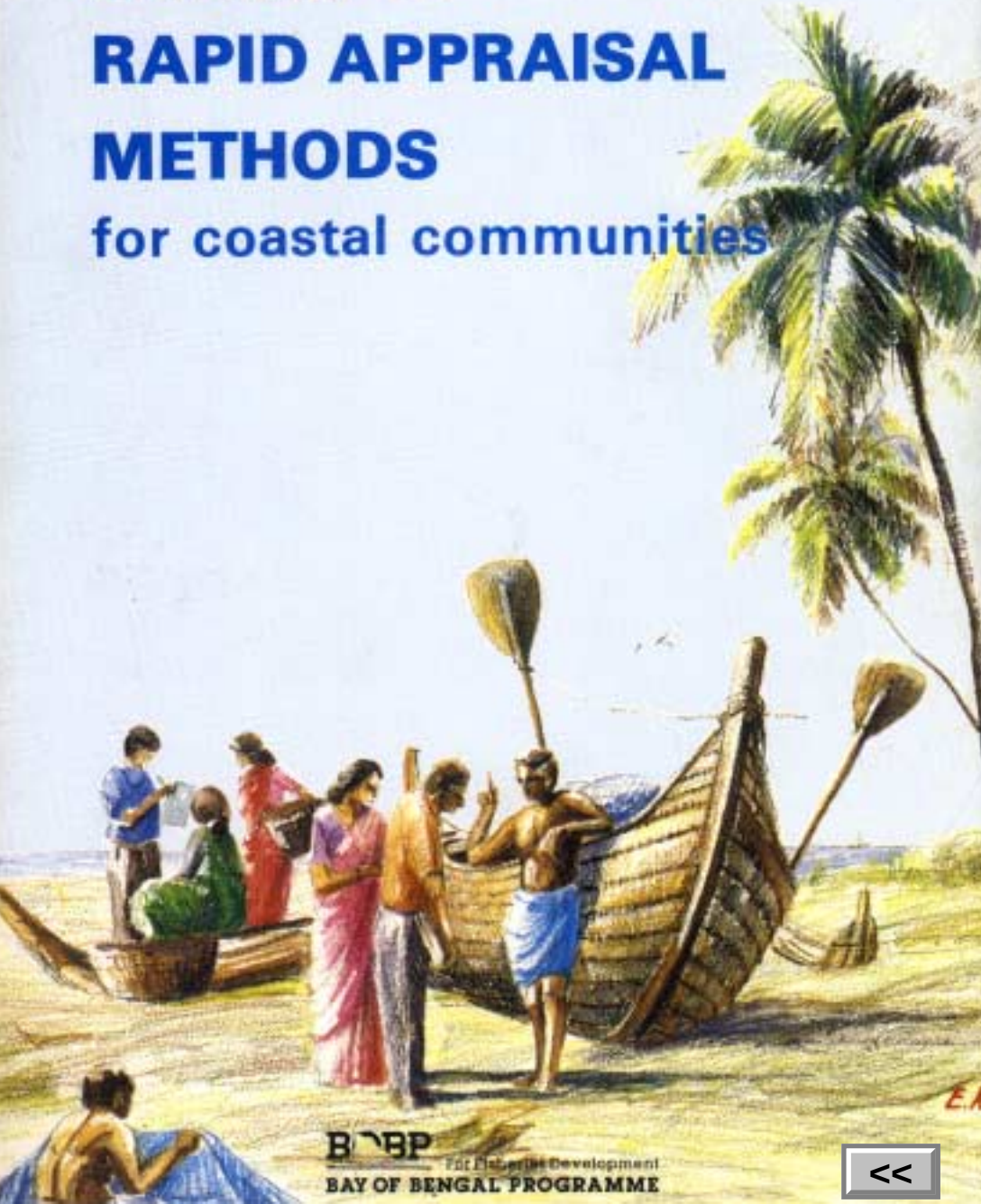
A manual on RAPID APPRAISAL METHODS for coastal communities



BOBP
For Fisheries Development
BAY OF BENGAL PROGRAMME

RAPID APPRAISAL METHODS FOR COASTAL COMMUNITIES

A MANUAL

by

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INTRODUCTION

Rapid Rural Appraisal, or RRA, is a repertoire of rapid approaches to collecting information and identifying problems. It is increasingly being used by development agencies, government departments and non-government organisations (NGOs) the world over to learn about conditions 'in the field'. Until now, it has most frequently been applied in agricultural communities and rural areas (thus, Rapid Rural Appraisal). However, as it gains acceptance, it is being used in a wider range of situations and conditions. It has been used to find out more about urban communities and to look at problems outside the agricultural sector, in such areas as forestry, health, nutrition, family planning and small industry development.

Until now, RRA techniques have rarely been applied, in a systematic way, in coastal communities and, in particular, in the fisheries sector. But, interestingly, some of the techniques which make up the RRA approach are already in use by individuals or groups involved in fisheries development. Many people working in fisheries development also have their own techniques for collecting information and arriving at conclusions which could and should be included in the RRA repertoire. What has been lacking so far are attempts to use RRA systematically in looking at fishing communities, their way of life and livelihood, and the coastal ecosystems in which they live.

The purpose of the manual

This manual hopes to make a start by setting down a range of techniques which could be used while undertaking rapid appraisals

in small-scale coastal fishing communities. The Bay of Bengal Programme (BOBP) has limited experience in conducting RRAs and, so, in preparing this manual, we have drawn on the experience of people who have worked for many years in RRA and fisheries development. Thus, this manual should be seen as a first step to encourage interest in the RRA approach among people working in fisheries development.

Who is it for?

