SEA-PACC Training Report

Water Resource Management

TRAINING SUMMARY REPORT

Socioeconomic Assessment for Pacific Adaptation to Climate Change (SEA-PACC) Training Workshop

Majuro, Republic of the Marshall Islands
November 15-19, 2010

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SEA-PACC Training Objectives

The objectives for the training for the PACC teams working on water were:

1. To understand how to use SEA-PACC to conduct climate-related socioeconomic assessments that support adaptation planning and the evaluation of adaptation projects;

2. To understand and gain experiences in all steps of conducting SEA-PACC;

3. To be able to collect data using household surveys and key informant interviews;

4. To be able to interpret and make use of data for adaptation planning and strategy development;

5. And, after the workshop, to be able to guide others in using SEA-PACC guidelines and conduct SEA-PACC assessments with team members who have skills that contribute to the assessment.

Summary and Overview of the Workshop for PACC Water Coordinators

From 15-19 November 2010, the Pacific Adaptation to Climate Change Coordinators for water projects from the Marshall Islands, Nauru, Niue, Tonga, and Tuvalu participated in a training session held at the Marshall Islands Resort in Majuro, Republic of the Marshall Islands (RMI). Since the project took place in Majuro, local climate partners were also invited, although only a few were able to participate for the entire week due to competing activities. The Palau coordinator for Integrated Water Resource Management (IWRM) joined several participants in a training activity in Pohnpei, Federated States of Micronesia the week before the Majuro training, and was invited to participate. In all, twenty-two people participated, although only 12 completed four or more days of the training activities (See Appendix B: Participant List).

The training began later in the morning on the first day, since many participants arrived around 2:00am in the morning (See Appendix A: Agenda). The first day was an introduction to the training and the beginning of worksheets. The second day delved into the SEA-PACC process. The third day offered the opportunity to gain field experience in data collection and the fourth day was spent understanding ways to analyze data. In addition, the scenario development exercise offered the opportunity to consider ways that the collected data could inform policy and program development. The final day allowed participants to present their scenarios and ask each other questions for considering ways to move their PACC projects forward. The final wrap-up by Taito Nakalevu, PACC Regional Project Manager, enabled participants to connect the goals of the PACC---reducing vulnerability (exposure and sensitivity), building adaptive capacity and increasing resilience---with the implementation of site-specific water-focused adaptation projects.

Day One

The opening day began with the welcome from the Marshall Islands government by Yumi Crisostomo, Director of the Office of Environmental Planning and Policy Coordination (OEPPC). RMI had offered to host the training for the PACC countries focused on water activities. OEPPC staff assisted in making logistical arrangements and arranging details to enable the field training activity that occurred on Wednesday.

Participants introduced themselves by sharing their expectations for the training along with an adjective or description word for themselves that began with their first initial. Several participants were Happy, Generous, Lovely, and Marvelous. As participants got to know each other, they felt more comfortable in sharing their expectations and project information.

After the participant introductions, the first activity was site-specific presentations. The coordinators used PowerPoint presentations to provide an overview of their PACC projects. Prior to the training workshop, the organizer requested the PACC country coordinators bring digital photos or maps of their project site, an overview of the project and description of the way that the project contributes to climate change adaptation, and a description of the community and population living near the project site or expected to benefit from the implementation of the project. The overviews of the project sites helped the organizers and participants understand place-based issues, and to identify areas of similarity among the projects as background for engaging in the SEA-PACC process.

Prior to delving into the SEA-PACC modules, the participants took a "Quiz-Breaker" developed by Peniamina Leavai, PACC Regional Project Officer, to gauge their understanding of concepts important to PACC and SEA-PACC. Many of the newer PACC project team members were not familiar with key concepts in climate adaptation, but the quiz provided a quick assessment and helped participants focus on key concepts that they should consider as they listened to the presentations.

The first day reviewed the introductory module that explained the intent of SEA-PACC and ways it should be implemented. The second module focused on considering the climate context of their site. Participants had been asked to bring site-specific climate documents and reports, if there were any, to use as reference materials as they prepared the worksheets. At the end of the day, participants were asked to look through their SEA-PACC guidelines to familiarize themselves with document underpinning the training.

Day Two

The second day began with a presentation by the Loia Tauesi, PACC Coordinator for Tuvalu, to provide a review of the first day's training activities. This was followed by an additional presentation providing more details for the Tuvalu site.

