for • effective groundwater management • Sharing information led to awareness, accountability and equity • Adherence to community norms led to water retention that ultimately led to success

Story 3: Keeping the contractors out. (Mr. Shankar)	• Listening to the women and giving them the control • Potential for opportunities can make people come up with creative options • Community empowerment led to plans with foresight • Small structures are more sustainable • Small structures give greater sense of ownership • Type of structure in itself is not a determinant of success
Story 4: The Hijacking of Mhaswandi. (Ms. Marcella)	• The men also need attention, opportunity and stimuli • We should also 'listen' to the silent ones (men) • Power equations are changing (men and women; land and landless) • Often we work in isolation of the society, of which communities are a part • Empowerment of the weaker groups to cope with 'power' change and related dynamics • Some strategies are needed to bring groups together
Story 5: Strategy of women's own. (Ms. Nafisa)	• Being involved in the process of development led to Empowerment • Levels at which men and women's groups/interface lead to changes in strategic needs • Thresholds of tolerance are defined by communities

Identification of focus areas

Based on narrations of experiences in the story telling format and subsequent discussions in the plenary session that was facilitated by Ms. Rupa Mukerji, the focus areas under the broad subject of "Institutional dimensions of water resource management" were identified. Figure 2 illustrates the process of identification of focus areas. Further deepening of experiences under each area would be undertaken as part of intermediate activities prior to the next learning event.
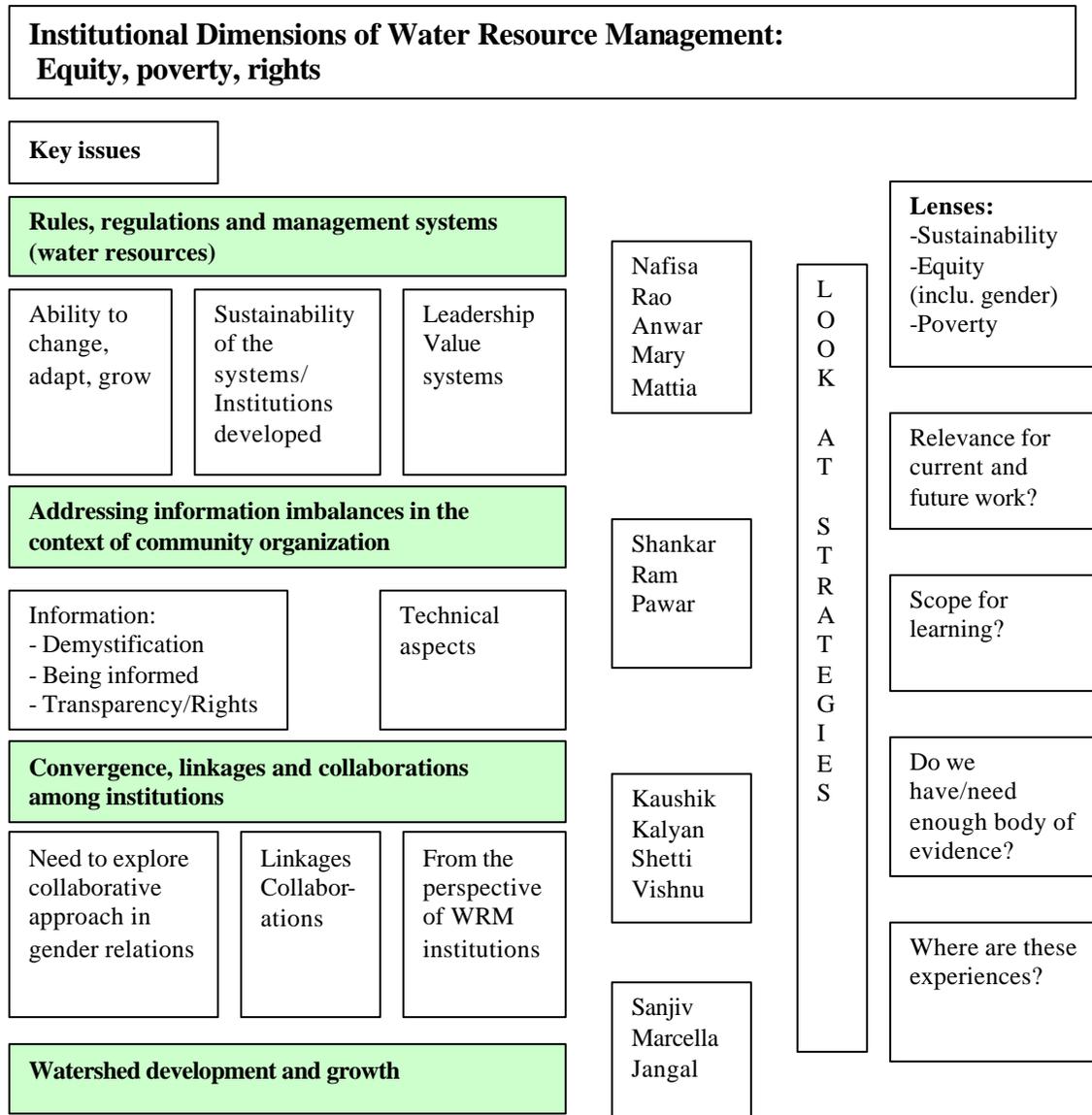
Institutional Dimensions of Water Resource Management: Equity, poverty, rights