This manual is particularly intended as an introduction to Rapid Appraisal for people in departments of fisheries, local fisheries services and NGOs. They could, with modifications and additions, freely use it as a basis for developing their own manuals and training materials (in their local languages).

The language is deliberately non-academic and simple. There are no lengthy discussions of the theory of Rapid Appraisal. Anyone who wants to know more about this can refer to the annotated bibliography. The check-lists in the manual are aimed at providing a quick, easy-to-use reference for people working in the field, to help them 'keep on track' when they are doing a Rapid Appraisal.

RRA originally developed out of the accumulated experience of many people working in rural development. Through sharing their practical experience, a set of replicable and adaptable techniques have been developed (and are still being developed) which have come to be called RRA. It is hoped that a similar process can take place in the field of fisheries, with experienced practitioners sharing their 'tricks of the trade' and 'rules of thumb' with others so that RRA models specifically adapted to fisheries and fisherfolk communities will gradually emerge.

Acknowledgements

Almost everything in this manual can be found in work already done by others on Rapid Rural Appraisal elsewhere. These borrowings have not been acknowledged in the text as this

document is not intended for academic use but to be used by practitioners in the field of fisheries development. The inclusion of numerous references in the text would have onlv confused the issue for most users who might be hundreds of miles from the nearest library. This is not intended in any way to diminish the sense of indebtedness of the author to the considerable body of work available on Rapid Rural Appraisal in its various manifestations.

The bibliography at the end of the manual, which is itself copied from Augusta Molnar's review paper on Rapid Appraisal — community Forestry : Rapid Appraisal (FA0 Community Forestry Note 3, Rome, 1989) — includes all the authors and works which have been used in tht preparation of this manual and many more besides.

Special mention should be made of the contributions made by Jennifer McCracken (International Institute of Environment and Development, London), on the spot in Tamil Nadu; Robert Chambers (Indian Administrative Staff Training College, Hyderabad), by post from Hyderabad; and P.Christy and Rajendran (SNEHA, Nagapattinam), G.S.Ghouse(Inspector of Fisheries, Mayiladuthurai), Isaac Rajendran (Post-Harvest Fisheries Consultant, Madras) and M.H.Kalavathy (Consultant Socio-Anthropologist, Madras), who helped us to try out a Rapid Appraisal in the field.

In this manual, the term 'Rapid Appraisal' has been used instead of Rapid Rural Appraisal or RRA. This is not just to be different. It is because the word 'rural' might cause some confusion. While many fisherfolk communities are also rural communities, a large number are located in urban or semi-urban areas, and it is hoped that the techniques outlined here can be used equally in either setting.

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PART Ⅰ

Rapid Appraisal : What? Who? Why?

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1
WHAT IS RAPID APPRAISAL?

Rapid Appraisal is one of many wa'ys for **outsiders** to learn, in a short, limited period, about a community or an area or an activity or a specific problem they feel they do not know enough about.

Rapid Appraisal describes a repertoire of rapid **approaches** to collecting information and not a single, fixed methodology.

1.1 *Salient features*

For those who are likely to use Rapid Appraisal, it is perhaps best described by listing its salient features:

- Rapid Appraisal is an approach to COLLECTING INFORMATION IN THE FIELD.
- It is shorter than a full-fledged, questionnaire-based statistical survey and does not collect detailed statistics, but it can obtain a good qualitative and indicative (quantitative) picture of the situation. Also, because it is quicker, the information collected can be used sooner. Rapid Appraisal does not replace the detailed and more formal statistical surveys. It can, however, identify specific issues that require more detailed study.
- It is longer, more in-depth and less prone to bias than the flying visits to locations to 'get an idea' of what's going on ('rural development tourism').

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- Rapid Appraisal cannot be done by one person. It should preferably be done by an **interdisciplinary team. By** involving as many relevant disciplines as possible in the team, all important aspects of the situation can be covered and the effort will be able to benefit from discussion and cross-fertilization of different disciplines and points of view.
- The size of the appraisal team depends on the size of the area to be studied, the topics to be studied and the complexity of the understanding to be reached by the team.
- Rapid Appraisal is **systematic** but **flexible**
- It is not a totally open enquiry relying entirely on the experience of the people doing it. Instead, it involves careful planning and a systematic approach to collecting information.
- It is not a structured survey with preset questions and formats, but a selection from a repertoire of techniques which can be used, as and when required, to investigate topics which you want to learn about.

These are the 'fundamentals' of Rapid Appraisal, the features which most Rapid Appraisals have in common. So, a simple, one-sentence definition of Rapid Appraisal might be :

> ***A systematic but flexible means for outsiders to QUICKLY Learn about conditions or issues in a particular local area using an interdisciplinary team.***

Basic features

Rapid Appraisal is an approach to learning which is made up of many different techniques and methods. When doing a Rapid Appraisal, you might decide to use only a few of these techniques, or you might use many. You might even invent new techniques. In fact, using Rapid Appraisal to understand fisherfolk communities would probably require the development of new techniques that are different from those used to learn about, say, agricultural communities.

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However, Rapid Appraisal (and the techniques that make up Rapid Appraisal) has these basic features :

It is fairly QUICK

You won't have to spend **too** long preparing your appraisal, collecting information and analyzing data in order to find out what you need to know. What you have learnt could be used almost straightaway and, so, the information will remain up-to-date. This is particularly useful as several formal learning approaches take so long that the situation studied and the need for the studies have often changed by the time the learning is available.

It will help you to learn WHAT YOU NEED TO KNOW AND NOT MORE

You won't end up with piles of interesting but unnecessary data. You will learn what's important for the local people and what needs to be done with them. You may also learn that, for some things to be done, more data or statistics are **needed,** but then, that will enable you to concentrate on studying those points and not waste time on other matters which are irrelevant.