The primary focus of the second day was on Module 3 that outlines the steps for SEA-PACC and familiarized participants with the process for implementing socio-economic assessment. The presentations and worksheets dealt with the first part in preparing for data collection. The process

initiated with a review of goals for the PACC project and the specific socioeconomic objectives for the site-specific projects. In using the worksheets, participants also began to consider the types of indicators they would use for the assessment.

By the end of the day, participants were developed a few questions to use in the field data collection for the next day. Because of the timing for the training, this action was done fairly quickly, but participants were aware that the questions would typically take more time and involve consideration from other PACC team members with knowledge and expertise from many areas. Participants were also aware that the survey instrument would require much more time field testing questions.

Day Three

On the second day, Niue provided an overview of the lessons learned on the second day. The first part of the third day focused on finishing Module Three in understanding data collection methods. Then, the translated survey was "tested" through a role play by volunteer participants. They were able to ask questions from the survey, and discuss areas that would be problematic. While the role play would not have been adequate for implementation of the real survey, it provided a non-threatening way to consider the difficulties of using household surveys.

After lunch, a bus picked participants up from the hotel to go to Laura. The tour stopped at the water utility, located at the airport runway catchment facility, which is one of the PACC sites for the Marshall Islands. Tears in the lining for the catchment tanks have resulted in leakages and loss of water. The project intends to help repair the liners and reduce loss of water throughout the system.

The second part of the field visit stopped in Laura. The College of the Marshall Islands (CMI) agricultural extension agents worked with OEPPC and talked with households that they have worked with on implementation of water quality testing and public awareness and requested permission for the PACC teams to visit. It was explained that there were people from several Pacific Island countries participating in a workshop to learn data collection methods in the field, and that household participation was part of a training activity. Twelve households agreed to participate. No more than 15 minutes were spent at each site. Participants gained insight into the challenges of field work at their project sites.

Day Four

The fourth day began with a "debrief" session on the experiences of field work. Participants recognized that it was not appropriate to have so many people in a survey group, and that realistically, there should have only been two members. Participants realized that the survey instrument was missing some of the English translation and during the process of translation; some of the questions were changed in ways that the questioners could not interpret questions well, and the answers reflected this misunderstanding. By examining some of the wrong ways to conduct fieldwork, participants learned lessons that could be applied to their own work. In addition, there were comments about the importance of having people who understand the community conducting fieldwork because they best understood culturally appropriate ways to start the conversation with household members and ensure trust in the process.

The trainer walked through the coding and data input into the free, open-source data analysis software tool PSPP. After initial discussions on the ways to set up the variables, small groups brought up the software and began to try and code the data on their own. Then, participants set up the data field and watched how to enter the data briefly.

To break up the data analysis session, the trainer had an activity break to look at the primary definitions and focus of the PACC projects. One person held the card with the following terms: Vulnerability, Exposure, Sensitivity, Adaptive Capacity, and Resilience. Participants were provided with a paper that held the definition to these terms. They had to match their definition with the person holding the term that it defined. Once everyone found their group, participants read the definitions to each other. At the end, the person holding the term went to the front and raised or lowered their cards based on explaining the definitions: High Vulnerability is the result of High Exposure, High Sensitivity, and Low Adaptive Capacity, resulting in Low Resilience. The PACC projects intend to: Reduce Vulnerability by causing Lower Exposure, Lower Sensitivity, and Higher Adaptive Capacity, resulting in High Resilience.

Module 4 was presented in the afternoon, and participants broke into smaller groups to develop scenarios using the SEA-PACC worksheets. During this period, the organizer moved to all of the smaller groups and answered questions. By the end of the day, participants had considered ways to apply the data collection process to their project implementation and to policy development.

Day Five

The final day began with presentations of the scenarios from each group. It was followed by a the consideration of the types of data analysis that could be done with the input data set, and participants were provided with copies of the data sets to use in practicing how to use the PSPP program.

Each person was given a copy of training evaluation form and time to fill in the form during the coffee break. An oral evaluation was also conducted to allow participants to share with each other. The following are some of the comments provided in session:

- Now I know how to integrate data to demonstrate success of my project. With climate change, it helps to be integrated in reporting... "For now, this is what I think I need."
- I learned more about how to do surveys. I will like to learn more about PSPP, and how we can use it with our work.
- The Sustainable Livelihood Program that I work with has not done anything like this training, and it's important to think about how to use it to be integrated in our work.
- I didn't initially understand the difference between socioeconomic assessment and CV&A. Now I understand how SEA-PACC will improve the reporting and details. I also learned that there is a different culture in the Marshall Islands than my own, and it is important to be aware of the culture of the community where you work.
- The last section of the training in developing scenarios interests me. I learned that I should have more statistics to inform the development of projects. We need to do better to inform our projects on the reality of sea level rise and other climate change problems. By using statistics, we will improve our communication with decision makers.