Key issues

Rules, regulations and management systems (water resources)

Ability to change, adapt, grow	Sustainability of the systems/ Institutions developed	Leadership Value systems

Nafisa Rao Anwar Mary Mattia

Lenses:
-Sustainability
-Equity (inclu. gender)
-Poverty

Addressing information imbalances in the context of community organization

Information: - Demystification - Being informed - Transparency/Rights	Technical aspects

Shankar Ram Pawar

Relevance for current and future work?

Scope for learning?

LOOK AT STRATEGIES

Convergence, linkages and collaborations among institutions

Need to explore collaborative approach in gender relations	Linkages Collabor-ations	From the perspective of WRM institutions

Kaushik Kalyan Shetti Vishnu

Do we have/need enough body of evidence?

Where are these experiences?

Sanjiv Marcella Jangal

Watershed development and growth

Figure 2: Focus areas identified by the learning group members

Focus areas identified:
1. Rules, regulations and management systems (water resources)
2. Addressing information imbalances in the context of community organization
3. Convergence, linkages and collaborations among institutions
4. Watershed development and growth

1. **Rules, regulations and management systems (water resources):** The major topics under this are:
   - The ability of institutions to change, adapt and grow (need for a more dynamic view)
   - Sustainability of the systems/institutions developed, especially in the post-project period
   - Changes in leadership and value systems

2. **Addressing information imbalances in the context of community organization:** Topics discussed include:
   - Demystification of information through constant update of information to the community
   - Promoting transparency and developing a sense of right to information among the community
   - Provision of technical information

3. **Convergence, linkages and collaborations among institutions:** The main focus was on convergence of institutions in a system. This convergence could be at the government level or local level. Linkages between community based organizations and PRIs, collaborative approach in gender relations and other collaborations from the perspective of water resource management institutions are the other topics that came up for discussion under this focus area.

4. **Watershed development and growth:** The general focus was on moving beyond conservation to growth oriented development in a watershed program.

All these focus areas would be looked through the "lens" of sustainability, equity (including gender equity) and poverty.

