PART II
The Techniques of Rapid Appraisal

3
HOW DO YOU ‘DO’ RAPID APPRAISAL?

Rapid appraisal really consists of using a selection of techniques. All these techniques should be thought of as tools used to achieve a ‘good picture of conditions in the area being looked at. ‘Good’ here means

- **Accurate,**
- **Representative** of local people’s concerns, and
- **Sufficient** to enable the best action to be taken to resolve their problems and improve their conditions.

Many people working in fisheries development will recognize some, or all, of the techniques listed in the following pages. They may use them regularly themselves, when carrying out investigations in the field, either alone or as part of a team. Almost all the techniques listed have been tested somewhere or another and, therefore, are not ‘new’. What may be new is the systematic use of these techniques to obtain a more complete picture of local conditions, and the credibility given to what might be considered 'commonsense' or ‘rules of thumb’ approaches.

Even experts cm gain from Rapid Appraisal methods as they provide rather elegant means of extracting information and communicating with people.

some techniques are most useful if used at a particular stage of an appraisal and need only he done once. Others can, and should, he repeated as many times as is relevant or necessary. The matrix that follows lists the principal Rapid Appraisal techniques and shows what the different techniques might he used *for* and when they are most likely to he used in an appraisal.

RAPID APPRAISAL TECHNIQUES

How they can be used and when

Techniques	*Uses*	*When*
A. Secondary data review.	- Planning appraisal. Identifying objectives and coverage of appraisal. - Checking on need for appraisal. - Identifying possible topics and issues.	Early on in planning of appraisal.
B. **Preliminary workshop.**	- Finalizing objectives and coverage of appraisal. - Finalizing topics and issues. - Drawing up checklists of topics and issues. - Selection of team members. - Training team members in appraisal techniques. - Organizing practical aspects of appraisal.	- Early on in appraisal. - Before field—work.

Techniques	*Uses*	When
C. Direct observation.	- Identifying different zones within appraisal area. - Identifying economic activities. Identifying key indicators of conditions. Identifying new topics or issues for discussion. Noting differences between reported conditions and real conditions.	- All through fieldwork.
D. Semi-structured interviews.	- Collection of general information on area and community. - Discussion of specific topics or issues with concerned people. - Identifying and ranking priorities, needs and problems. - Cross-checking information and impressions. - Building up case studies. - Collecting historical information.	- All through fieldwork

Techniques	Uses	*When*
E. **Group interviews.**	- Collecting general information on area and community.	- All through fieldwork.
	- Identifying social norms and accepted views.	- At end of fieldwork to check on information.
	- Identifying special interest groups.	
	- Eliciting participation of local people.	
	- Cross-checking information and fieldwork impressions.	
	- Identifying collective views and feelings.	
F. Diagrams.	- Collecting information	- All through fieldwork
	- Recording information	- For reporting
	- Stimulating discussion with local people.	
	- Illustrating and communicating ideas and findings.	For preliminary and final workshops.
G. Ranking.	- Identifying priorities of needs and problems.	- All through fieldwork.
	- Analyzing specific topics and issues.	
	- Identifying new topics and issues.	

Techiques	Uses	When
H. Participatory exercises.	- Identifying priorities of needs and problems.	- All through fieldwork.
	- Eliciting participation of local people.	- At beginning of fieldwork to elicit participation.
	Analyzing local participation problems and potential.	At end of. fieldwork to analyze findings.
	Identifying viable solutions.	
	Planning future action.	
	Cross-checking findings.	
Regular reporting and brainstorming by team members.	- Updating checklists of topics and issue5 for appraisal.	- All through fieldwork
	Cross-checking findings.	
	- Recording and reporting important findings.	
	- Reviewing methods and techniques **used.**	
	- Planning further work.	
	- Monitoring progress of appraisal.	

Techniques	Uses	When
J. **Workshops for analysis and report.**	- Discussing and analyzing findings. - Sharing information and analvsis with local community. - Evaluating methods and techniques used - Identifying topics and issues for further investigation or research. Identifying and planning action based on findings. - Participatory decision making.	- At end of fieldwork.

Most of the techniques given have been thoroughly tested in agricultural communities. Anyone doing a Rapid Appraisal in fisherfolk communities will undoubtedly develop his/her own ideas about the effectiveness and appropriateness of the various techniques and will, it is hoped, add new techniques.

The checklists provided for each technique are practical ways to make sure you have made full and proper use of the technique. However, a good general guide to obtaining useful and complete information from an Appraisal is simply to always ask these six important questions about any subject, topic, activity or issue you happen to be investigating:

WHAT? Get people to describe the subject or activity being discussed.

WHO? Who is involved in the activity? Who is effected by it? Who benefits from it?

WHEN? When is it carried out? When did it start? What time of day/month/year does it take place?

WHERE? Where does it take place? Why there? Does it happen anywhere else?

HOW? How does it happen? Are there alternative ways?

WHY? Why does it happen that way?

4
RAPID APPRAISAL TECHNIQUES

How can we make best use of existing information?

- Look for possible sources of existing information about the area or topic which you want to learn about through your Rapid Appraisal. Distribute the work of tracking down sources and information among prospective Appraisal Team members, according to who has access to what.
- Review the existing information. Collect whatever seems relevant and summarize it or copy it for the other team members.

- Try to find at least one detailed map or an aerial photograph of the area you want to learn about. Copy it if you can and/or make a simplified outline which you can fill in with your own information during the course of the Appraisal.

  Get together with other team members to discuss what you have found and its relevance to your Appraisal.
- Review Checklist No.3.

CHECKLIST NO. 3

What information is available readymade?

1. Have you looked for information from the following sources:
   - Government statistics, Fisheries Department statistics, Census reports, project proposals and reports?
   - Other agencies working in the area or in similar areas, for their reports, survey findings, project proposals?
   - Local libraries, for historical documents, local legends and traditions, maps, photographs?
   - Universities, for historical information, anthropological studies, student theses?
   - Local military, oil or mining companies, surveyors, for maps, naval charts and aerial photographs?
   - Missionary groups, for historical documents?
2. Have you summarized, or copied, whatever is useful and distributed it to the team?
3. Do you have a good map of the area where you want to do the Appraisal?
4. After reviewing the information available, have you already answered some of the questions you wanted to ask during the Appraisal?
5. Do you actually need to do an appraisal?

How do we organize a preliminary workshop?

- Involve in the meeting/workshop the following:
  - All the team members;
  - Whoever it is that has asked for the Appraisal to be done;
  - Anyone else who has a direct interest in the conduct or findings of the Appraisal; and
  - Preferably, someone with first-hand knowledge of the area to be studied.
- As this may well be the first time that all the team members have met, present the objectives of the Rapid Appraisal, explaining why it is needed, who it is being done for and what questions it hopes to answer.
- Briefly present the findings of the secondary data review. Discuss important features and decide what questions have already been answered and what information is lacking.
- Either in the workshop, or as a team, prepare the following:
  - A revised list of the 'critical questions' which you hope to answer during the Appraisal;
  - A preliminary checklist of information to be collected during the appraisal;
  - Issues to be investigated;
  - Places and people to be visited; and
  - Key contacts in the area.

Review these questions and checklists of topics and issues to decide what you can and cannot cover during the Appraisal in terms of area, time, topics and issues.

Review Checklist No.4 (overleaf).

CHECKLIST NO. 4

Are you ready for the preliminary workshop?

1. Have you invited all the parties directly concerned, such as Government departments, local NGOs, field level fisheries and extension staff, the fisherfolk themselves to the preliminary workshop?
2. Have you got all the relevant secondary data copied and distributed?
3. Have you decided on the limits of your Appraisal, including:
   — The time it should take;
   — The area it will cover; and
   — The topics and issues that should be investigated?
4. Have you got a list of key contacts in the area, including:
   — Local leaders;
   — Religious leaders;
   — Elderly people familiar with local history;
   — Local officials or government workers; and
   — People working in development schemes and projects in the area?
5. Have you got a list of important places to visit, including:
   — Meeting places;
   — Fish landing sites;
   — Fish markets;
   — Areas of intensive fishing; and
   — Local fish dealers' shops?
6. Have you got a good supply of notebooks and pens/pencils ?
7. Do you know of suitable accommodation for the team to stay in when it is in the field?

Possible topics to be investigated in a fisherfolk community

Here is a fairly exhaustive listing of topic areas which could be investigated in a fisherfolk community. Depending on the scope and objectives of the Appraisal and the amount of secondary data available, you might not want to investigate all these areas. But the list could be a useful guide for the Appraisal Team to decide on which areas it wishes to cover.