- In regard to the training, it was good to go in the field and see the sites first-hand. It was good to integrate the field assessment with "classroom" work. Now, I understand how to integrate data. This was a successful training from my perspective.
- Before the training I was concerned about how to do our survey, but it was really helpful to go through process. It's good to learn from each other about experiences and lessons learned. SEA-PACC is good to help think about how to justify adaptation measures. This process helps to build our data.
- Our discussions have shown us that it may be possible to share methods developed in one place that can be adapted to another, such as the process for developing a GIS system. It is good to share data, because we may be able to help another country reduce costs or consider difficulties, challenges, and solutions based on our experiences.
- We are used to getting data analyzed for us. It was good to learn by playing with the software to understand the process of data analysis.
- I want to thank participants for sharing, because I wanted to learn from other projects that have already started. This workshop has provided the opportunity to learn from others. Your experiences have helped me a lot. Cheryl's presentation on SEA-PACC also helped. Using SEA-PACC in the projects is important for good implementation. Also, PSPP is simpler than a lot of data analysis software (like SPSS), and it is free. I liked the participation among the participants because it helps to work together to understand material like this.
- SEA-PACC simplifies thinking about metrics for evaluating our projects.
- Thanks for allowing participation in the workshop. SEA-PACC training helped in the process of learning what to do, and what not to do.

The final part of the last day involved a review of the ways that SEA-PACC connects with the overall PACC implementation framework. The SEA-PACC process helps identify specific information about the degree of exposure, sensitivity, or adaptive capacity of communities, and helps to demonstrate the degree of effectiveness of the projects. The indicators will set up metrics so that progress can be monitored. This helps to inform the CV&A process. Ultimately, these processes will aid the PACC coordinators in developing their site-specific adaptation guidelines in which coordinators document the success of their projects.

Participant Questions and Answers

During the course of the training workshop, participants broke into smaller country groups to prepare the exercises. As participants worked through the worksheets and considered the data analysis program, there were a number of questions that came up during small group discussions that had not been considered in detail in the SEA-PACC document. Therefore, this report considers some of the key questions and answers from participants.

Q1: Asking questions about income is very sensitive in my country. How can we ask this question on the survey or get this information sensitively?

A1: As SEA-PACC shows, there are different types of data collection methods. You may be able to get answers for income from secondary sources and reports, rather than using household surveys.

You may also ask proxy questions. For example, if you ask about livelihoods and work, you know that if someone works for the government or education, they likely earn cash income. If they catch fish or garden, they may be more dependent on subsistence activities to support their livelihood and may have limited access to cash or capital.

Another example would be in trying to determine the level of impact from a disaster, such as severe drought. In the Marshall Islands, there is a company that collects copra for production and the ship gathers the copra from neighboring islands. Records would show the average amount earned for certain quantities of copra each month or each ship voyage to collect copra. If there is a total loss, you can estimate the impact on the island, then divide by the number of households to derive an average household cash income.

Q2: What is the best way to get permission to work with a community and make sure that we are not imposing on them, especially if the community has been "over-studied"?

A2: A relationship should be established with the community. This may require a long-term commitment. If you do not have the time to establish the relationship due to project deadlines and funding availability, it will be important to work with "trusted brokers" or people who have good working relationships with the community as partners in the process. It will be important to determine the rules for working in the community, so that agreements are developed. It will be important to answer questions and maintain transparency in the relationship.

Q3: Is the question about consent on our survey enough or should the term be changed?

A3: Generally, there should be a consent form and information sheet that would provide a description of the project and the name and contact information of the project leader should there be any questions.

The terms used should be simple and translated into the local language clearly.

Q4: Who owns the data when we work with community?

A4: The terms of data sharing and use should be established through agreements with the community. All the data should be returned, with the value-added information, regardless of whether the community will actually use the information. There should be care about the type of information to ensure that intellectual property or local knowledge is not taken for granted or misused. It may be necessary to establish rules about access to the information and data.