Capitalization of Experiences process

Annette gave an overview of the set up of the CE process, its structure, planning and possible methods of this process. This provided the platform for the planning of future learning events and to discuss the way of working with sub groups during the exercise.
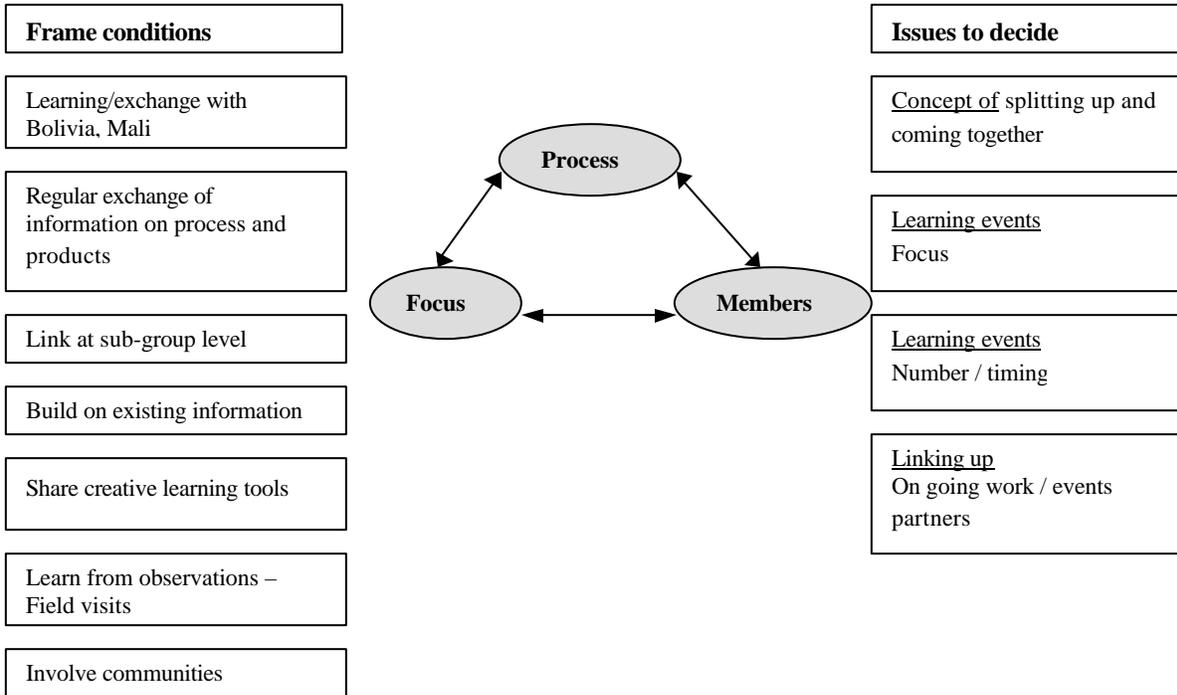
Frame conditions		Issues to decide
Learning/exchange with Bolivia, Mali		Concept of splitting up and coming together
Regular exchange of information on process and products	Process	Learning events Focus
Link at sub-group level	Focus Members	Learning events Number / timing
Build on existing information		Linking up On going work / events partners
Share creative learning tools		
Learn from observations – Field visits		
Involve communities		

Figure 3: Capitalization of Experiences process

CE process design

The set up for the CE process includes a series of learning events (3-4) with intermediate activities between each learning group (Figure 4). These activities could be case studies, story telling, video of community views, expert interviews etc. as decided by the group members. These outputs would be carried into the next learning group meeting. The set up is illustrated by the following flow chart.

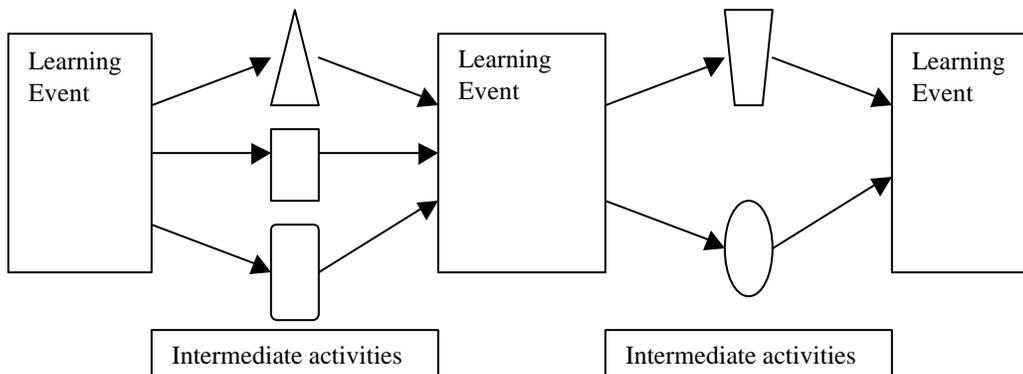| Learning Event		Learning Event		Learning Event
	Intermediate activities		Intermediate activities	

Figure 4: Set up of the CE Process

It was agreed that there would be two more learning events in 2006 (in April and September) followed by a closure meeting for consolidation of learnings (in November). A decision of a learning event between April and September would be taken at the next learning event.

