
Training Workshop Report Chilas Rock Carvings Cultural Landscape Project

Prepared by
Rogers Kolachi Khan & Associates
December 3 - 6, 2010





The Chilas Rock Carvings Cultural Landscape Project
Report on Training Workshop
03.12 – 06.12.10
Chilas, Gilgit-Baltistan, Pakistan

Project Background

More than 50,000 rock carvings, 5000 inscriptions and many other heritage resources ranging from the Neolithic period, 8 to 9000 years ago, to the present lie in the area between Shatial and Raikot. Documentation has been carried out primarily by the Heidelberg Academy of Sciences and Humanities during a joint German-Pakistani project begun in 1980,

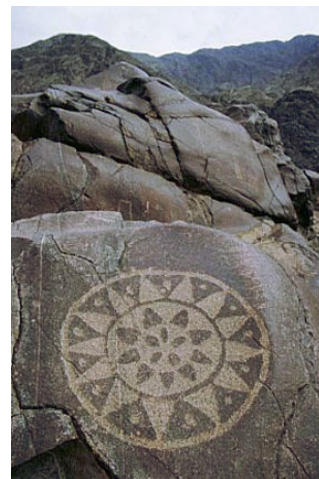
These carvings are a unique and rich archaeological record of the history of the area through the ages, as a trade and pilgrimage route. Many of them will be inundated by the reservoir of the Diamer Basha Dam. The Chilas Rock Carving cultural Landscape Project was begun by the Water and Power Development Authority of Pakistan (WAPDA) with the contracting of Rogers Kolachi Khan & Associates (RKK) to carry out a Cultural Heritage Impact Assessment (CHIA) for the Diamer Basha Dam to assess potential impacts of dam construction and inundation of the reservoir on these and other important heritage resources.

In order to plan more effectively for the preservation, study and economic future of the archaeology of the Chilas area, it was decided to seek international support. The world Monuments Fund based in New York and the Prince Claus Fund for Culture and Development of the Netherlands are providing support to WAPDA, RKK and the Heidelberg Academy to carry out this project.

Emergency Action: Aims and Objectives

The need for supplementary documentation was identified by the CHIA. It recommended further documentation of other archaeological and intangible heritage in the study area and consolidation of the rock carving data base and finalization of mitigation measures, particularly for heritage identified as particularly significant.

Engineering for road and dam construction was inaugurated in the summer of 2010; construction work will last for 9 years with commissioning of the reservoir planned for 2019. This defines a short window of opportunity to carry out final studies and to ensure that monitoring systems are in place as works progress.



Sun symbol carving

Construction of a Peripheral Road along the right bank of the Indus, relocation of a 100 km segment of the Karakorum Highway (KKH) and other works associated with dam construction will potentially impact on areas where field documentation of archaeological and ethnographic heritage is needed.

The Emergency Action Phase is designed to achieve several goals which will enable preparation of a long term Management Plan. Most importantly, it aims to get a better understanding of the area as a cultural landscape as reflected in the impacts on the environment made by human activity over time. To do this we need to fill gaps in the data base regarding heritage resources and to assess impacts on these additional resources, following the format of the CHIA; this will ensure that, to the best of our ability, impacts on heritage can be mitigated.

The Heritage Documentation Team

In order to carry out additional field documentation it was decided to train and equip a team of local young men to investigate the study area. A group of 12 team members was formed comprising a local Project Liaison, two team leaders and 8 team members and a field guide with experience with the Heidelberg Academy research.

A Field and Training Manual was prepared for the team; it was designed for use in the field and to be used for a training workshop. It contains all the information needed to carry out the tasks efficiently and is designed as an educational tool for non-professionals.

The goals of the training workshop were:

- To familiarize trainees with the Manual
- To equip the teams with the skills and techniques to locate, document and assess heritage in the study area
- To explain procedures for data collection, storage and retrieval
- To ensure that all the information needed to plan mitigation measures for individual resources is collected in the field
- To train a core team which will be able to participate in other aspects of the project over the long term adding to the sustainability of the processes.