The community should have a clear understanding of how the information will be used, and what the benefits of participating in the data collection will be to them or the community.   They should also have an honest evaluation of any ways that data could be used against them so that they make informed decisions about agreeing to participate and share information.

Recommendations for Future SEA-PACC Trainings

The participants offered that it was important to have the experience in the training. In both the oral and written evaluations, participants found that the training was necessary to aid in understanding about how to gather and integrate socioeconomic information with their PACC project implementation. One coordinator had read SEA-PACC as they conducted the Community Vulnerability & Adaptation assessment for their project, and found it understandable; however, the added benefit of the training was the shared learning process with others as they prepared worksheets and received answers immediately to questions on process. Although it is possible to implement SEA-PACC, most coordinators have multiple responsibilities and found that the training will ensure that they can use SEA-PACC more effectively.

The SEA-PACC guidelines were provided to participants several months prior to the training, but only one of the coordinators remembered receiving the document and printing it out to use. The others did not realize that they had received the document before the training. Some knew that the draft SEA-PACC guidelines had been posted on the PACC website, but several people have difficulty with the speed of their internet access, which means difficulty in downloading large files. The training works better if participants have some familiarity with the materials to be discussed. Nonetheless, the participants in learning how to analyze and apply data require more time in the training session. The limited time for activities prohibits in-depth analyses and rushes aspects of survey design.

Several participants remarked their appreciation for inclusion and involvement in the SEA-PACC training, even though they were only part of the country core teams or affiliated with similar projects. Recommendations from participants included more involvement of people working on similar projects to maximize the use of limited resources and decrease redundancy. In addition, there were recommendations to add other Pacific Islands Countries (PICs) and key country staff, such as statisticians. Involving team members from many different backgrounds would be possible in trainings that occurred in one country so that it was feasible to involve more participants.

The process of learning to integrate socioeconomic data and information in the implementation of PACC projects will be useful and provide metrics to ensure that adaptation projects benefit communities and result in "no harm" and "no regrets" to communities. The training is important to ensure widespread understanding of the SEA-PACC and integration of these assessments in climate adaptation projects. The intent of the PACC projects is to build resilience and appropriate adaptation to climate change, and these goals are supported through the SEA-PACC process.

APPENDIX A: Agenda

SEA-PACC Training in Majuro, Republic of the Marshall Islands
November 15-19, 2010

Date	Activities
Monday, November 15, 10:00 – 4:30	**Welcome from Republic of the Marshall Islands**: Yumi Crisostomo, Director OEPPC **Participant Introductions** and **Expectations for the training** **Overview: Training objectives** and **workshop schedule** *----Lunch----* **PACC Water Project Site Introductions**: RMI, Niue, Tonga, and Tuvalu **SEA-PACC: How does it support PACC?** **Quiz** PPT presentation, SEA-PACC, **Module 1: Introduction** PPT presentation, SEA-PACC, **Module 2: Climate Context** **Group exercise**: SEA-PACC Worksheets 2.1 and 2.2a Water Sector Group report on results of worksheets *Homework: Review SEA-PACC guidelines*

Tuesday, November 16, 8:30 – 5:00	Day 1 Review – Tuvalu Presentation
	
	PACC Water Project Site Introductions: Nauru
	
	SEA-PACC, **Module 3: Phases of SEA-PACC Assessment**
	
	   - Prioritizing hazards – Group exercise: SEA-PACC Worksheet 3.1
	   - Setting scope of assessment: SEA-PACC, pages 22-23
	   - Defining objectives: Group breakout exercise
	Discussion on assessment objectives of each country:
	
	   • What is the primary objective of your adaptation project?
	   • What key areas do you need to investigate to support your primary objective?
	   • What partners can help you and should be involved in your country SEA-PACC project?
	----Lunch----
	 Selecting indicators: SEA-PACC, Appendix 3a: Group exercise
	 PPT Presentation (Module 3-continued) on data collecting methods