Learning group

All the members agreed to become core members of the learning group. In addition, those who could not participate in this first meeting (Mr.Heera Lal Sharma, Sahyog Sansthan, Mr.Suresh, IDE, Mr.Vijay Sardana, SPWD, Mr.Raghupathy, CII and Government of Karnataka) due to other preoccupations expressed their interest in attending the future learning events and it was agreed that they would be included.

Operational plans of the subgroups

The subgroups were formed based on the interest of the members in a specific focus area. The members of each group discussed what they would do to deepen their experiences in the focus area.

Table 2: Subgroup members

	Group members	Group coordinator
Focus area: 1	Ms. Nafisa, Mr. Rao, Mr. Anwar, Ms. Mary, Mr. Mattia	Mr. Anwar
Focus area: 2	Mr. Shankar, Mr. Ramkumar, Mr. Pawar	Mr. Ramkumar
Focus area: 3	Mr. Kaushik, Mr. Kalyan Shetti, Mr. Vishnu Sharma, Ms. Mary	Mr. Kalyan Shetti
Focus area: 4	Dr. Sanjiv Phansalkar, Ms. Marcella, Mr. Jangal	Mr. Jangal

Focus area 1: **Rules, regulations and management systems (water resources)**

What	The topic for focus includes rules and norms on water rights in drought prone areas with equity/gender focus.
Where	The study area would cover the states of Andhra Pradesh, Karnataka, Madhya Pradesh, Gujarat, Maharashtra and Rajasthan.
How	The work plan consists of desk work, individual scouting, internal case study, workshop and field visit. The team plans to meet for a day in Hyderabad in the last week of January for information sharing and to plan for the case studies.
	Expected outputs include case studies (6), stories (16), video (1) and issue paper (1). Expected support from IC includes financial, linkages/contacts and support services.

Focus area 2: **Addressing information imbalances in the context of community organization**

What	The team broadly plans to look along the lines of: (a) Empowerment through improved awareness and demystification of information among community members (equity and gender aspects), especially in the back drop of right to information act that recently came into force. (b) Process of information transfer and the impact of such access to information (technical and otherwise) among the local community. (c) Tools and processes that promote easy access to information by the community
Where	Madanapalle, Nandikheda
How	As part of the work plan, the team has tentatively agreed to look into the Cluster Level Associations (women groups) in Madanapalle for (a) and Nandikheda as the study area for (b). The team has also decided to explore and identify other relevant cases for analysis by the end of January.
	The expected outputs include a report consisting of case studies and compilation of stories, video clipping wherever feasible. Expectations from IC include financial and other support services.

Focus area 3: **Convergence, linkages and collaborations among institutions**

What	Under this, the institutional linkages and networks for delivery of services would be studied.
Where	The study areas include Gujarat, Rajasthan, Karnataka, Andhra Pradesh and Maharashtra. The NGOs involved include WOTR, Utthan, AKRSPI, Sadguru Foundation, VRTI, Development Support Center, Mahiti, Viksat, Sarathi and several other groups. The other institutions are WASMO, NABARD, DRDA and CAPART. In Gujarat, the network includes Sajjata Sangh, Prawaha and MSA that are actively involved in water and women issues. In Rajasthan, institutions include SWRC, Tarun Bharat Sangh, Seva Mandir, CARE Rajasthan chapter, CRS, CASA, WB, NWDPRA. Networking involves Jala biradari and Jala bhagiratha. In Karnataka, PIDOW experiences of ISPWDK, other institutions, namely, PRAWARDA, SAMUHA, BAIF, CAPART, NABARD and government agencies would be involved. Networks would be at the state level and district level NGO federation.
How	The work plan includes personal visits, letter correspondence by SDC / IC, local level workshops and documentation. Time period ranges from mid-February to mid-April. Field work and home work includes local events, presentation to learning group meeting in September.
	Expected outputs include visual posters, graphic presentation with small scale case studies to high light key issues. Expected support from IC includes financial and letter correspondence for information and link with the LAN networks.