View of the study area from the KKH



Landscape of the study area

Participants

The 4-day Workshop was led by the Project Manager and archaeologist, Dr. Ayesha Pamela Rogers with the assistance of Ms. Feryal Ali Gauhar, Project Coordinator and political economist and Mr. Adnan Chaudry, archaeologist.

Trainees included the following:

- Abdul Rehman, FA from Chilas
- Rauf Shah, BA from Tangir
- Iqbal Shah, FA from Tangir
- M. Murtaza, FA from Goharabad
- Zahid Iqbal, FA from Thak Babusar
- Riazullah, BA from Chilas
- Sherhuda, BA from Chilas
- Abdul Zahid, FA from Chilas
- Tariq Jamil, FA from Babusar
- Inayatullah, MA from Chilas

Also in attendance were Zahid Hussien, Project Chilas Liaison and Jamil, local guide and member of the Heidelberg Academy field team.

Each trainee was provided with a copy of "A Field and Training Manual for the Heritage Documentation Team, Chilas Rock Carvings Cultural Landscape Project" and a Field bag containing stationery, notebook, compass, clipboard, high visibility marking tape, field collection bags, first aid kits and measuring tapes. Cameras, rubbing materials and GPS units were given to those team members who took responsibility for those tasks.



Trainers and trainees

A Field and Training Manual for the Heritage Documentation Team, Chilas Rock Carvings Cultural Landscape Project

Prepared by
Rogers Kolachi Khan & Associates
For
the Heritage Documentation Team
Training Workshop,
Chilas, Pakistan,
December 3 - 6, 2010



Contents of the Workshop

Day 1 of the workshop was devoted to introducing the trainers and the trainees and forming two teams to carry out the documentation. Through exercises using the flip chart we found out the background and interests of each of the trainees and allowed them to match themselves to the various skills we agreed would be required in the field.

One of the first tasks of Day 1 was to identify two field documentation team leaders and to form the trainees into two teams. The group discussed what should be the duties of the Team Leaders:

- To contact all members and arrange meeting to go into the field
- To make sure all team members had the required equipment, forms, manuals and first aid
- To liaise with Zahid, Project Liaison
- To ensure that all data was filed properly in the project office
- To answer community enquiries and explain the purpose of the documentation

After a short discussion among themselves, the group proposed that Inayatullah and Murtaza should be leaders of Teams A and B respectively. The trainees then divided themselves into the two teams:

Team A:

Inayahtullah	Team Leader, reporting
Abdul Zahid	Photographer
Riaz	Sketching
Abdur Rehman	Rubbings, measuring
Sherhuda	Interviews, intangible heritage, land use

Team B:

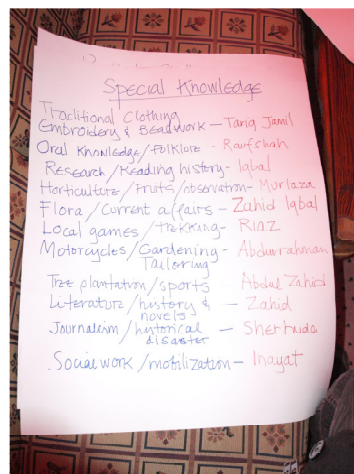
Murtaza	Team Leader, reporting
Tariq Jamil	Photographer, measuring
Iqbal Shah	Sketching
Rauf Shah	Rubbings, interviews
Zahid Iqbal	Intangible heritage, land use

The group discussed how the information collected by the teams would be used to plan for the preservation of local cultural heritage. It was stressed that hopefully this will be a long term project and that there would be opportunities for the trainees to be involved in many ways.

Day 1 finished with a brief overview of the documentation process to be discussed in more detail on Day 2.



Introducing the project



Special interests and knowledge of trainees

Day 2 was devoted to the process of heritage documentation as described in the Manual. Trainers and trainees generated a list of sites /areas to be investigated by the Heritage Documentation Team. Areas were assigned to teams A and B on the basis of member affiliations and local knowledge. Discussions highlighted points of special interest at sites which should be the focus of team attention. A schedule was created for each of the teams taking local logistics and seasonal factors into account.