It will help you to LEARN FROM LOCAL PEOPLE

You will get a picture of what local people perceive, think, do and regard as important or unimportant, and what **they** think should be done about it. You will also learn how they give meaning to their world, classify things and the terms they use. Rapid Appraisals are useful tools to tap into the indigenous and traditional knowledge of communities and peoples.

It will help you to get MANY POINTS OF VIEW and MANY DIFFERENT ANGLES on each issue.

You will learn about each issue or topic covered in several different ways and from several different sources. You can not only get new and fresh insights, but will also be able to cross-check information and be reasonably sure it is correct. You will also get an in-depth view of each issue because you will have different people's points of view on each.

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It will use the views of a TEAM made up of DIFFERENT DISCIPLINES to get a better overall understanding of the situation.

As a Rapid Appraisal is done with a team of people from different disciplines and with different types of experience, this will help you to understand the various features and complexities of each issue, identify more problems and seek out opportunities for improvement which a one-person appraisal may well miss.

It will help you to be FLEXIBLE and ADAPTABLE

You can change your way of learning about things as you work, depending on the situation and depending on what you have already found out. You can also change what you wish to learn about, if your original topic or assumption turns out to be unimportant or wrong.

It will help you to understand SEASONAL DIFFERENCES.

Rapid appraisals, because of their relatively lower cost and time requirements, can be repeated to get a better understanding of seasonal changes and impacts which are often missed by all except elaborate, expensive, long-term studies.

It will require you to work IN THE FIELD

You will have to collect information in the location you are concerned with and so you will learn by observation and direct experience rather than 'second hand'.

It will help you to help local people explain their ideas in ways that are EASY TO UNDERSTAND and EASY TO COMMUNICATE

You will use techniques that will make it easier for local people to communicate with you, and vice versa, thus making it easier for you to communicate what you have learnt to others.

You will end up with information that shows you the important features of a wide range of issues and circumstances in a form that is clear and easy to understand and communicate. You will NOT end up with a lot of statistics that need to be interpreted in order to be understood by a wider audience.

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It will help you to AVOID BIASES

You can make sure that you do NOT end up with biased information, which is what you would have got if you had :

- only talked to the most influential, educated or talkative members of the community;
- only seen parts of the area which are near the main road;
- only seen what local leaders or politicians want you to see;
- only learnt about the situation now and not at other times of the year or in the past;
- only talked to men (or women); and
- only talked about things related to your field of interest or discipline.

It will help you to be SYSTEMATIC

You can make sure that, by using checklists, you have covered all the issues which are important and learned as much as you need to learn. You can also systematically cross-check information you are given by using different methods of enquiry with different sources to ask about the same thing.

If you are planning to work in the area you are investigating, it will help you to INVOLVE LOCAL PEOPLE RIGHT FROM THE START.

You can get a better understanding of what local people think, how they think, what they can and cannot do, what their real problems are and how you can work together with them to find solutions to problems. You can also use some of these techniques to make sure that both you and the local people agree on what needs to be done and how it should be done.

The features listed above can be reviewed using Checklist No.1. At any stage during a Rapid Appraisal you could ask yourself these questions to help you improve the work. It should be remembered that these questions could apply to the appraisal as a whole, to particular stages of it, to particular issues you are trying

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to learn about and to particular techniques you are using to collect information.

CHECKLIST NO.1

How is the Appraisal going?

1. Is there a quicker (and reliable) way to do what you are doing?
2. Do you really need the information you are collecting?
3. Are you listening to and learning from local people enough?
4. Are you getting enough angles and points of view on the issue?
5. Are you cross-checking information properly, using different techniques with different sources to ask about the same thing?
6. Are you making full use of the different disciplines of the Appraisal Team ?
7. Are you adapting as you learn, or are you sticking to your own assumptions ?
8. Are you spending enough time in the field and learning about things first-hand ?
9. Is the information you are collecting easy to understand and in a form you can easily communicate to others ?
10. Are you collecting biased information ? Is it because of the way you are collecting information or because of the people you are talking to and the places you are visiting?
11. Are you being systematic and covering all the issues with as many of the techniques as possible ?
12. Could you be involving local people more in the Appraisal?

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WHO USES RAPID APPRAISALS? AND WHY?

Rapid Appraisal can he used by many people in many different situations, because it is a flexible approach.

Here are just some of the possible applications of RA:

To help researchers understand agricultural or fisheries systems in a particular area;

- To help project planners identify problems and possible solutions in an intended project area;

To motivate and support local people in the identification and analysis of their problems and needs and in the decision-making on what to do about them;

To investigate particular problems or issues which have been encountered during development work;

- To monitor the impact and progress of development work or a particular project in a particular area or among its intended clients; and,
- To evaluate either on-going activities or completed projects and to investigate their impact.

2.1 *Types of appraisal*

All these different uses fall more or less into four broad categories.

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Exploratory appraisals

When government departments, aid agencies, nongovernment organizations, university researchers or any other groups want to commence a programme of action **and need** to know the **local** situation before starting, they might decide to carry out an **exploratory** Rapid Appraisal.

The aim of an exploratory appraisal might he **to identify problems, decide on priorities and look for** potential **to he developed** in **the area.** The exploratory appraisal might raise new, critical questions which need to be answered by further research. **It** might come up with solid ideas for activities to **improve the situation and solve particular** problems. It **could** even aim **at** coming up with **a detailed project proposal.**

An exploratory appraisal might make a general investigation of an **area or it** *might look at a particular aspect of life' in that area, such* as *fish processing, women's* role *and status, health, or water* **supply. What** is important is that it will look **at** the subject in depth, investigate how one subject or area connects with **other subjects** and **are as and** do **it quickly.**

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Topical appraisals

The same agencies could have a more limited goal or interest. They might want to investigate a particular problem or issue in a new area or in an area where they are already working. They might already have a specific activity which they have planned, but they might now want to assess its possible impact and where it would be most effective. In this case they could carry out a more highly focussed topical Rapid Appraisal which concentrates on those issues only.