Focus area 4: **Watershed development and growth**

What	The specific focus would be on experiences on growth oriented land, water and watershed management namely, • Agriculture productivity, livestock, horticulture • Enhanced income opportunities for the poor/local communities (distress migration reduction) • Allied livelihood development in times of drought • Institutional mechanisms for promoting, sustaining, managing and progressing equity and gender issues
Where	Institutions/organizations involved include PRADAN (Purulia), IDE (IPMAS), BAIF (Kar, Thane), ISPWDK (MYRADA, SAMUHA, PRAWARDA) in Karnataka, WOTR in Maharashtra.
How	Work plan includes sharing of information in the form of short case studies, video documentation of a village or watershed as a case and not individual stories. The exact steps as to how the group would proceed will be worked out together by the group and shared with IC.

Work plan

In the final session, the possible outputs and their timelines were discussed. The tentative work plan of the expected outputs is listed in the following table.

Table 3: Work plan

What	Who	When
Workshop document	IC	December end
Process design + Operational planning	Subgroup + IC	January 1st week
ToR Learning Group	IC	Draft by mid-January
Synthesis of recent CE like activities	IC	January end
Accompany (IC) across groups in India	IC	
Keep track of timelines	IC	
Financial implications of activities	IC + Subgroup coordinator	January end
CE e-group	IC	

World Water Forum (WWF) and CE

Annette informed the learning group members that D-IC had registered the CE process as a `local action' at the 4th WWF, Mexico and SDC had requested for a `session'. It was not known if SDC had been granted a session. The idea is to use the WWF as a platform to share preliminary findings from Bolivia, Mali and India with a larger audience and to use the opportunity to bring few members of the learning groups together and facilitate an exchange as part of the cross continental learning.

Closure

The workshop concluded with Ms. Rupa Mukerji thanking all the members for their active participation and positive response towards the learning events.

Feedback on the workshop

On the whole learning group members felt that the event was interesting and the workshop well structured and the story telling method was appreciated for its innovativeness. But it was also felt by the members that more background information on capitalization experience could have helped them even more.

Annexure 1: Participants of the first learning group meeting

Name	Organization	Address	Email
Mr. Vishwanathan	SDC Delhi	SDC-DELHI	kr.viswanathan@sdc.net
Mr. Shankar	OUT REACH	OUTREACH, 109, Coles Road, Frazer Town, Bangalore-560 005	outreach@outreachindia.org
Mr. Mattia Celio	IWMI	IWMI, South Asia Regional Office, 303, ICRISAT, Hyderabad	m.celio@cgiar.org
Mr. Kalyan Shetti	MYRADA	MYRADA, No.2, Service Road, Domlur Layout, Bangalore-560071	sdkshetti@rediffmail.com
Ms. Marcella D'Souza	WOTR	Watershed Organisation Trust,'Paryavaran' Behind market yard, Ahmednagar 414 001, Maharashtra	info@wotr.org
Mr. J. R. Pawar	WOTR	Watershed Organisation Trust,'Paryavaran' Behind market yard, Ahmednagar 414 001, Maharashtra	info@wotr.org
Ms. Mary	Timbaktu Collective	Timbaktu collective, Chinna Kothapalli post, Ananthapur Dist.515101	mary_timbaktu@sancharnet.in
Mr. Anwar	CWS	CWS, H. No:12-13-438,Street no:1, Tarnaka, Secunderabad-17	shaikan@rediffmail.com nrm@cwsy.org
Mr. Vishnu Sharma	IC	C-92, Ramdas Marg, Tilaknagar, Jaipur-302 004	vsharma@intercooperation.org.in sharmavs20@rediffmail.com
Mr. M.V.N. Rao	Gram Vikas	Gramavikas,Honnestahalli, Yelagonda halli P.O 563127 Kolar District	gramavikas1@rediffmail.com
Ms. Nafisa Barot	Utthan	36,Chitrakuttwins,Nehru Park,B/hManagement Enclave,Vastrapur, Ahmedabad-15	utthan@icenet.net
Mr. Kaushik Rawal	Utthan	36,Chitrakuttwins,Nehru Park,B/hManagement Enclave,Vastrapur, Ahmedabad-15	utthan@icenet.net
Ms. Dieneba Cisse	Mali		iep@cefib.com
Ms. Annette Kolff	IC HO		akolff@intercooperation.ch
Mr. J. Jangal	PSMU	PSMU	jayaramjangal@rediffmail.com,
Ms. Rupa Mukerji	IC		rmukerji@intercooperation.org.in
Mr. Ramkumar	IC		ramkumar@intercooperation.org.in
Dr. Sanjiv Phansalkar	IWMI TATA	IWMI-Tata Water policy Programme,Elecon, Anand Sojitra road,VU Nagar, Anand-388120	s.phansalkar@cgiar.org