Site / Area	Team(s)	Notes	Approx. no. of days
Shing Nala	A Landscape features B Cultural resources	Oral histories, terracing and irrigation	5
Budogah	A	Remains and oral history	3
Chilas (upper): Farooqabad and Harpin Das	B	Intangible, focus on women	3
Chilas (lower)	A		2
Thak and Nyath	B	Mosque	2
Ges and Goharabad	B		5
Raikot and Tatia Pani	A		4
Thalpan	A Left side B Right side	Soniwal communities	2 5
Thor Valley	A		3
Hodur	B		5
Tangir	B		5
Darel	A with Zahid		4
Shatial	B with Jamil	Route remains, graveyard	2

It quickly became clear to the trainers that the team members have a keen awareness of their local culture and innately understood exactly what comprises their heritage. Less time than scheduled was needed therefore on the issue of what to document.

They were very interested in documenting intangible heritage, particularly crafts, folklore and traditional agricultural practices, in addition to archaeological remains and carvings. It was therefore decided to add a specific recording form for intangible resources.

All of the tasks to be performed in the field were reviewed and explained in preparation for a practical lesson in the field on Day 3. All of the recording forms and logs were explained in detail; trainees took the opportunity to make any translations needed directly into their copies of the Manual.



Working out the site documentation schedule



Inayatullah – leader of Team A



Murtaza – leader of Team B

Day 3 was spent on site at Thalpan going through all of the steps of field documentation. However, before going to site the team was given a brief introduction to the idea of oral history documentation by Zahir Shah. Shah Sb. is a local scholar and academic who has been conducting oral history research in the area on his own initiative. He agreed to assist the teams in collecting further data and we hope to formalize his project by linking it to an international oral history program.

Each team was guided through the documentation process at Thalpan, an important rock carving site near Chilas town.

Taking compass readings



Carrying out site scan



Making sketches of the setting of the site and marking heritage resources



Practicing photography of heritage resources

An explanation of stone patination process and dating of carvings



Taking GPS readings and filling out the form



Trying out various rubbing materials to find the most effective method

The barren rocky landscape of Thalpan



Referring to the Manual for clarification

Day 4

The last day of the Training workshop was spent setting up and organizing the project office in a local hotel, making shopping lists of materials needed, going over the “chain of command” one more time and answering any last minute questions before the trainers set off on the two day journey back to Lahore. The last event was the group photo.



The Documentation Team began work in the field in mid December 2010 and is due to complete their work in early February 2011.

DAY 1

No.	Time	Task	Manual Ref.	Power Point Slides	Equipment/Materials	Location
1	9:00 – 11:00	Introductions of Facilitators and Team members		1. Project title, Partners, names of the RKK team	Manuals, Field Kits, name stickers, flip chart, markers	Conference Room, Shangrila Hotel
		Introduction to <i>The Chilas Cultural Landscape Project</i>	Part I: pages 3 - 4			Conference Room, Shangrila Hotel
		What is Cultural Heritage?	Reading 1: What is Cultural Heritage and why is it important?	2. Terms in Reading 1 and examples of Cultural Heritage		Conference Room, Shangrila Hotel
2	11:00 – 11:15	Tea				
3	11:15 – 1:30	Heritage Documentation Team: its tasks and role of the Manual Team Skills How team members will gain from the experience	Part II: pages 6 - 9 Worksheet 1: Checklist of Heritage Documentation Team Skills	3. Team diagram 4. Training outcomes	Manuals, flip chart, markers	Conference Room, Shangrila Hotel
4	1:30 – 2:15	Lunch				
5	2:15 – 4:00	How the Data will be used? Review and Summary	Reading 2: How is the data you collect going to be used?	5. How GIS will use the data and to what ends	Manuals, flip chart, markers	Conference Room, Shangrila Hotel
6		Forming Heritage Documentation Teams:			Space alone around the fire, cigarettes	Conference Room,