If, for instance, a fisheries development agency thinks there might be potential for introducing a new type of fishing gear which, it believes, will help fisherfolk, it might do a 'topical' Rapid Appraisal to see if the technology answers the fisherfolk's real needs, what the impact of the technology might be, whether it would cause problems for other fisherfolk in the area, what impact it would have on women fish vendors and who might be interested and able to participate in eventual trials and demonstrations of the technology.

Monitoring/Evaluation appraisals

During the course of a development activity or a project, routine monitoring of the progress of the activity could be done using Rapid Appraisals. Such monitoring/evaluation appraisals could concentrate on specific issues which are regarded as criteria for assessing impact. They could also take a more general look at conditions, and how they have changed, in order to turn up unexpected side-effects of project activities. A Rapid Appraisal would, for instance, be very suitable obtaining comparative information from areas neighbouring those where developement work is taking place, in order to assess its impact on them.

Participatory appraisals

One of the essential features of the Rapid Appraisal approach is that it should allow local people to express their ideas and 'teach' outsiders about the way they live, their problems and their knowledge. In this sense, all Rapid Appraisals are participatory,

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even when they are used by 'outsiders' to learn more about conditions in the field so that they (‘outsiders’’) can work better in the field in the future. In **these cases, von** could **say that loca**n **people’s participation is** through **their ’collaboration’** with outsiders.

Rapid **Appraisals can also he** used not **merely to learn** from **local people but to ensure that** they are involved in the **identification, planning** and implementation **of** development work **right from the very start. Rapid Appraisals** of **this type can he termed ‘participa tory’.**

For **example,** *when iui agency* **has** *already* **decided** *that it wants to work* **in a** *specified area* or *village, it* can *u ndertake a Rapid Appraisal in which local people ‘do their own appraisal’* **helped by the agency staff, who** would **act as consultants** and **assist the local people** *to identify their principal problems and potential solutions, and plan tile* necessary *action.* **Such** action **could he taken up either by the** community **alone or** with **assistance from the agency** involved.

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2.2 Who does a *Rapid Appraisal?*

Now that expertise in preparing and conducting Rapid Appraisals exists, it should be utilized, if possible, to make sure that the work is done as competently as possible. However, it should be remembered that what is now called Rapid Rural Appraisal grew out of the hands-on experience of many development professionals in the field. Many, if not most, of these people probably had little or no preparation in doing rapid appraisals, but were applying 'commonsense' to the problems they encountered.

Anyone, therefore, who has any interest in the area under study and is involved in it or affected by the work which is being planned for the area should be able to contribute to a Rapid Appraisal. But it also helps considerably to have someone on the team who has had experience of doing Rapid Appraisals.

The people who make up the appraisal team will vary according to what you are trying to learn from the exercise. However, some of the points to consider, when assembling a team to carry out a Rapid Appraisal in a fisherfolk community, are discussed below.

Range of disciplines

The wider and more general the coverage of the appraisal, the more people from different disciplines you are likely to need on the team in order to take up all the issues that might arise during the course of the work. For more 'topical' Rapid Appraisals, fewer people from the relevant fields might be enough.

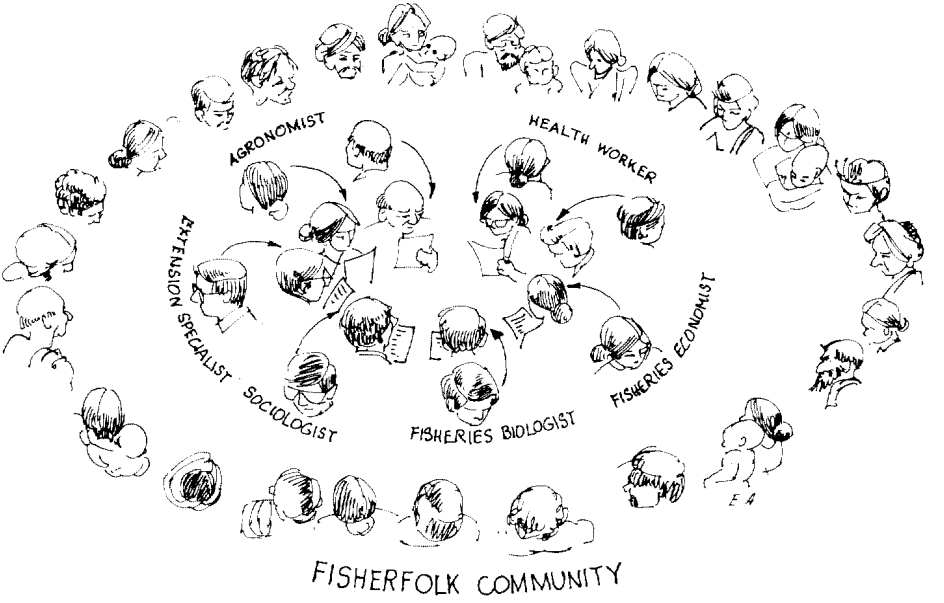
In fisherfolk communities, it should be remembered that many of the local people may be involved in other activities as well, particularly agriculture. So it should not be presumed that Rapid Appraisals in fisherfolk communities should only be done by fisheries specialists. It can often happen that there is more future for 'fisherfolk in land-based, nonfisheries activities than in fishing and it might take a nonfisheries person to recognize that potential.