Regrets (but expressed interest to attend future learning events)

Name	Organization	Email
Mr. Heeralal Sharma	Sahyog Sansthan	Sahyog_udr@sanchar.net.in
Mr. Vijay K. Sardana	SPWD	vjsardana@hotmail.com
Mr. Suresh Subramanian	IDE	suresh@ide-india.org
Mr. S. Raghupathy	CII	s.raghupathy@ciionline.org
Mr. Ashraful	Dept of Rural Development and Panchayati Raj,. GoK	

Annexure 2: Selected stories in the 7-point structure template

Title of story	Technical empowerment to social empowerment of the illiterate	Our tube wells never dry…	Keeping the contractors out!	The hijacking of Mhaswandi	Strategy of women's own
Name of story teller	Mr. Kaushik	Mr. Anwar	Mr. Shankar	Ms. Marcella	Ms. Nafisa
1. The stage	The story is concerned with a coastal village facing acute drinking water problem due to salinity.	This pertains to the villages M.C.Thanda and Ramla Nayak Thanda in Ananthapur district of A.P sometime during 1995-2002.	The story pertains to the drought relief measures, namely, Food For Work program in Madanapally in Chittoor district of A.P. in 2002-03	A Village called Mhaswandi where watershed development activities were completed in 2000.	The story belongs to Bhal area in Gujarat. It represents land of mirages that is saline and barren. Water is scarce and women walk up to 6-7 km to fetch drinking water.
2. The place	Chaya village in Bhavanagar district, Gujarat	The place is characterized by frequent droughts, degraded and uncultivated lands owned by tribal communities.	The program activities were in the villages of Mulakalacheruvu and B. Kothakota mandals of Chittoor district.	Mhaswandi	Mingalpore village of Bhal area.
3. The people	Members of Pani Samithi	The tribal community called "Sukalis" that is very disorganized and stigmatized as thieves in the past.	The main players in the story were the SHGs, OUTREACH, DWMA and contractors.	The Village watershed committee (VWC), women SHGs and their apex body, Samyukta Mahila Samiti (SMS).	Members of a women's group.
4. The challenge	Construction activities were entrusted to a contractor and villagers distrust his commitment	Despite owning land, people did not derive income out of it. They lacked self confidence and access to water was a problem.	Under the normal FFW, grain would vanish with no work done and no benefits to the society. The challenge was to design FFW program so that real needy benefit and work results in long term benefit to the people.	The SMS and SHGs were doing much better than the VWC. Now the VMC was feeling threatened and were creating obstacles to the women groups.	This group was negotiating with the government to get rain harvesting structures to the village. One of the members, Katu Ben was chosen to go for an exposure visit in A.P but faced severe objection from her husband.

5. The action	Capacity building activity to the Pani Samithi members in the form of pre-construction training. The turning point occurred when one of the women working as a laborer and who had taken the training noticed that the contractor was not following specified construction method. She reported this to the pani samithi president and the concerned department officials were notified and the construction was stopped.	When a local organization called "Janajagruti" offered the community to develop their lands, no body showed much interest. But after one farmer came forward, rest followed. Watershed activities were undertaken. The turning point came when the community wanted to think beyond just soil and water conservation. They negotiated with APWELLS for borewells and developed rules, regulations and sharing systems for groundwater management.	The SHG leaders met and together with Watershed representatives called upon the Project Director (PD). Outreach acted as the mediator. They told him that they were interested in repairing and renovating Gokunta and mini percolation tanks. The PD readily agreed. 542 gokuntas and mini percolation tanks were renovated. Each SHG member got 3-4 bags of grain and avoided migration. No contractor came in because each structure too small for profits.	By the end of the watershed development project period, the good impacts were visible and attracting visitors. Women SHGs federated and set norms and got involved in various economic and developmental activities. But recently the men realized that women were getting all the attention and felt neglected and decided to "clip the women's wings".	The other group members prevented the spontaneous intervention of the NGO team and they themselves negotiated with her husband. After her exposure visit, Katu Ben again came crying saying that she was expelled from her house. This time, all the members along with the NGO team confronted her husband and made him see the light. He agreed that he had made a mistake.
6. Conclusions	Building the technical capacities of even illiterate women can bring about a big change	Collective action and evolving social regulations could let to effective groundwater management.	Money pilferage stopped. Contractors did not find these small constructions profitable and there was less pressure from government and contractors. Key learning was that sometimes, small activities add up to make a big difference for the region and are also easily implemented.	Developmental organizations need to take into consideration the sensitivities of the silent groups (men) and avoid taking these groups for granted. Often we take men for granted but they need attention too!!	Being involved in the process of development led to empowerment. Working in a group inculcated in them a sense of belonging and brought about unity in facing issues.
7. Image (drawing/ picture)					