Sample preliminary list for Rapid Appraisal in fisherfolk communities

1. Population

- Total number of inhabitants/households.
- Occupation groups/ethnic groups/religious groups/castes, by number.
- Age groups.
- Proportion of men to women.
- Number of women who are heads of household.
- Number of children below the age of 14 (to estimate population growth rate).

2. Economic activities

- Different economic activities in the area and their relative importance.
- The numbers of households involved in and dependent on each activity.
- Locations of different activities.
- Proportions of men/women involved in activities,
- Distribution of benefits among men/women.
- Ethnic/caste/religious groups in each activity.
- Seasonal changes.

- Resource requirements of economic activities, their location, problems of access, and relative abundance.

3. Fishing practices

- Number/types of craft.
- Number/types of gear.
- Craft/gear combinations and the fish species each targets (with seasonality specified).
- Fishing areas/species.
- Seasonal changes/species.
- Changes over time in methods/gear/craft/crew and the reasons for them.
- Interaction between fisheries.
- Problems.

4. Fisheries resources& landings

- Species caught/sizes/catch rates/season.
- Quantities caught.
- Local knowledge of resources/ location of resources.
- Alternative resources.
- Local classification of species.
- Seasonal changes. -
- Changes over time in quantities/species caught/marine conditions.
- Problems.

5. Marketing & processing

- Role of men/women in marketing.

  Marketing channels.
- Prices/revenue.
- Demand /customer preferences.

- Infrastructure.
- Processing methods.
- Post-harvest losses and causes.
- Knowledge of alternatives.
- Role of middlemen.
- Seasonal changes.
- Changes over time.
- Problems.

6. Conflicts

- Fishing rights.
- Land rights.
- Customary laws.
- Caste/ethnic/religious/political conflict.
- Mechanisms for conflict resolution.
- Changes over time.

7. Credit

- Formal/informal credit channels.
- Indebtedness.
- Links to ethnic/caste/religious groups.
- Relative access of men/women to credit.
- Seasonal changes.
- Changes over time.
- Problems.

8. Earnings

- Costs/earnings for various economic activities.
- Share systems in fishing/agriculture/other professions.
- Differences in earnings of men/women.

- Hired labour/earnings.
- Seasonal changes.
- Important changes over time.

9. Asset ownership

- Land ownership patterns
- Craft/gear ownership patterns.
- Differences in ownership by men/women.
- Rental of assets.
- Other assets owned.
- Links to ethnic/caste/religious groups.

10. Labour

- Labour/time required for different activities.
- Division of labour within community.
- Division of labour between men and women.
- Labour requirements for household work.
- Migratory labour.
- Seasonal changes.
- Shortages/excess labour.

11. Organization

- Formal/informal organizations.
- Leadership.
- Activities.

12. Living conditions

- Health care facilities.
- Education facilities.
- Sanitation.
- Housing quality.

- Nutrition status.
- Water availability and quality.
- Transportation / Access

13. Outside linkages

- Immigration / emigration.
- Kinship.
- Communications / transport.
- Government / NC0 activities.
- Information sources.

14. Women's role: (This is included in other topics but may require special attention.)

- Women's activities.
- Women's earnings / control of earnings.
- Status at home / in community.
- Role in fish marketing / processing .
- Expectations.
- Education.
- Women's organizations.

How can we learnfrom what we see?

- Draw up a list of particular features, or key indicators, to look for in the area you are working in which could indicate something more general about local conditions.
- Carefully look at conditions and practices in and around the area. Record your observations either in writing or in photographs.
- Look out for, and identify, key indicators to conditions and practices which you have not considered before.
- Plan walks through the area so that you can see different groups and activities first-hand. In particular, plan walks

which bisect the community from one side to the other and which would take you through as many different parts of the community as possible.

- If possible and relevant, try to identify different zones in the area according to their ecology, the activities going on in there, the problems encountered.
- Note any differences between what people say is happening and what you see happening.
- Note any problems or potential in the area which you and other team members observe, including those not mentioned by local people.
- Review Checklist No.5.

CHECKLIST NO. 5

What have you observed

1. What are the main features of the area that you have observed without referring to local people's opinions?
2. Have you actually seen **ALL** the different parts of the area or community?
3. What are the main differences between various parts of the area? Can you distinguish zones?
4. What practices and activities have you observed first-hand?
5. How does what you have observed differ from what local people have told you?
6. Are there areas or activities you have been prevented from observing?
7. Which features from your list of key indicators seem to actually tell you something about local conditions?

Conditions observable first-hand

Here is a sample list of possible indicators of conditions which could be observed first-hand.

1. **Housing**
   - Types of walls/floors/roofing.
   - Their relationship to profession/ethnic group/earnings.
2. **Levels of consumption**
   - Numbers and types of radios/TV/bicycles/ motorbikes/ utensils.
   - Goods available in local shops.
3. **Nutrition**
   - Signs of under/malnutrition among children.
   - Signs of disease/infections/skin conditions.
   - Signs of iron deficiency among women.
   - Types/quantity of food available for sale.
4. **Family planning**
   - Numbers of children/age groups/distribution.
5. **Fishing practices**
   - Size/condition/age of craft.
   - Construction of new craft/types of craft.
   - Condition/age of gear.
   - Construction and repair of gear.
   - Types of gear and equipment available for sale.
   - Ages of fishermen and crew.
6. **Fisheries resources**
   - Indicator species.
   - Sizes of species caught.
   - Relative quantities/different species.
   - Gear used/species caught.

7. Post-harvest

- Types of processing.
- Species processed.
- Location of landings.
- Prices actually being paid.
- Use/availability of ice.
- Relationship between fisherman/buyer.

8. Women's role

- Activities of women.
- Freedom of movement.
- Responsibility for water/fuel collection.
- Distance to water/fuel.
- Women heads of household.
- Businesses run by women.
- Age/proportion of girls in school.

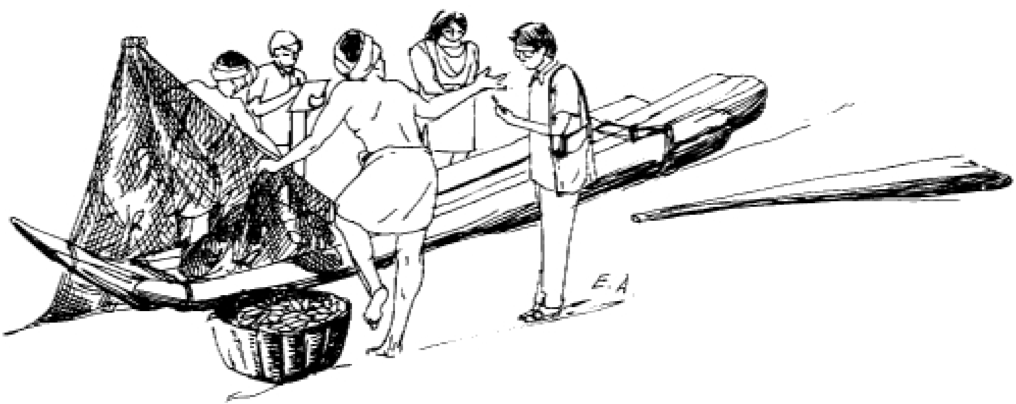
How can we best communicate with fisherfolk?

Semi-structured interviews are probably the single most important technique which you will use in your Rapid Appraisal. How successful you are in getting good information from such interviews will affect the quality of the learning you get out of the Appraisal as a whole.

In a semi-structured interview, the interviewer has a clear idea of what he wants to talk about with the person he is interviewing. But he doesn't have a list of set questions, only a list of topics or issues. How he asks questions on these topics and gets his 'respondent' to talk about them depends upon the interviewer and the circumstances. This allows the conversation to be more natural and free-flowing and gives the person being interviewed the opportunity to bring up new issues which he or she thinks are important but which the interviewer may not- have thought about at all.

The most important principles to remember in conducting semi-structured interviews are:

- Even semi-structured interviews, need to be planned beforehand by the interviewers. Topics have to be agreed upon and responsibilities divided for talking and asking about different matters.
- Interviews should not be carried out by more than three persons; two is probably the best number. At any one time, one person should be talking and another noting down, as discreetly as possible, what is being said.
- Local customs – such as what are acceptable regarding visiting hours to people's homes, can men talk to women, what are polite forms of address and introduction – need to be ascertained beforehand and adhered to. While some 'eccentricity' among 'outsiders' is generally considered normal and is even expected, the limits need to be carefully observed.
- Choose the right time for interviews, when people have the time and inclination to talk (i.e. *do not try to interview a fisherman when lie's in the middle of unloading his catch, arranging for its sale, paying off* his *crew, getting home to have a bath. Plan to* interview *him when he's sitting mending his nets or while he's out fishing and waiting to pull in his nets.)*



- Don't 'interrogate' the people you interview but try to work your enquiries into a conversation. Asking a person what he is doing at the moment, why he's doing it and how he does it is a good starting point for any interview. Early in the interview, you should also explain what you are doing and why.