At the very least, a team carrying out a Rapid Appraisal in a

fisherfolk community should include at least one fisheries specialist (either a fisheries biologist or a fishing technologist) and one social scientist (either an anthropologist, sociologist or socioeconomist). Beyond this, the composition of the Appraisal Team will change according to the focus and purpose of the appraisal and, perhaps more importantly in practice, on who is available.

Other disciplines which could contribute to a Rapid Appraisal in a fisherfolk community would be :

- Post-harvest specialists (fisheries and agriculture);
- Fisheries economists;
- Aquaculture specialists;
- Extension and communications specialists;
- Agronomists; and
- Anthropologists.



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Range of backgrounds and points of view

Just as working with different disciplines enables an appraisal to look at issues in depth, so can team members from different agencies and backgrounds bring different perspectives to the activity. Whichever agency is 'leading' the Appraisal should try to involve other types of agencies who might see things in verv different ways. Government departments organizing Rapid Appraisals should invite people from nongovernment organizations or universities to take part. Staff from local government, extension or medical services might have valuable local knowledge and contacts which could contribute to the appraisal's findings.

The importance of having a balance between men and women on the team cannot be overemphasized. Probably the most common bias encountered while collecting information is that of male investigators, and this includes both field-level as well as higher (office) level staff, who are unable to learn anything about women in the community because (according to them) "it's difficult to talk to women if you're a man" or "the women don't play an active role in the village economy". Women investigators will not be put off so easily and will get a more balanced picture of what is, after all, 50 per cent of the local population. The predominance of men in a lot of development organizations, and particularly in technical fields, can make it difficult to overcome this bias in assembling a team, but every effort should be made to include women in the team.

In a 'participatory' appraisal, local people will play a bigger role in collecting and analyzing information. The role of the 'team' does not become less important, as it can help local people to analyze their findings and bring outside knowledge and experience to bear on local problems.

Levels of expertise

One of the main purpose of many development activities is to bring in expertise and experience not available in a particular area and use it to solve local problems. The same can be applied to

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Rapid Appraisal. The knowledge of local people is often extraordinary in terms of a detailed understanding and identification of, say, the local fauna and the environment. However, their experience may be restricted to their immediate surroundings and their knowledge of alternatives limited. An expert with wider exposure to different methods and techniques might be able to spot alternatives and options which would otherwise be missed.

On the other hand, an 'expert' might be inclined to bring his or her strong preconceptions to an appraisal and be unwilling to admit that there is anything new to learn in a new area.

Experienced people who have never used Rapid Appraisal in a systematic way before do not always want to trv out new approaches to collect information and feel that their own techniques are quite adequate. They sometimes are adequate for their normal purposes, but the teamwork which is important to a successful Rapid Appraisal can be disrupted by this attitude.

In Rapid Appraisals, which look at marine fishing and the people who do it, expertise is probably going to be especially important to a good appraisal. Much of what happens in fisheries is difficult, or impossible, to observe directly because it happens in widely dispersed locations at sea, or under the water. More importantly, fisheries resources are highly mobile and what is happening in the area under studv may be the direct result of fishing activities or

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other factors far distant. It would take knowledge and experience in fisheries to recognize such interactions. Likewise, by observing the fish that fisherfolk actually catch, a fisheries biologist can make many 'best guesses' about the state of local fisheries resources from the sizes of fish caught, their relative numbers, how different species occur together, etc.

Unfortunately, as often as not, the qualified specialists you would like to have on your appraisal team may not be available or may not be able to communicate with local people because of language differences. In this situation, one of the benefits of using Rapid Appraisal methods is that it enables the individual members of the team, even if they are less experienced or 'expert', to contribute much more than they ever could working in isolation. A team, working systematically, can be considerably greater than the sum of its individual parts.

The ideal Rapid Appraisal team should try to balance the technical expertise and wide experience of some of its members with the local knowledge of others.

Numbers

Theoretically, a Rapid Appraisal can be carried out by any number of people. What is certain is that there have to be enough people on the team to allow reasonable coverage of an area and the people living there, as well as sufficient different viewpoints to eliminate individual biases as far as possible.

Experience seems to show that smaller teams do better than larger ones and about seven is the maximum. Lots of people working in one small village might end up duplicating each other's efforts, getting in each other's way and disrupting the community's life. Too few people covering a wide area might not be able to do justice to the appraisal.

However many people are involved, they should be split into groups of not more than two or three when it comes to actually interviewing local people and carrying out investigations in the field. Too many 'outsiders' in one place can be very intimidating

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for communities and can disrupt the normal pattern of life in the community.

The profile of a good team to carry out an exploratory Rapid Appraisal of a coastal fisherfolk community might be something like this :

- A fisheries biologist;
- A fisheries economist;
- A socio-economist or sociologist or anthropologist;
- A local fisheries station officer or extension officer;
- A local agricultural extension officer; and
- A worker from a local NGO.

The points to remember when constituting a team are found in Checklist No.2.

Most fishery agencies, NGOs and even development agencies may find it difficult to come up with such inter- and multidisciplinary staff. Once Rapid Appraisal methods have been worked out and tested in the field, they do lend themselves to use even by 'nonexperts' — as they make available the commonsense and rules of thumb of the experts. Therefore, it is possible, using Rapid Appraisals, to achieve understanding which would often be impossible without a range of experts. And this is its strength.

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CHECKLIST NO. 2

Have you got the right team?