Annexure 3: Stories on post cards

Name	Title	Story	Key insights
Mary	"Sambharam"	As many other Rayalaseema villages, Mushtikovela village was also drought affected. But even though the village tank was filled to half its capacity, the farmers were able to get a full crop of paddy under the tank with the help of the VSC, women SHG and youth groups. The village used the traditional "neeruganti" system for water sharing and techniques of semi irrigated paddy cultivation. The gain was about rupees 1 crore.	• Village institutions can achieve much with sufficient inputs • There can be valuable hints from traditional practices to deal with present problems. • One needs to understand the complex issues at hand and use appropriate strategies.
Jangal	Story of Kasiamma	Kasiamma was a poor dalit women belonging to Sugur village. Like any other women, her world was limited in terms of economic and social decision making. But with the formation of a self help group (SHG), she would sit together with men in the Village Development Society (VDS) meetings and slowly she became active member in the decision making body, monitoring and supervising.	• Being a member of an SHG provided the confidence to actively participate in the VDS function and management structure. • Leadership qualities were developed and even a poor dalit woman could get space in a multicaste village. • In order to build and strengthen the larger institutions like VDS, the contribution of SHGs can be significant.
Vishnu Sharma	Formation of VDC and user group "rules and regulations"	This is regarding a mini-watershed program (1990-95) in village called Bhat in Udaipur district of Rajasthan. The village development committee formed rules and regulations for judicious use of water and much time was spent on their formulation. During a monitoring visit, when asked about the ownership of water the response was that it belonged to the NGO. After more than two years, laws were not in place. Few families challenge the community rules by 'lifting' the water as they feel they cannot wait any more.	• It is important to understand the village dynamics/leadership. • Village institutions and biophysical interventions should be worked out simultaneously. • Good quality facilitation by NGOs is necessary.

Viswanathan	Devadasis as empowered landlords	This is an experience during a field visit to Kanakanala watershed. The location was characterized by difficult terrain and steep slope. An NGO called Samuha, working with Devadasi women, were allotted wasteland for development by the government. The women's group undertook the watershed development activities. Now they are the proud owners of the land that provides food crops. They feel empowered, self sufficient and are now members of the VDS and take active part in village development.	- Positive influence of collective action - Watershed development as a means of solidarity, empowerment and food security. - Now the group functions as change agent.
Mattia	Effective groundwater management	A remote tribal village succeeded in managing the bore wells in their watershed through self imposed rules for sharing and utilizing the existing bore wells in the village.	Sound management of groundwater through proper enforcement of rules and regulations.
Rao	Papamma and poor man's tank	Papamma is a poor dalit woman and leader of a woman SHG. The instance was a about a time when the government had promised assistance for tank desilting activities but never materialized. A number of letters were sent that got no response. Finally, she mobilized the support of villagers and locked up the government office in the presence of politicians and media. In the end, the funds were sanctioned and work completed resulting in water for two crops in the year.	- Strategizing and timing the confrontation - Drawing support from the media
Pawar	Insist good practices from the beginning	This is about an instance during the initiation stage of watershed development activities in the village. At the beginning itself the sarpanch demanded for illegal money. The community reacted very strongly and pressurized him apologize.	- At the beginning if we discourage bad practice, future implementation becomes easier. - Transparency is required at all levels. - People's/community involvement solves difficult problems easily.
Rupa	An 'MIS' in a village	This is regarding an expensive computerized system in a village. The question was whether an illiterate woman president would find it useful. But even though	- People find their own way to use a system for their needs. - Good systems help in transparency.