	Selecting data collecting methods: Group exercise • What methods should you use to meet your objectives? • Do the chosen methods really provide measurement for selected indicators? **Group reports on indicators and methods** **Group exercise: Developing household survey questionnaire** - What questions will help us address indicators? Translate questionnaire and interview questions
Wednesday, November 17, 8:30 – 5:00	Day 2 Review – Niue presentation **Pre-test and revise questionnaire: Role Play Activity** **Finalize questionnaires and Prepare for field activities** ----Lunch---- **Field exercise: Collecting data using household survey in Laura**
Thursday, November 18, 8:30 – 5:00	Day 3 Review – Nauru and RMI presentations **Discussion and reflection on field exercise** Data entering and analysis **Revisit vulnerability assessment, indicators, and evaluation of adaptation options** **Develop work plan for participating countries: Country exercises** ----Lunch----- **Data entering and analysis** PPT Presentation, **Sampling design** **Data interpretation**
Friday, November 19, 8:30 – 11:45	Day 4 Review - Tonga presentation PPT Presentation **SEA-PACC, Module 4: Integration of SEA-PACC into Scenarios and Planning** *Wrap up and written evaluation* **Free time:** Shop, sightsee, or consult w/your PACC coordinating team!

APPENDIX B: Participant List

UNDP/GEF-SPREP Pacific Adaptation to Climate Change
Sub-Regional Training 011 Socioeconomics
15th-19th November 2010, Majuro, Republic of the Marshall Islands
WORKSHOP – ATTENDANCE SHEET RECORD

NAME	CONTACT INFORMATION	INITIAL				
		Mon	Tues	Wed	Thurs	Fri
1. Lynna E Thomas	lynna.thomas7@gmail.com	X	X	X	X	X
2. Mabel Andrew	mandrew_sdsu@yahoo.com	X	X			
3. Hoifua Aholahi	mannyngeholc@hotmail.com	X	X	X	X	X
4. Ivy T Latasi	isemaia@yahoo.com	X	X	X	X	X
5. Ampelosa Tehulu	ampextehulu@yahoo.com	X	X	X	X	X
6. Arvin Prasad	prasad_arvin@gmail.com	X	X	X	X	X
7. Loia tuasi	loia_tausi@yahoo.com	X	X	X	X	X
8. Mark Stege	markhstege@gmail.com	X	X			
9. Deborah Manase	deb.manase@gmail.com	X	X	X		
10. Halston deBrum	wg.mwso@gmail.com	X	X	X	X	
11. Alington Robert	la_lington@hotmail.com	X				
12. Haden Talagi	h_talagi@mail.nu	X	X	X		
13. Joseph Cain	cmisph@gmail.com	X	X	X	X	X
14. Moriana Phillip	morianaphilips@gmail.com	X	X	X		
15. Elie Dereguito	nonovdrkz@yahoo.com	X				
16. Natasha Detenamo	natasha.detenamo@nauru.gov.nr		X	X	X	X
17. Mavis Depaune	mavis.depaune@naurugov.nr		X	X	X	X
18. Marc Wilson	m.wilson@sopac.org	X	X	X	X	
19. Veronica Halstead	veronica.halstead@naurugov.nr			X	X	X
20. Roxen Davey Agadio	roxendavey@hotmail.com				X	
21. Rebecca Lorenny	rlorennij@hotmail.com		X		X	
22. Clinton Chapman	watersupplyadviser@mail.gov.nu	X	X	X	X	X

Appendix C: Post-Workshop Evaluation Form and Results

Ten written evaluations were collected at the end of the training workshop. The results are tallied in the form below.

Post-Workshop Evaluation Survey
SEA-PACC Training - Water
Majuro, Republic of the Marshall Islands
15-19 November 2010

1. Were you able to learn and meet your expectation expressed for this workshop on the first day?
 _10_ yes   _0_ no   _0_ not sure

2. To what extent did this workshop help you to understand how to use the SEA-PACC?

 _2_ very high   _7_ high   _1_ moderate   _0_ low   _0_ very low

3. To what extent did the workshop help you to understand main concepts of vulnerability to climate change impacts?

 _1_ very high   _8_ high   _1_ moderate   _0_ low   _0_ very low

4. To what extent did this workshop help you to better understand how to use socioeconomic assessment to support good adaptation planning?

 _0_ very high   _9_ high   _1_ moderate   _0_ low   _0_ very low

5. To what extent do you now feel that you could carry out a climate-related socioeconomic assessment based on the SEA-PACC guideline?
 _7_ Fully - You could design and run a survey, or choose other relevant methods
 _3_ Partially - You could participate under someone else's supervision
 _0_ No
If your answer was no, please tell us why.
   1. Fully understand, but will need people in climate-related socioeconomic fields for advice and proofreading to ensure that I have addressed the situation effectively and efficiently.