1. Is there at least one person with experience of Rapid Appraisal techniques to train and assist other team members?
2. Does the range of disciplines represented in the Appraisal Team cover most of the aspects of local conditions which you want to learn about and expect to encounter?
3. Does the range of disciplines represented mean you will be biased towards one subject area or another?
4. If you do not have the range of disciplines, can you arrange for your team members to be trained in the necessary Rapid Appraisal methods?
5. Do you have a balance of men and women on the team?
6. Do you have a balance of 'outsiders' and 'locals' on the team?
7. Can enough team members speak the local language well enough to talk freely with local people?
8. Do any of the members of the team have any special relationship or personal interest in the area you are investigating, which might lead to bias?
9. Do you have sufficient fisheries expertise on the team to investigate local fisheries properly?
10. Are other, locally-concerned agencies represented on the team?
11. Have you got enough people to properly cover the area you plan to cover?
12. Have you got too many people on the team ? Will local people be intimidated by your numbers?

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PART II
The Techniques of Rapid Appraisal

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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.

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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

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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.	

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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.	

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Techniques	Uses	When
J. **Workshops for analysis and report.**	· Discussing and analyzing findings. · Sharing information and analysis 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

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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?

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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.

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- 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?

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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.

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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?

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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.

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- 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.

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- 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.

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- 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.

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- 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

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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?

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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.

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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.

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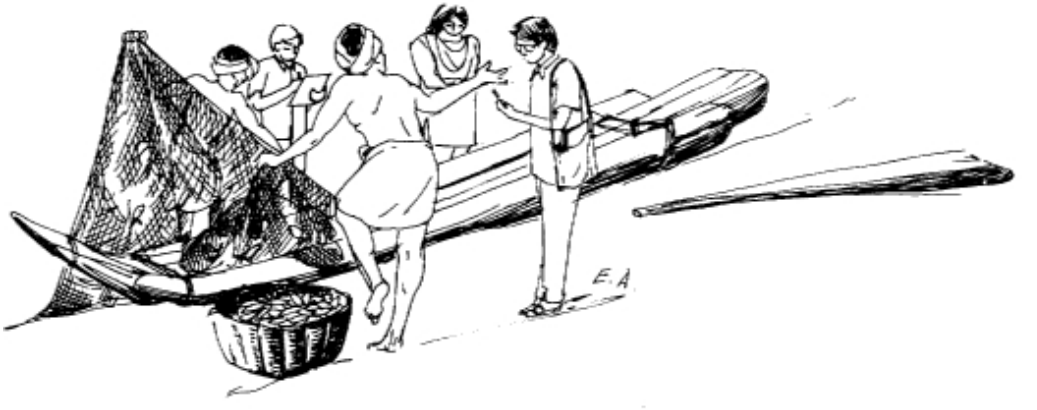
The most important principles to remember in conducting semi-structured interviews are:

- 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.)*



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- 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.

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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.

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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?

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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

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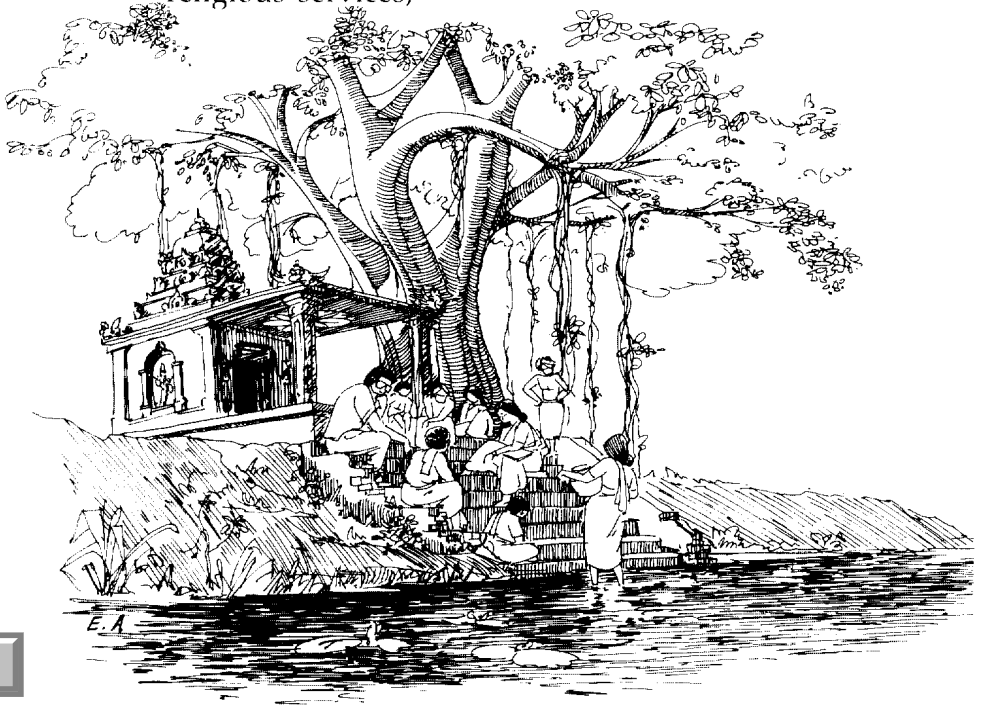
up information on subjects of current local interest and can be very good places for discussing general issues which the team is interested in investigating.

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;



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- 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?