		illiterate, she was able to identify the essence of the system like an input data (measurement book) and some processes (wage bills) that could be verified with physical records.	transparency. • Formal education is of little consequence and people can easily understand the essence of a system especially when money is involved.
Sanjiv Phansalkar	Why groundwater regulation Act does not work?	The Maharashtra groundwater (protection for drinking water) Regulation Act came in 1994. In the orange growing areas of Vidarbha, groundwater has become scarce with acute drinking water problem. Yet people defend exploiting groundwater for irrigating orange since that is the only way they can earn a decent income. And they believe that supplying drinking water is the government's responsibility. Thus, there is no social legitimacy to the implementation of the Act.	• Groundwater Regulation Act does not work because there is no social legitimacy to the Act. • Any institutional framework must be compatible with dominant social values.
Ramkumar	Women power in Powerguda	This is regarding a remote village in Adilabad district named Powerguda. The women in the village were extremely bold and decisive whereas the men were always in the background. When enquired, the women replied that since their SHG was more successful in getting the various programs and funds to the village, the men were happy to take a back seat as long as the benefits were there. The women felt that even though the workload increased, they do not mind as long as everybody was happy.	• Women as an organized unit became more confident and empowered. • Cooperation of the men existed at the household level. • But along with the empowerment, workload also increased for the women.
Annette	Slippery first steps	The experience was regarding use of check dam constructed in a tribal village in Orissa as part of watershed activities. During an informal discussion with village committee and SHGs, it was found that women started to take over activities of men such as watering of animal etc. On the whole they felt that the status of women had changed.	• Importance of providing community based organization not only with tasks for development, but also with the 'power'/capacity to manage the development. • Changes in gender roles are possible.

Annexure 4: Schedule of the First Learning Group Meeting

Duration	Program
	Day 1: Friday, 9-12-2005
9.30 – 10.15 A.M	Welcome and introduction ▪ Participants got to know each other ▪ Participants feel that their experience is taken seriously ▪ Participants know the objectives and agenda
10.15 – 11.15 A.M	CE initiative ▪ Clarity on context *'SDC- India's focus on water'* ▪ Insights in SDC's CE ▪ Shared overview on other CE like experiences In India
11.15 – 11.45 A.M	Experiences sharing – Introduction ▪ Clarity on the concept 'story telling' ▪ Clarity on set up of the session
11.45 - 12.00 A.M	Short break ▪ Identification of individual story to be shared
12.40 P.M	Experiences sharing (pairs) • Individual stories shared
12.40 – 1.30 P.M	Lunch
1.30 – 3.00 P.M	Experience sharing Individual stories re-told ▪ Key insights of individual stories documented on postcards ▪ Selected stories are documented on format
3.00 – 3.30 P.M	Tea break
3.30 – 5.30 P.M	Experience sharing (plenary) ▪ Overview of individual experiences ▪ Selected stories are shared and recorded on video ▪ Insights are consolidated and preliminary lessons are drawn
5.30 – 5.40 P.M	Closing day 1

	Day 2: Saturday, 10-12-2005
9.00 – 9.05 A.M	Opening of the day Participants know the set up of the day
9.05 – 9.30 A.M	Areas of exploration Consensus on areas of exploration

9.30 – 12.15 A.M
(Including break)
	CE process
	Clarity on:
	  • Outputs (products) of CE
	  • Process steps/components
	  • Learning methods in CE

12.15 -1.15 P.M	Learning group (LG) • Modalities of LG functioning established, including clarity on roles and rules
1.15 – 2.15 P.M	Lunch
2.15 – 2.45 P.M	World Water Forum (WWF) • Interest and ideas to link CE India (along with CE Bolivia) to 4th WWF
2.45 – 3.30 P.M	Next steps • Immediate steps, timing and responsibilities
3.30 – 4.00 P.M	Tea break
4.00 – 4.30 P.M	Evaluation
4.30 P.M	Closure