The steps to follow with semi-structured interviews are as follows:

1. Draw up a list of people in the area whom you think may be useful informants about local conditions, problems, history and culture. These 'key informants' might include local leaders, school teachers, health workers, old people. You might also list 'key informants' in a stratified manner, such as by location, income, etc.
2. Try to systematically contact each of these people and talk to them. Use these interviews to gain a general picture of the area and what is going on there.
3. Before meeting people, draw up a list of what you would like to find out from each person. This list might be based on the preliminary list drawn up or it might include topics which you expect your informant to know about.
4. During interviews with key informants, try to gain a general picture of how the community is organized, what different groups exist, where they live, what they do. Key informants might also be the best people to ask about basic village data, such as population, etc.
5. Based on these initial contacts, plan a series of interviews with members of different groups within the community, depending on the issues you are interested in. Interviews with such 'focus groups' will enable you to obtain the particular information you seek.
6. Before each interview, decide how you are going to talk about each topic on your list and whether there are any particular techniques which might be useful in helping the person interviewed to communicate his/her ideas.

7. During interviews, try to cover all the topics you planned on and keep the conversation 'on track' and relevant to what you need to know. At the same time, allow the person you are talking to sufficient time to bring up issues which he or she thinks are important. If one person on the team has difficulty in talking to a particular person, one of the others should take over the interview. If an interview is proving difficult or unproductive, it should be wrapped up as quickly as possible (but politely) and the team should move on.
8. Try to vary the ways in which you ask questions about topics during the interview, so that the people being interviewed don't get bored. In some cases, people might prefer to just sit and talk, but in others, their attention may wander. Changing to a different topic or to a different way of asking about a particular topic can revive people's interest. Getting the people you are talking to, to actually do something, such as draw a map, or illustrate with diagrams whatever it is you are talking about, or classify the different things you are discussing in some way, is particularly useful.

9. To ensure good coverage of important topics, you can draw up a matrix of each topic using the six key queries: What? Why? When? Who? Where? and How? Whoever is recording the interview can fill in the relevant squares as they are dealt with and indicate what features of a particular subject have not yet been covered.

10. In successive interviews, try to vary the locations and conditions in which the interviews take place. With fishermen, the easiest place and time to interview might be while they are mending nets or carrying out routine tasks onshore between fishing trips. But, if it is possible, try to talk to them while they are at sea, engaged in their work. Different perspectives may emerge.

    Similarly, when talking to women in the community, try to interview them both in their own homes and outside, while they are processing fish or participating in agricultural work, if appropriate. Different contexts often affect the way people respond and the views they express.

11. While conducting an interview, always try to ask questions which require an explanation rather than a direct yes-or-no answer. Above all, avoid 'leading questions' which suggest that you expect a particular answer. *For example, don't ask a question like this: "Don't you think the fishing is poor in this area?'* Many people will be reluctant to contradict what they think you expect to hear. A good guide is to use the questions: What? Why? When? Who? Where? and How? as often as possible.

12. After each interview, take a few moments to review, with the other team members who took part, what was said.

    Make sure that all the points discussed have been noted down and that you all agree as to what was said. Ideally, different team members' notes on the interview should be summarized immediately into a consolidated version. In particular, an effort should be made to record any significant comments made by interviewees exactly as they were said. Any anecdotes, stories or proverbs mentioned by interviewees should also be noted verbation, as they may provide valuable clues to the way local people think.

13. Review Checklist No.6 both before and after each interview.

14. An opportunity you should not miss is a chance encounter. Such unplanned for meetings are a common source of good

information. Purposive sampling is essential, but always leave room for talking to people at random whenever a suitable opportunity arises. This will be particularly important when you are taking walks through the community and need to ask about different features which you encounter.

CHECKLIST NO. 6

How is the interview going?

1. What are the main topics you want to talk about in the interview?
2. How are you going to ask about them?
3. Have you prepared several different ways of asking about the same topic in case one approach doesn't work?
4. Have you decided who on the team will ask questions and who will take notes?
5. Have you chosen a good time to interview people?
6. Are you varying the context and situations in which the interviews take place?
7. What subjects do people seem reluctant/eager to talk about?
8. Are you learning from the people you interview or are you simply confirming your own assumptions by asking leading questions?
9. Do you need to ask other people about some, or all, of the topics and issues you have just discussed?
10. Are the techniques being used by you in the interview useful for asking about those topics?
11. What other techniques could you use to ask about the same topics?
12. Have you discovered any new topics or issues during the interview which need further investigation?
13. Has the interview gone on for too long?
14. Are you talking too much or are you giving the person you are interviewing a chance to speak?

How do we make best use of a group discussion?

When people are in a group, they often express views very different to those they would express when by themselves. People in a group are more likely to express more generally accepted opinions rather than what they actually think themselves. Thus, information obtained during group discussions should be treated with some caution. However, a group discussion is a very good way of getting to understand the social dynamics of a community. Information obtained from the group can be compared with that obtained from individuals within the group and the differences between the two might often indicate areas of tension or conflict that may require further investigation.

Observation of the way people interact in a group can often be informative about social relations within the community. Individuals who seem to be less active in group discussions may well belong to the poorer, or lower status or least educated section of the community, whom it is very often difficult to identify and meet otherwise. Group discussions can thus provide an opportunity to identify such sections of the community.

The various types of groups within a community could become sources of learning for a team carrying out a Rapid Appraisal. Probably the most useful in terms of information are informal groups which are encountered by the team in the community (as opposed to groups organized specifically for the purpose of being interviewed). Groups which are encountered during the Appraisal are more likely to be made up of people who will talk and exchange views freely together. ‘Artificial’ groups laid on specially for, or by, the Appraisal Team are more likely to be dominated by village leaders or officials and the views obtained would tend to be biased by dominant figures within the community.

Some steps to follow in conducting group discussions are as follows:

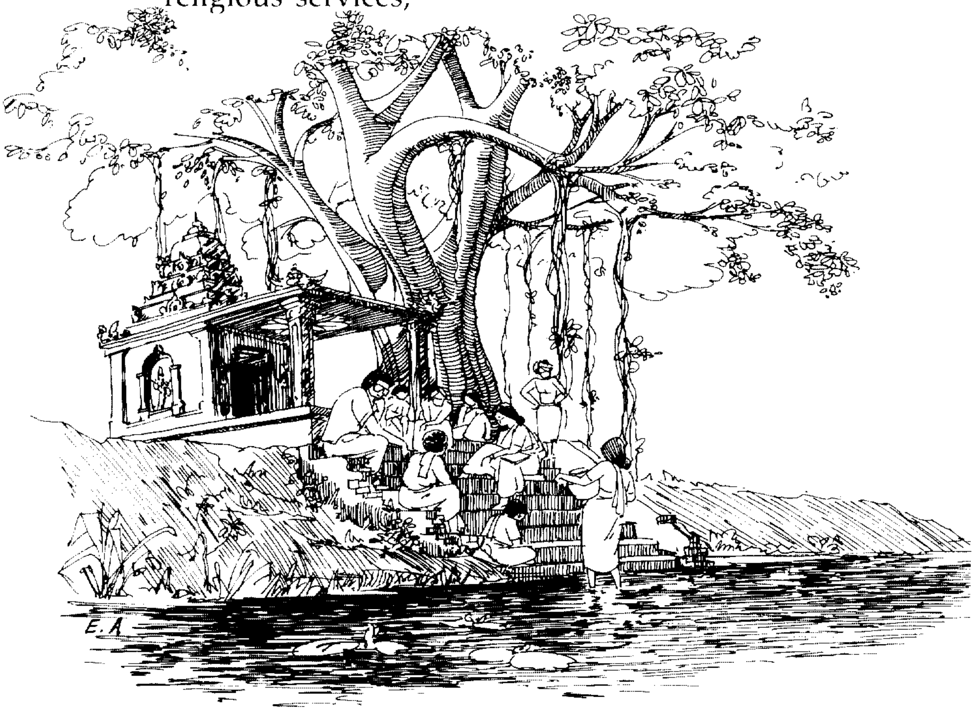
1. As soon as you arrive in the community, try to identify locations and times where people gather and talk. Such natural meeting-places are often the best spots for picking

up information on subjects of current local interest and can be very good places for discussing general issues which the team is interested in investigating.