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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 :

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– 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

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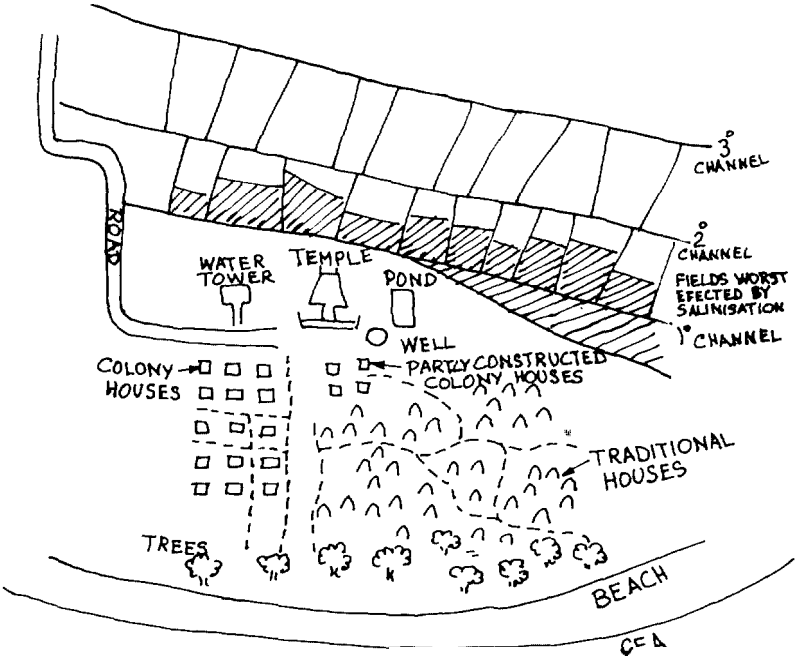
to mark the features. With individuals, it could be sketched on paper. See *Figure 1* for *an example.*

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.

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- 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

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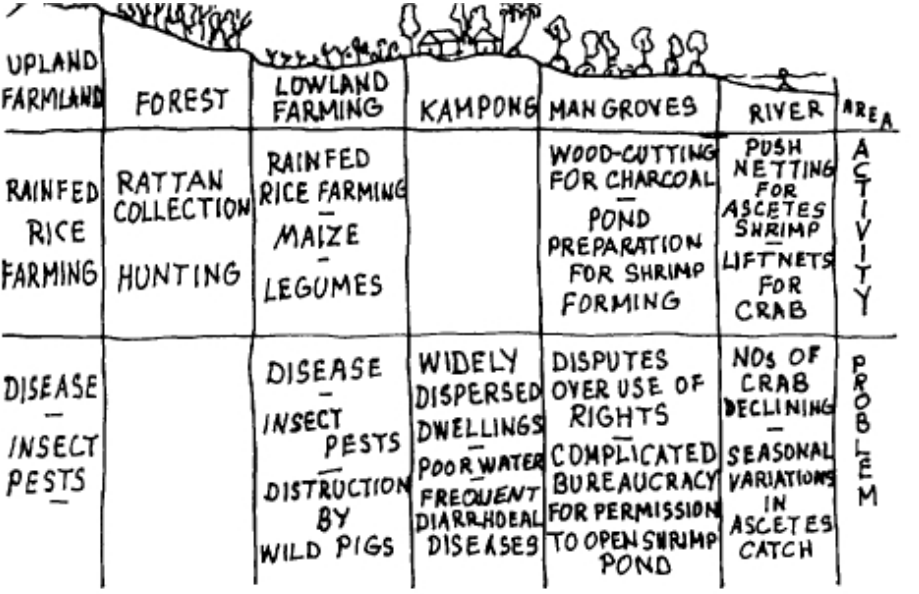
have observed, what they are doing, problems they encounter.

- 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?**

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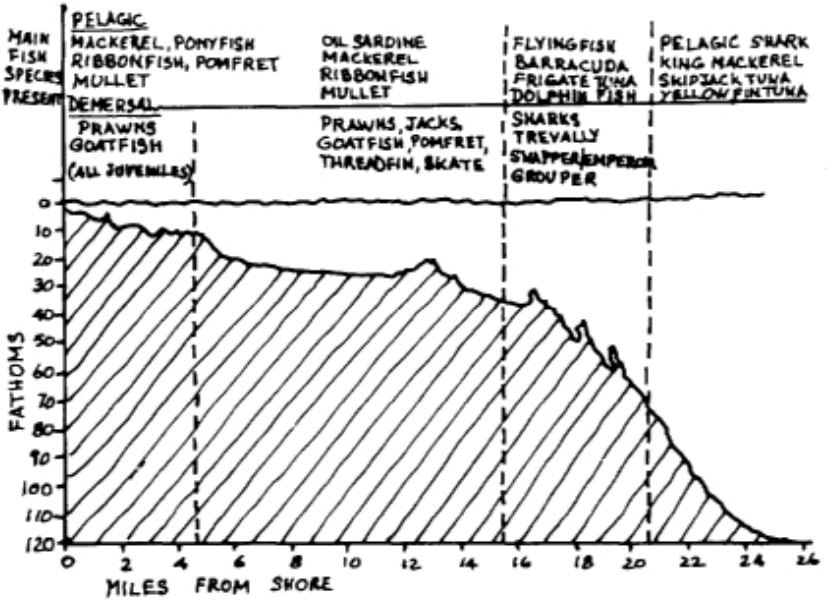
- Have there been any changes there in the past and why?
- What possible solutions are there to problems in each zone?