6. If you plan to train people to do socioeconomic assessment to support climate adaptation, how confident you now feel that you could do it based on the SEA-PACC guidelines and what you have learned from this workshop?
 _1_ very confident
 _3_ confident
 _6_ somewhat confident
 _0_   not very confident
 _0_   not at all confident

7. Please rate your level of comfort now after participating in the training workshop in conducting a climate-related socioeconomic assessment and monitoring program in your home site:

	Very low comfort 5	Low comfort 2	Medium comfort 3	High comfort 4	Very high comfort 5
7.1 Designing a socioeconomic assessment			50%	40%	10%
7.2 Linking socioeconomic assessment to prioritized climate events			40%	50%	10%
7.3 Defining assessment objectives			50%	40%	10%
7.4 Developing indicators related to the assessment objectives			40%	50%	10%
7.5 Determining appropriate data collection methods (e.g., surveys, informant interviews, focus groups)			20%	50%	30%
7.6 Collecting data in the field using household survey			30%	50%	20%
7.7 Understanding principles of data analysis		10%	30%	30%	30%
7.8 Understanding principles of communicating assessment results			50%	30%	20%
7.9 Applying assessment results to planning adaptation			70%	20%	10%

8. What did you like best about this training?

- The training was fully focused on water and climate change. Facilitator understood questions given to her even at different levels and communicated the answer well for me to understand the training.
- Checklist and Field work
- Data Collecting; Knowing about the other PICs; and PSPP
- Informative and participatory by giving opportunity for participants to be involved.
- The training went into details towards the survey perspective and introducing the database software PSPP.

- That we got to interact with each other and the facilitator, and we got experience with what should be done and not be done with designing a survey.
- Facilitator and regional project manager for PACC are very understanding and good team players, which leads or provides a good working environment for the participants.
- Field collection of data; Communicating with target communities and discuss their input on project objectives.
- Community test run of the survey & hearing about projects; Learnt from other PACC countries.
- The field trip and the proper approaches that we should apply and also language use for interviewee should be simple as we are dealing with different kinds of people with different levels. And also the process of deriving questionnaire.

9. In what ways could this training be improved?

- Better access to using our computers (no adapter and internet connections in area of training)
- Communicating with other projects (that have similar goals)
- Involving more PICs.
- To do more practical exercises to give us an idea of what we are doing.
- I think the participants should be given the SEA-PACC stuff before the training and maybe asked to read up and prepare for discussion about their projects.
- Maintain the current performance and maybe try and improve on logistics, otherwise…good job.
- More emphasis should be placed on analysis section, mainly on data entry and data interpretation.
- A bit more time for some of the modules.
- More time should be needed as one week is not enough for the whole process.

10. Other comments and/or suggestions?

- Thank you for everything
- Thanks for the effort to build PACC implementing agencies throughout the region.
- Possibly involve statistics staff from respective countries.

Your name: _____ (optional)

Appendix D: Field Training: Household Survey Questionnaire

Household Survey Developed by Participants for Field Exercise in Laura
Interviewer:……………………………………. **Survey Number**: ……………….......
Note taker: …….………………………….... **Date**: ………………………………….
Do you consent to participating in this survey? __13__ Yes   __0__ No

Community Demographics
Interviewee [Sex]:   Male __5__   Female __4__ NOTE: only in Marshallese, so question misinterpreted in 4 responses

Age: __4__ 18-24   __1__ 25-34   __3__ 35-44   __3__ 45-54   __2__ 55+

Head of the Household?   __3__ Yes   ___ No NOTE: Question misunderstood because Yes/No missing.

Number of people in the household? __0__ 0-2   __7__ 3-5   __6__ 6-10   __0__ 11+

Water Use
What sources of water do you use?
__9__ Well/Groundwater   __8__ Rainwater catchment   __1__ City Water System

Which one of these is your primary source of water?
__8__ Well/Groundwater   __4__ Rainwater catchment   __1__ City Water System

Please identify the primary source of water for your activity listed below:

Activities	Well Water	Rainwater Catchment	City Water System
Drinking	1	12	0
Cleaning/Cooking	4	10	0
Sanitation	11	1	1
Livestock	5	1	0
Agriculture	12	1	1
Other_____	7	2	0

Do you have your own well? __11__ Yes __2__ No
      If no, are you connected to the city water system? __1__ Yes __1__ No
      If no, do you have access to wells in your community? __1__ Yes __1__ No
      If yes, how many people have access to your well? [Answer varies greatly]

What do you use your well water for in the household? [NOTE: HARD to CODE]