2. Also try to find out what formal or informal groups meet on a regular basis and whether such groups are meeting during the planned period of the Appraisal. If it is appropriate, meetings of such groups could be attended and used as discussion forums.

3. Examples of meeting places and forums for groups interviews might be :

- Tea or coffee shops, bars, food stalls;
- Village squares, shady spots, other popular places for sitting out and chatting, especially during the evenings;
- Near the temple, mosque or church, before or after religious services;



- Locations on land for common activities, such as net-mending, fish processing, fish landings.
- Village wells or water taps, washing places especially for women and children; and,
- Meetings of village councils or committees, local cultural or religious groups, government-sponsored extension groups

4. Take advantage of any such groups encountered to meet local people and gain their confidence. Such encounters are particularly good opportunities to sit and listen, which is often more valuable and productive for the Appraisal than asking questions.
5. During such discussions, try to have someone near you who can discreetly tell you who is talking at any one time. Try to note any important features of the way people interact, **who** seems to dominate the discussion, how people's opinions differ, as well as any facts, anecdotes or stories that are mentioned.
6. Group interviews can also be carried out with families, boat crews, teams of agricultural labourers or whoever happens to be together in one place at one time and whom it is appropriate to interview.
7. Where one or two people seem to talk more confidently than others in a group and, hence, dominate the discussion, use activities such as ranking or identifying and grouping objects of everyday importance or even role play to involve more people in the group discussion.
8. Avoid addressing issues which are obviously sensitive or embarrassing in group interviews, unless you are very sure of the people taking part.
9. Review **Check-list No.7.** Is there more you have to do?

CHECKLIST NO. 7

What is happening in this group ?

1. Are you talking to 'natural' groups or to 'artificial' groups which have come together or have been brought together specifically to talk to you?
2. Are you dominating the group discussion by asking too many questions or are you sitting and listening to local people's discussion?
3. Who is taking the lead in the discussions and why is this the case? Is it because of social status, age, talking ability, education, sex?
4. Who is taking little part in the discussions? Is it because of social status, age, shyness, lack of education?
5. Apart from subjects or issues which you have raised, what do people talk about when they get together in groups?
6. Are there any important differences between what people say when they are alone and when they are in a group?
7. Which issues or topics seem to cause most debate among people? Why is this so?
8. Are men and women able to participate equally in group discussions? Do they talk more freely separately?
9. Are there individuals in the group you have interviewed who appear to be especially active/ knowledgeable/ representative of a section of the community? Should you interview them separately?

How do we get people to visualize their reality?

Diagrams of various kinds can be used in the following ways during a Rapid Appraisal :

– To enable local people to visualize and explain their ideas and way of thinking more clearly and graphically; and

- To place learning from the Appraisal in a form which can be readily used and passed on to others.

Care has to be taken to distinguish between diagrams which **help local people** to explain things to interviewers and those which will **help us ('outsiders')** to understand and explain what we have learnt to the local community.

I. *How can diagram help us learn about land use and fisheries resources in a fishing village ?*

Maps

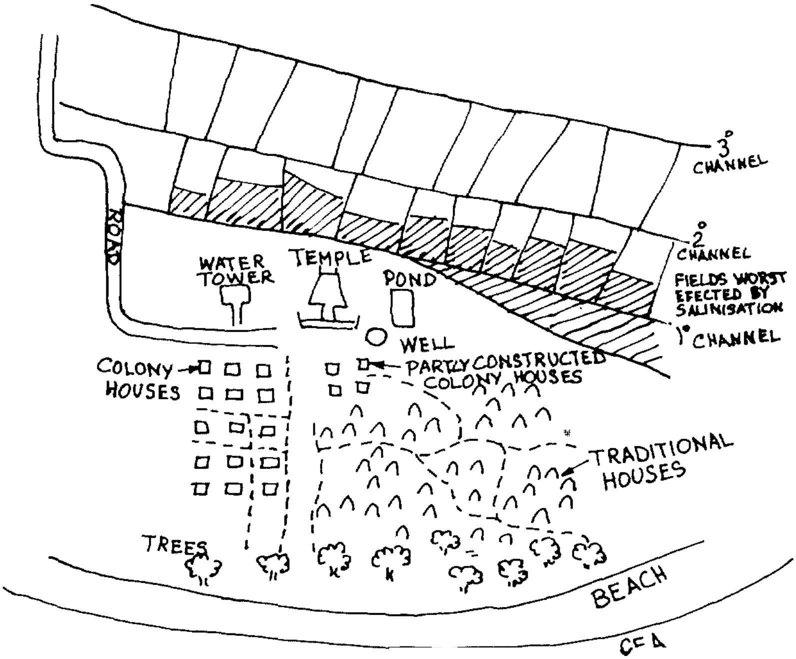
Maps drawn by local people are an excellent way of finding out what is regarded as important by them in the local environment. They can also provide valuable information about aspects that have been missed or not observed by outsiders.

In fisherfolk communities, maps of the seabed and fishing grounds exploited by fisherfolk are vital for an Appraisal Team to learn how fisherfolk understand the marine environment and to identify the extent and limitations of their knowledge. Where indicators of fisheries resources cannot be observed directly during the Appraisal, either because of seasonal changes or bad weather or poor catch, fisherfolk's maps drawn from memory of fisheries resources in surrounding waters can indicate what is available apart from what the team might actually observe.

Some of the steps and approaches to mapping are as follows :

- Ask any group of local people you are talking with to draw you a map of the community and its surroundings. As far as possible, let them do it without any interference at all. If the concept of a 'map' is not understood, you could provide an outline at first with a few major features to start the process. Depending on the circumstances, the map can be drawn in, or on, whatever medium happens to be most convenient and easily available. If several people are involved, it should be big, perhaps drawn on the ground; any objects at hand, such as stones or twigs, could be used to mark the features. With individuals, it could be sketched on paper. See *Figure 1* for *an example.*

Fig. 1. Map of Chinnamedu village, Tamil Nadu, S.India, prepared with the villagers



— Note what the 'finished' map shows and doesn't show, which features of the community seem to be important, how the relative sizes of features are represented.

— In the first place, use features which **are** shown, and then features which **aren't** shown, as starting points for questions about the village, how it is organized and how it has changed and is changing.

— Ask any group of fisherfolk you are talking with to draw a map of the surrounding seabed.

— Use the map to ask about what fish are caught where, at what depth, by whom, with what gear and at what times of the year.

Transects

A ‘transect’ is a diagram showing the main features and changes occurring along any line drawn through the community or the surrounding area, including the sea and sea-bed. It can be used to help divide the area of the Appraisal into zones, either according to the type of activity being carried out there, or the problems encountered, the people who live or work there, or the type of plants or animals found there.

While the idea of a transect may be unfamiliar to people in a village, it can be used by the Appraisal Team to present information provided by local people and from the observations of its members. Such a presentation can be made simple enough to be understood by most people and can become a basis for further discussion and questioning.

The steps in preparing a transect on land are as follows:

— Choose a line or a series of lines cutting through the area of the Appraisal which you think will take you through most of the important zones in the area. Try to walk along the entire length of the line you have chosen, noting all the essential features and changes which you encounter. Depending on the focus of the Appraisal and your personal expertise, you might take note of :

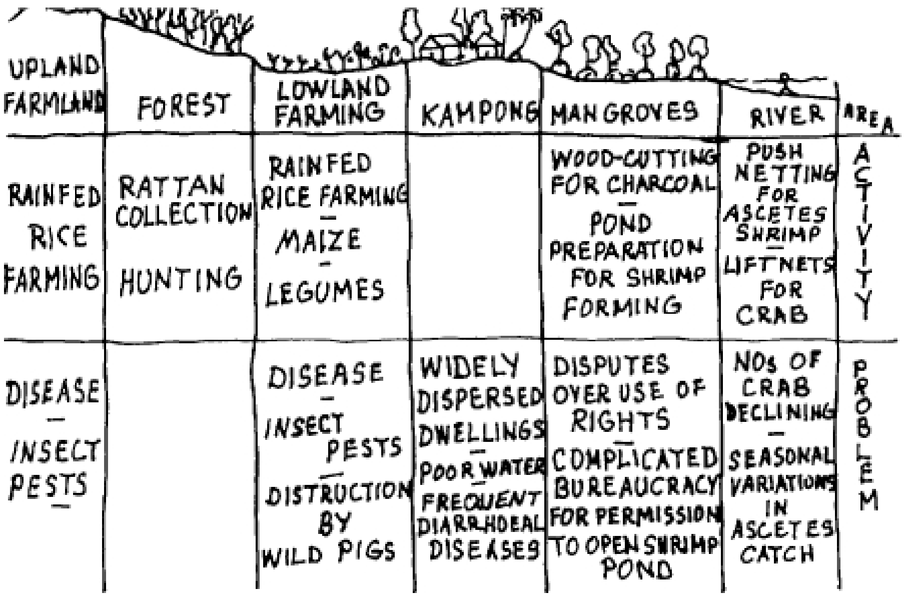
  - Soil types, flora and fauna;
  - Crops under cultivation;
  - Water sources;
  - Obvious problems being encountered in agriculture; and
  - Types of human activity, livelihoods in different areas.