		(a) Group leader selection: team members chose among themselves who will be the two leaders				Shangrila Hotel
7		(b) Teams and tasks: members divided themselves into two teams and offered to take on specific tasks such as sketching, photography etc.				Conference Room, Shangrila Hotel
8		Documentation: 10 Steps Intro to documentation process	Part III: Flow Chart pg. 13	6. Documentation Process diagram		Conference Room, Shangrila Hotel



Training in process

DAY 2

No.	Time	Task	Manual Ref.	Power Point Slide	Equipment/Material	Location
1	9:00 – 11:00	Step 1 -- Where to Document? Areas of Archaeological Potential (AAP) Team and trainers drew up a list of sites/areas of archaeological potential and created a Fieldwork Timetable for both teams	Part III: pages 14 - 15 Worksheet 2: What are the Areas of Archaeological Potential?	7. How overlays of data will reveal AAP	Data Maps, Tracing paper, markers, flip chart	Conference Room, Shangrila Hotel
2	11:00 – 11:15	Tea				
3	11:15 – 1:30	Step 2 --What to Document? Illustrated Guide to Heritage How to Document? A brief introduction to: Step 3 Surface Scan Step 4 Using GPS Step 5 Sketching Step 6 Photography	Pages 17 - 21 Reading 3: What is a Cultural Landscape? Case Study 1 : Plain of Jars, Lao PDR Pages 24 - 25 case Study 2: Sphakia Survey, Greece Pages 27 - 29 Worksheet 3: Learning how to use the GPS Unit Pages 31 - 32 Pages 33 - 34	8. Examples of Cultural Landscapes 9. Plain of Jars documentation 10. Surface Scan illustrations 11. GPS basics 12. Sketch maps done in the field 13. Types of heritage	GPS units and logs Sketching materials Cameras, Photo Logs	Conference Room, Shangrila Hotel Conference Room, Shangrila Hotel

		Step 7 Rubbings	Page 35	photos 14. Rubbing process	Rubbing materials	
4	1:30 – 2:15	Lunch				
5	2:15 – 4:00	Filling in the Field Recording Forms: Step 8 Rock Carvings Step 9 Archaeological Features Step 10 Intangible Heritage	Pages 36 - 49 Worksheet 4: Documenting Rock Carvings Pages 51 - 54 Worksheet 5: Scanning an Area and Documenting Archaeological Features	15. Main features of rock Carvings	Manuals, flip chart, markers Recording Forms; Master Lists and Logs	Conference Room, Shangrila Hotel



Heritage resources of Chilas

DAY 3

N o.	Time	Task	Manual Ref.	Power Point Slide	Equipment/Material	Location
1	9:00 – 9:30	Oral history introduction By local scholar Zahir Shah				Thalpan site
2	10:00 – 2:30	On-site training: Site scan Marking heritage features Sketching site setting Taking photos of the site and its setting			Field packs, GPS units, maps, forms and logs, cameras	Thalpan site
		Regrouping: Team Leader accounts of findings				Thalpan site
		Documentation of heritage resources: Practical use of the recording forms and equipment (GPS practice) Testing options for rubbing methods			Forms and clipboards, GPS units, rubbing materials	Thalpan site

	2:30 – 3:00	Regrouping: discussion of findings, problems and questions				Thalpan site
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DAY 4

No.	Time	Task	Manual Ref.		Equipment/Materials	Location
1	9:00 – 11:00	Step 11 -- What to do with the data after returning from the field?	Flowchart page 56 Worksheet 6: Organizing filing and storage systems for the data		Documentation, equipment and stationery materials. Manuals, paper and markers	In Project Office, Chilas Inn
2	11:00 – 11:15	Tea				
3	11:15 – 1:30	Team organization of the office space				In Project Office, Chilas Inn
4		Group Photo				



View of Thor Valley



Village along a nalah



Local Soniwal river folk