— Take time to stop and talk to people met while walking along your chosen line. Ask them about features which you have observed, what they are doing, problems they encounter.

— Represent the information you get from your own observations and your interviews with people in a diagram like the one in Figure 2 (a transect on land). It could he done on poster-size paper or on the ground, depending on the **circumstances.**

— Get local people, either in a group or individually, to identify

Fig. 2. Transect - Pangkalan Siata village, N.Sumatera Indonesia



the various zones which you have marked and check whether they agree with the way you have classified the land.

— Ask about, and discuss, with local people the following

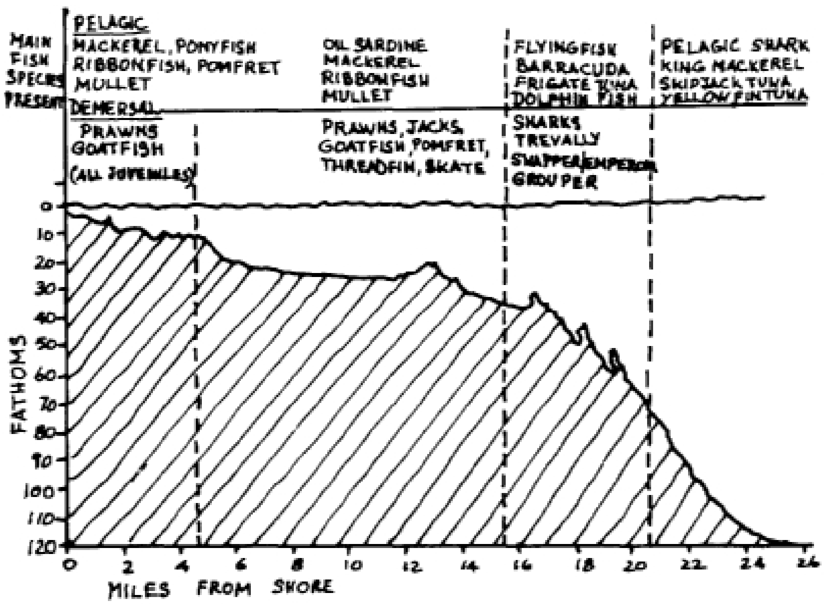
- What goes on in each zone?
- Why it happens there and not elsewhere?
- Who works or uses resources in that **zone?**
- What problems do they **encounter?**

- Have there been any changes there in the past and why?
- What possible solutions are there to problems in each zone?

Other questions can be added according to the focus and priorities of the appraisal.

- From maps of the sea-bed and of fishing grounds prepared with fisherfolk, try to do the same thing for the sea surrounding the area (Figure 3). If possible, you should go out with local fishermen and ask about different marine conditions in the local waters being traversed. Try to represent at least the relative depths, at different points from the shore, and the bottom conditions.
- Carry with you already prepared drawings or pictures of

Fig. 3. Transect showing location of common fish species in the sea (off Chinnamedu, Tamil Nadu, S. India)



the types of fish and other marine resources which you expect to find in. the area or expect to be exploited by fisherfolk.

- As with the land-based transect, get fisherfolk to discuss the diagram you have produced and correct it. Get them to identify the different species and resources in your pictures and identify the zones where they find these species, as well as where, when, and how they catch them. Discuss problems encountered in each zone, reasons for the problems, and possible solutions.

II. *How can we use diagrams to clarify and present findings of the Appraisal to others ?*

Maps

The maps used when talking to fisherfolk can also be used to record team members' findings and to present and report on them.

In addition, such maps can be used to elaborate all kinds of information and learning from the Appraisal and present it in a clear and understandable way. Once a basic sketch map of the area being studied has been prepared, it can be copied and used by team members to note down the way different features of the community and area are distributed.

Examples of possible uses of such maps are :

- To illustrate the distribution of different ecological zones in the area;
- To show patterns of residence within a community according to caste, class, occupation, ethnic group. social status, fishing craft ownership, or any other criterion which seems to be significant;
- To show fishing areas, who fishes in such areas and how fishing patterns change according to season;
- To illustrate differences in local people's perceptions of the environment and the appraisal team's observations; and

- To surface geographical expressions of social, political and economic relationships.

Transects

Transects can be used in fairly simple forms to help local people express what they know about their environment. They can also be developed to illustrate large amounts of information about the territory in a clear and concise form. The information obtained from discussing the zones on land and sea with local people can be supplemented by any other observations or data, which the Appraisal Team can gather, to provide a more complete picture.

Transects can be particularly useful as graphic representations of where unexploited or underexploited potential exists in a community.

Transects that follow the inshore/offshore, land to sea, axis often convey a lot more information, on the structure of the systems that affect coastal lifestyles and the processes that function, than the axes that follow the shore. Flow lines indicating the flow of materials, labour, money would clearly express the relationships such flows reinforce on land and on water and across both.

Seasonal calendars

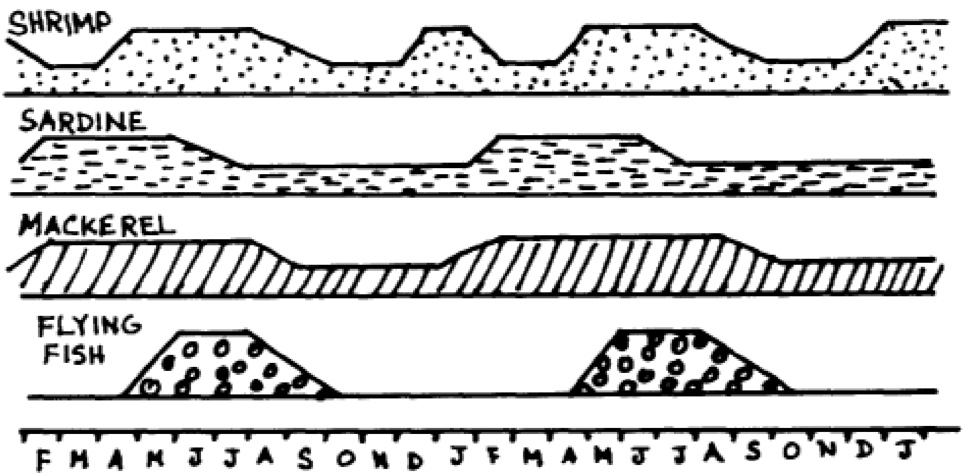
Seasonal calendars can be drawn by local people to provide a picture of seasonal trends and activities in the community. Among the factors which lend themselves to presentation on a seasonal calendar are the following:

- Weather changes;
- Fishing seasons;
- Agricultural seasons;
- Seasonal changes in gear use;
- Changes in labour demand;
- Seasonal alternative employment opportunities;
- Water availability;

- Seasonal health problems;
- Seasonal changes in fish demand; and
- Local terminology for months or seasons and ways of dividing the year.

They can be made as complex or as simple as necessary, but can be very useful for showing up correspondences and linkages between different activities and seasonal changes. An example of a seasonal calendar can be seen in Figure 4.

4. Seasonal calendar — Seasonal changes in catches of main fish species (Chinnamedu, Tamli Nadu)



Seasonal calendars can be prepared for the village or area as a whole or for the activities of individuals or households.

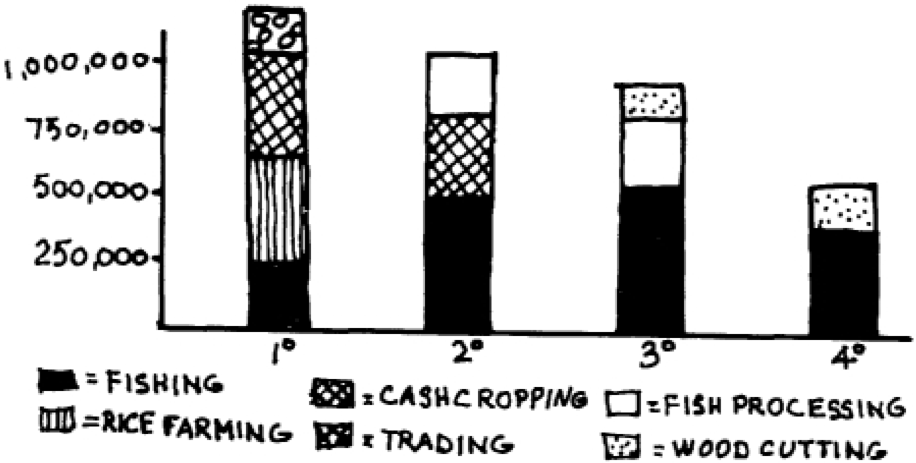
Charts

Simple bar charts are effective ways of representing comparative information and whatever numerical data the Appraisal Team is able to collect about individuals or households in the village.

Examples of possible uses might be:

- To illustrate the species composition of a limited number of fish catches seen and enumerated by the Appraisal Team on a particular day;
- To illustrate the relative importance of different sources of income for a limited group of representative households; or
- To illustrate relationship between amount of fishing gear owned, income from fishing and dependence on alternative sources of income.

Fig. 5. Bar chart — **Proportion of household income from various sources (4 households. Pulau Kampai, N. Sumatera, Indonesia)**



Venn diagrams

Venn diagrams are specifically used to illustrate the interaction and relationships between groups, institutions and individuals in the community. Specifically, Venn diagrams can show the relative sizes of local groups, agencies and institutions, the degree to which they overlap, share the same membership and work together.

Time lines

A very simple means of establishing the chronological sequence and relative importance of events is through the creation of a 'time

Fig. 6. Venn diagram — (Institutions in Pulau Kampai, N. Sumatera, Indonesia)

line' with the important events reported by local people being shown in chronological order along a single line. This can be done using information from interviews with older members of the community and from consulting previous records, if any.

The types of events put on the time line would, of course, depend on the focus of the investigation.

An interesting variation on time lines is to do transect-through-time, which tries to visualize spatial information at different periods of time, from memory, to get an understanding of processes over time.

Flow diagrams

Flow diagrams which visually outline and analyze processes and sequences of activities, interactions and linkages between events are useful to Appraisal Team members in their daily discussions after field work. They also play a useful role in stimulating discussion at workshops.

A flowchart can he drawn as a farmer or a fisherman describes the sequential steps in each operation, recording the monetary and labour costs involved and the returns received.

Interconnections and interactions of events or steps reveal points of possible conflict or trade-off and can be used to stimulate valuable discussion of a 'what-if' nature.

A flow diagram which details a process step-wise, can, at a later stage, be used to discuss the decisions at each step — why a particular direction was taken and not another — thereby revealing the decision-making processes of the individual and the community.

Review the work you've done with diagrams using Checklist No.8.

CHECKLIST NO. 8

Does the diagram help?

1. Is the diagram you are preparing intended to be understood by local people, by yourself and other team members or for others interested in the results of the Appraisal?
2. What are the principal features, issues or conditions which you intend to represent in the diagram?
3. Are you trying to represent too many things in one diagram?
4. Does the topic you are illustrating with a diagram really need to be illustrated?
5. Could it be illustrated better with another type of diagram?
6. Can the diagrams you have prepared with local people be used to illustrate the findings of the Appraisal?

III. stories and anecdotes

People used to oral modes of learning and communicating often recount stories and anecdotes. They describe information difficult to extract through interviews or diagrams, but help to bring to life the conditions and events that people have lived through. In particular, they show us how people perceive their environment, problems and opportunities and give meaning to them.

Taking down stories and anecdotes, preferably verbatim or using a tape recorder, provided it does not disrupt the situation, could be ways of recording stories for later discussion and analysis. Stories encapsulate ideas/messages in an understandable context and are one of the more elegant means by which people learn and think about ideas.

How can we learn about the priorities and preferences of fisherfolk?

Preference ranking is a type of exercise which can be used in many different forms and ways to get people to express

- Their priorities,
- The reasons why they make particular choices, and
- How they divide different things around them into categories.

The basic principle behind such ranking is to get respondents, either in a group or individually, to rank a series of items or factors which are important to them, according to sets of criteria which they themselves regard as relevant.

The basic steps in a typical ranking exercise are as follows:

- If you are doing the exercise with a group, try to have a group all of whose members will be reasonably interested in, and knowledgeable about, the subject you are going to rank.
- Based either on a category of items you want to ask about, or something that the group/individual you are talking to mentions as being important, choose the items which you would like to rank.

Good examples, *in a* fisherfolk community, *might be:*

- Types of fishing *gear;*
- Different *fish species which can be caught with the same gear;*
- Different *fish buyers;*
- Alternative types of *engine; and*
- *Alternative employment opportunities.*

— Get the respondents to list individual items in the chosen categories and try to get a group of 3-7 different items which are significant for the people you are talking to.

For example, fisherfolk in one village might be familiar zoith, and use regularly, five *different* types of *fishing gear, or they may be able to choose between fhree alternative types* of fish *buyers.* What is important is that respondents, not the interviewer, must list the alternatives.

— Ask the people you are talking with about the qualities of each item. This can best be done simply by asking: "What is good about it ?" or "What is bad about it ?"

Write down the criteria by which people judge the items, turning them all into either positive or negative criteria, and try to put together criteria which are essentially the same. *For example, the fisherman you are talking to mentions* the *following eight criteria* for *choosing* different *fishing gear: inexpensive to buy, can use to catch many different species, can use all through the year, doesn't catch big quantities, can be used regularly, doesn't last long, easily repaired, can be used by one person. These could be reduced to the following seven positive criteria : cheapness,* many uses, frequency *of* use, productivity, *ease of repair, durability, only needs small crew.*

— You can now draw up a little table which will enable you to systematically ask respondents to rank the items you are talking about.

Put the items along the top of the table and the criteria down the side. Add a further line at the bottom where you can note down which item respondents say they would actually pick given only one choice.

— For each criterion, ask, first of all, which item is the best. Depending on how many items you have to cover, you can then ask which is the second best or which is the worst. It is best not just to go from the best straight down the scale to the worst. Do the top of the scale, then the bottom and then try to sort out the middle.

Lastly, ask which item respondents would choose if they can only have one. The result is often surprising and can lead to a good discussion and a better understanding of the criteria people use.

Your final ranking table might look like Figure 7.

Fig. 7. Ranking — Preferences for types of fishing gear (Chinnamedu, Tamil Nadu)

TYPE OF FISHING GEAR	LOW COST	VARIETY & FREQUENCY OF USE	INCOME	CHOICE OF GEAR
SMALL MESH GILLNET (SARDINE NET)	2	1	2	2
TRAMMEL NET (SHRIMP NET)	1	2	3	1
DRIFT GILLNET (MACKEREL NET)	3	3	4	3
LIFTNET (FOR SARDINES)	4	4	1	/

Different ranking procedures have also been developed to discuss other features of the community with local people.

An important example is wealth ranking. This can be used in several ways, such as :

- To elicit the criteria by which wealth is measured in a community, *i.e.* ask the respondent how many people in the community (approximately) are considered rich/ poor/ quite rich/ quite poor, and then ask what makes each group rich or poor. Or,

- To stratify the community more precisely according to wealth, *i.e.* elicit items by which wealth is measured, elicit either different groups, families or even individuals within the community and ask who possesses the most and least of each item.

Ranking exercises can also be used to clarify less confroversial matters. *For example, where respondents have given contradictory answers* regarding fishing seasons, they could be asked to stratify the months of the *year according* to *fishing* production, sea *conditions, fishing days, or any other criteria* which might allow the Appraisal Team to form a better picture of the fishing year.

With practice, people on an Appraisal Team might be able to develop short ranking exercises ad hoc, whenever they feel that they need to get a clearer idea of priorities and criteria relating to the topic they are talking about with local people.

Some of the main points to consider when doing preference ranking exercises are reviewed in Checklist 9.

CHECKLIST NO. 9

Is this the way to show preference?

1. What is the main topic or item you are trying to learn about in your ranking exercise? Is it important enough for local people to expect them to express definite opinions and priorities?
2. Is the topic or item something which local people have mentioned themselves or did you suggest it?
3. Are the criteria you selected generally accepted by the people you are interviewing ? Were all the criteria suggested by local people or did you suggest them ?
4. Have you got too many items to be ranked or too many criteria to rank them by ? How long will it take to rank them all and will people get bored by then ?
5. Does the ranking you have just completed agree with what other groups have said ? If not, which criteria do people disagree with? Are they important and should you investigate further?
6. Are you sure that the people you did the ranking exercise with understood what you were asking them to do or might they have been confused and given random answers ?

How do we get greater participation of the fisherfolk?

All Rapid Appraisals **should be** 'participatory' in the sense that the full participation of the people who live in the area being appraised is vital to obtaining good results. However, the word 'participation' can be interpreted in many different ways in this situation.

For example, local government might request *a development agency to* work in a particular *area and take up a particular activity. The agency might decide to carry out a Rapid Appraisal to find out more about the area and its people before starting. To do it well, local people would have to 'participate', but they might have little say* over *what the agency might eventually do **in** the **arm.*** Local people would be 'cooperating' with the agency in providing information and 'helping them with their enquiries', but their participation would be limited to their roles as 'informants', as in any other form of survey.

A contrasting situation which would require a different approach to 'participation' in a Rapid Appraisal would be one where **an agency commencing work in an area decides that** the **people who will be effected by their work there should play a leading role in deciding** what is to **be done.** Rather than simply cooperating with the agency doing the Appraisal, by providing information about conditions, local people would be active in collecting information themselves, analyzing it and identifying priorities and action to be undertaken.

All the elements in Rapid Appraisal can help 'outsiders' and people from other cultures understand and communicate with each other better. Perhaps, most importantly, they provide a framework for local people to explain their ideas and problems to, and make them understood by, outsiders. As a result, they **help to build full**

participation by the clients, or 'beneficiaries', into the design and planning of a particular development work whose aim is to help them.

Rapid Appraisals are often the first step in undertaking work in a new area; they can also ensure that participation is built in right from the beginning.

Using Rapid Appraisal techniques to work in this way should be seen as making the **fullest use** of the potential offered by the Rapid Appraisal approach. This does not necessarily mean that other Rapid Appraisals that simply aim to get better qualitative information, quickly, are invalid. Sometimes there simply may not be time to involve local people as much as should be done. There may even be a conscious decision to distance local people from the appraisal; as there is no guarantee of any follow-up. However, it should be realized that Rapid Appraisal techniques are **most** applicable where the so-called 'target group' is going to be **actively involved in all stages of the work, from planning to implementation and evaluation.**

Participatory problem analysis

One of the main objectives of a 'participatory' Rapid Appraisal is to motivate local people to analyze their own conditions, suggest solutions and organize themselves to implement them. In such a situation, the role of the outsider alters from someone who is learning from others to someone who is motivating and guiding others in the process of learning about themselves. For this, the methods listed so far for 'gathering information' need to be supplemented by methods for leading discussion and encouraging people to confront their own conditions.

The steps given below describe one of many possible techniques for doing this.

- Based on preliminary observations in the community, try to identify manageable groups of people to work with. They need not be 'homogeneous' but they should have some common interests: either they live in the same community or in a part of the community, they do the same or similar work, they belong to one caste, ethnic group or social class, they are all men or all women.

It may be possible to work with the entire community, all together, but this will often be impracticable.

- Spend a day or two becoming familiar with the community and then ask a group of people representative of the community to meet at a time that is suitable for them. Try to organize a place to meet where there will be enough light to see by and enough space for people to get up and move around.
- Once they are gathered, clarify why you are there, and emphasize that you are NOT giving away credit/ outboard motors/new fishing boats/etc.
- Try to establish a relaxed atmosphere either by organizing some simple games, if you think it is appropriate, or by telling stories, jokes, riddles which you can relate to what you are about to discuss.
- Get the members of the group to, suggest a few main problems (five is a safe number) and put them in order of priority. Get people to do this individually, as far as possible. If some, or most, of the participants can read or write, get them to write down the problems on pieces of card (which you should provide, together with pencils). If the participants are not literate, one of the team members should note down what people say.
- Get the group to classify the problems into related groups. *For example, all problems caused by not having enough money in one group, all problems caused by shortage of resources in a group, problems relating to fisheries, problems caused by the people in the village themselves, problems caused by outside* **factors etc.**

  As far as possible, get the people themselves to suggest the categories for these groups, but team members can make suggestions, if necessary.

- Once the principal problems have been identified and categorized, get people, individually, to list the resources at their disposal. Be careful to clarify that resources include both physical resources, like land, fish, ponds etc., and non-material resources, like education, skills, experience, desire for change, etc.

  Once again, get people to either write them down or relate them to someone on the team to note down.
- Get the people in the group to compare the problems they have listed with the resources they have identified.
- Encourage discussion about why those resources have not been used or are not being used. Get people to identify action that they can take by themselves to overcome

problems, and areas where they **have to have** assistance in order to act. For topics about which not enough knowledge is available, arrange to investigate the matter further together with members of the group.

- Based on the outcome of the discussion, draw up a plan of action for discussion and agreement by the group.
- Review **Checklist No.10.**

How do we ask the right questions?

Regular meetings among Appraisal Team members are, perhaps, one of the most important requirements for a successful Rapid Appraisal. These meetings should be regarded as workshops, or brainstorming sessions, and used for :

- Summarizing and interpreting the information obtained so far;
- Deciding where there are still gaps in a team member's knowledge;
- Coming up with new questions and topics to be investigated;
- Discussing and analyzing the methods used; and
- Planning the next stage in the Appraisal.

Depending on the length of the Appraisal, the area being covered and the number of people in the team, such meetings could take place once a day or once a week, perhaps, exceptionally, even less frequently. But it cannot be overemphasized too much that **these meetings represent one of the strengths of the multi-disciplinary approach of Rapid Appraisal.** The findings of people from one discipline can be analyzed by people from other disciplines and new aspects pointed out. Findings can be compared and discrepancies noted. Where there is confusion about specific points, new people and new methods of enquiry can be prepared to try to clarify those points.

CHECKLIST NO. 10

Are you getting participation?

1. If you let local people participate fully in planning your activities, are you ready to respond to **their** suggestions? Do you want them to participate?
2. Is the community you want to work with clearly divided into subgroups? If so, which groups should you, and can you, work with? If not, is it practicable to meet and work with the whole community?
3. Will women be able to participate properly if they meet together with the men?
4. Is the time when you arrange to meet the group suitable for **all** the members of the group? Will it disrupt work or household duties?
5. Do people seem willing to talk and come up with ideas or do they need a lot of encouragement? If they need encouragement, how will you give it? Have you prepared posters, stories, games, riddles etc., to get people involved?
6. If people are literate, do you have cards and writing materials for them to use? If they are not literate, have you organized team members to collect people's ideas and note them down?
7. Is everyone in the group participating? If not, why not?
8. Do the problems and priorities which the group is suggesting reflect the views of **a** few outspoken members, or your suggestions or the views of the majority?
9. What topics and problems seem to give rise to most debate? Why is this so?
10. Are the problems identified root problems or the cause of other more serious problems in the community?
11. Can the resources identified by the group be used by them?
12. Are the solutions proposed by the group feasible? If not, why not? What alternatives can you suggest?
13. Is the plan of action drawn up by the group feasible ? Is it likely to be accepted by planners or are people's expectations being raised when they cannot be satisfied?

Review what the team has been doing, using Checklist No.11.

Given the importance of these meetings, it is vital that they are conducted properly and are not just talk-shops. Detailed records need to be kept of everything that is said at such meetings and someone has to be responsible for keeping the discussions on track and on time. The following points should definitely be covered at each meeting :

- Reporting of activities by each group or individual on the team, including a report on findings since the last meeting, interviews conducted, problems encountered.
- Discussion and comparison of findings, including discussion of any possible biases in information obtained, sampling of community and proper cross-checking of information obtained.
- Comparison of work done since the last meeting with work planned at the last meeting.
- Identification of new topics and questions for investigation during the next phase of appraisal
- Discussion of methods used, problems or successes in applying appraisal techniques, and recommendations for use of particular methods for new topics and questions during the next phase.
- Rearrangement of Appraisal Team with new working pairs or trios for the next phase.

The availability of proper tools for working and presenting findings during the meetings is very important. While a small Appraisal Team could probably manage with pens and paper, a normal size team would require at least whiteboard or poster paper and marking pens to be able to present information effectively and illustrate points for the whole group.

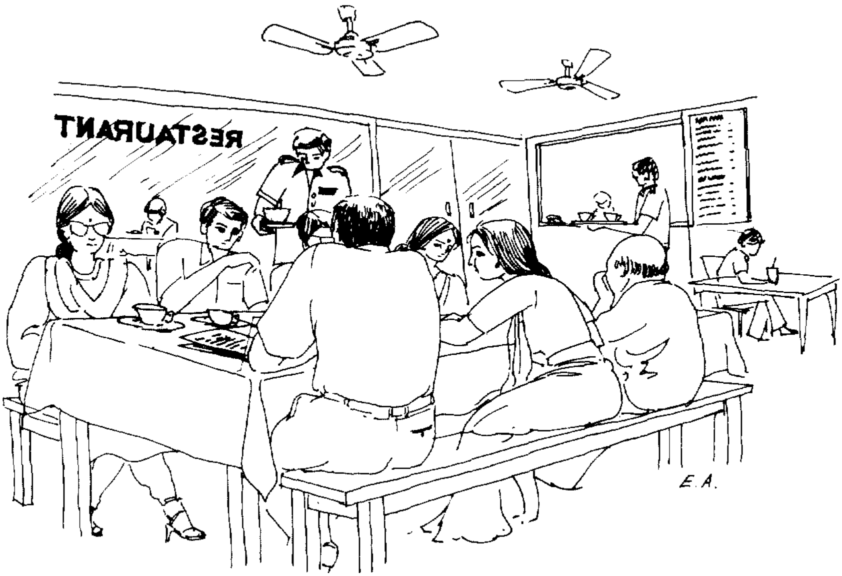
CHECKLIST NO. 11

Is your method right?

1. Is the location for your team meeting big enough and do you have the necessary equipment?
2. Has everybody presented their findings fully and clearly?
3. Are there any major topics or questions which should have been investigated since the last meeting and have not been? If not, why not?
4. Are there any biases apparent in the information being obtained, such as :
   - Gender bias (information all from men or women)?
   - Location bias?
   - Class/ethnic group/political group bias?
   - Professional bias?

   How can this be avoided in the future?
5. Is information being cross-checked by asking other sources about the same thing, using different methods?
6. Are there any questions which you have learnt enough about already?
7. Is the presence of the Appraisal Team being accepted in the community? Are local people getting bored or intimidated by being asked questions?
8. What further topics and questions do you need to ask about? How will you ask about them?
9. Are there any methods you have been using which are obviously unsuitable in this community/area? Can you use other methods instead?
10. Are team members varying the methods they use with respondents or are they using the same methods all the time?
11. Is everyone on the Appraisal Team contributing to the discussion and field work? If not, why not?

Finding a suitable location for such meetings can also be a problem, particularly for a large Appraisal Team. There is nothing wrong, and it might be an advantage, if the Appraisal Team leaves the area where it is working in order to hold workshops and discussions in a different environment.



It is worth keeping proper records of these meetings as they can be incorporated into the report on the Appraisal and used in the final workshop when the findings are analyzed.

How do we analyze the information rapidly?

Even the ‘appropriate’ methods used in Rapid Appraisal can generate a lot of data and information in a very short time. However, one of the intentions of Rapid Appraisal methods is to cut down on the time taken to collect information and to process it quickly and use it to come up with practical solutions and suggestions. To do this, a workshop can be used to analyze the information collected and decide what to do about it.

How you organize the workshop will depend on the objectives of the Appraisal as a whole.

If the aim was for a Project Team to learn about the area they are going to work in and formulate development activities, the workshop might concentrate on analyzing information, identifying critical issues and suggesting solutions. The participants might be entirely those who will eventually be working on the proposed project.

If the Appraisal was aimed at both learning about the area of work and encouraging local people to get involved in development activities, the workshop might be run along the lines of the participatory activities mentioned above. Local people would be the main participants in the workshop and the Appraisal Team and project workers would act as moderators.

Whatever the form the workshop takes, check, using Checklist No.12, whether you've got it right.

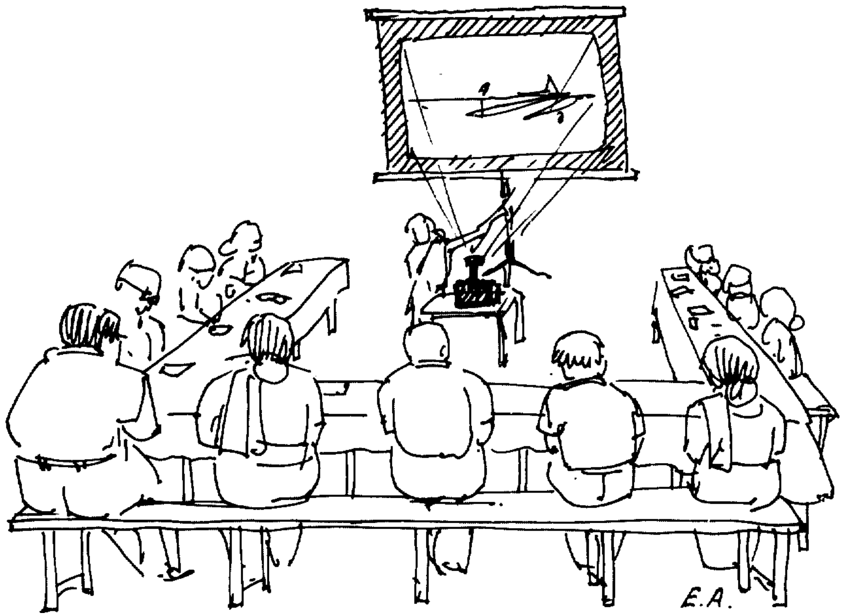
CHECKLIST NO. 12

Is the workshop right?

1. What are the objectives of the workshop?
2. Do all the participants understand them?
3. Have you invited all the relevant people?
4. Have you prepared clear means of presenting findings during the workshop, such as overhead projectors, posters, whiteboard, etc.?
5. Have you allowed enough time for the workshop to effectively cover all the work it has to do?
6. Have you prepared writing materials for all the participants?
7. Are the appraisal team members dominating the workshop or are other participants contributing?

In any workshop, the following points would be important :

- Make sure that all the appropriate people are invited.
  These might include:
  - Local government officials;
  - Local leaders;
  - Extension staff from agricultural, fisheries, health and other services; and
  - Representative individuals from the community appraised.
- Prepare a concise presentation of the findings of the Appraisal, according to the Appraisal Team. Use the diagrams prepared in the field with local people, other diagrams to illustrate the main features of the community and area, and notes taken during the regular meetings of the team in the field.
- If possible, make use of an overhead projector or other means of displaying these graphics clearly to the group.



- When the workshop assembles, clarify to participants:
  - The purpose of the Appraisal and who organized it;
  - The purpose of the workshop and its expected outputs; and
  - The role you expect the participants to play in achieving that purpose and the expected outputs.
- Even if you aim to keep the workshop informal, decide on some kind of structure for the discussions so that you can keep the workshop on track and on time. Preferably, this structure should be decided upon by the workshop participants, but if that proves difficult, or there are no suggestions, the Appraisal Team should be prepared to suggest a suitable structure.

  The structure might change according to the scope and intention of the appraisal. The following is just one example of a possible format:

  - *Discussion of the Appraisal Team's 'portrait' of the area or community : Are there any missing elements, mistakes, misinterpretations?*
  - *Discussion of the main problem and issues identified: Are they causes or symptoms?*
  - Discussion of resources and potential - natural, economic, institutional: Who has access to resources? How can they be *made available to those that need them?*
- Working groups to come up with proposals for action to tackle specific problems, including further information or research requirements and possible solutions to be tested in the field.
- Presentation of plans by working groups and discussion based on groups' proposals, formulation of a work plan for future activities.
- Group discussion of main elements to be included in the report on the Appraisal.

5
GENERAL POINTS

Most of the techniques described can help you to do a useful Rapid Appraisal. A 'useful' Rapid Appraisal will have some, or all, of the positive features listed in Part I. But just putting together the various techniques alone is not enough.

A good Rapid Appraisal is a very intensive exercise. Besides the range of techniques mentioned, the people taking part will also require:

DISCIPLINE	Everyone involved in the appraisal has to be systematic in using different techniques, in covering all the different issues which need to be covered, in sharing responsibilities and being open about their own biases and trying to overcome them.
TEAMWORK	Everyone has to be ready to work with everyone else on the Appraisal Team, including people from different disciplines, different backgrounds, and, possibly, with very different points of view.
FLEXIBILITY	Everyone has to be flexible regarding when they work, how much they work, what they work on, and in adapting to the demands of the situation and local people.
SENSITIVITY	Everyone has to be sensitive to local culture, conditions as well as the needs and limitations of others in the team. They also have to be sensitive

to their own, and others', biases, and to when people are telling you what they think you want to hear or what they want you to hear.

PATIENCE With other team members, local people, the weather, local officials. Things very seldom happen exactly the way they should when you go 'to the field' and this should be taken into account when planning a Rapid Appraisal.