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

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— 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;

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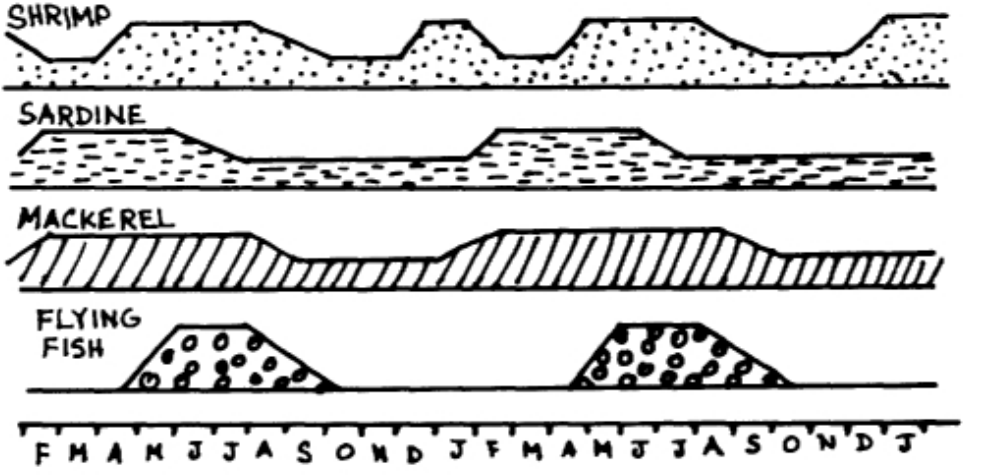
- Seasonal health problems;
- Seasonal changes in fish demand; and
- Local terminology for months or seasons and ways of dividing the year.

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.

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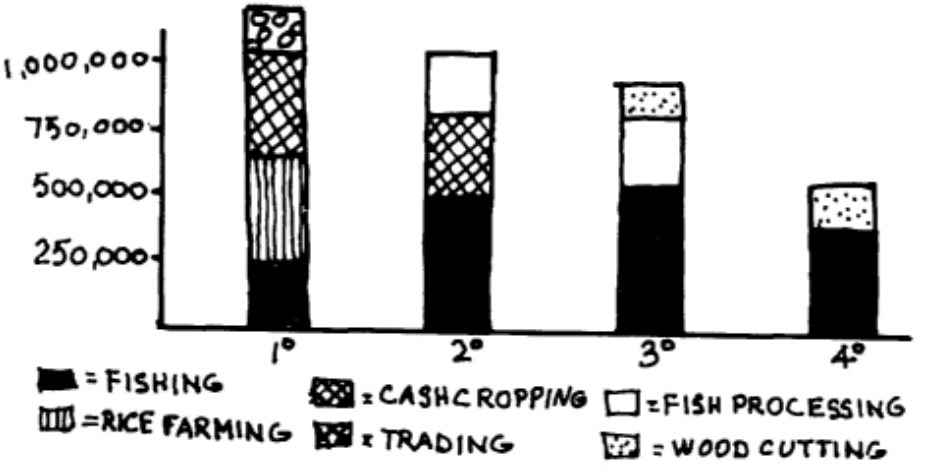
Examples of possible uses might be:

- 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)**



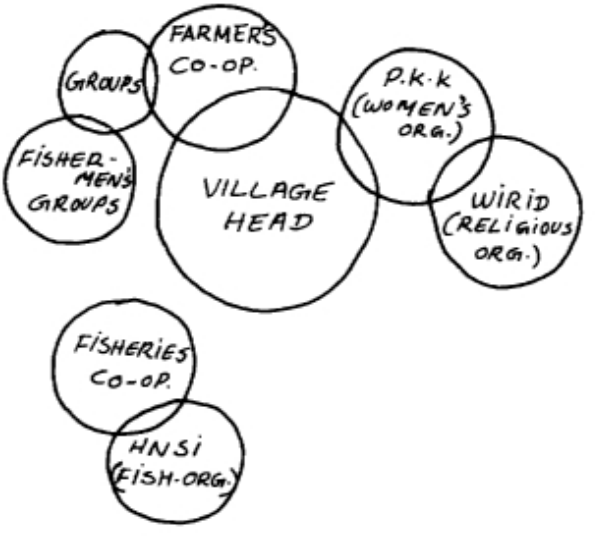
Venn diagrams

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

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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.

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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.

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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.

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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

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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**

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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

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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.

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- 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

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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.

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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?

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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.

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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?

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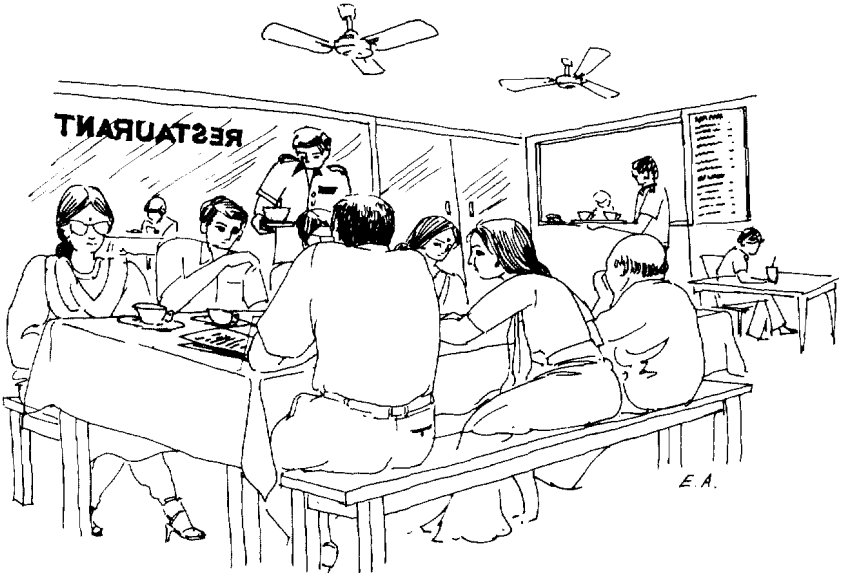
Finding a suitable location for such meetings can also be a problem, particularly for a large Appraisal Team. There is nothing wrong, and it might be an advantage, if the Appraisal Team leaves the area where it is working in order to hold workshops and discussions in a different environment.



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.

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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?

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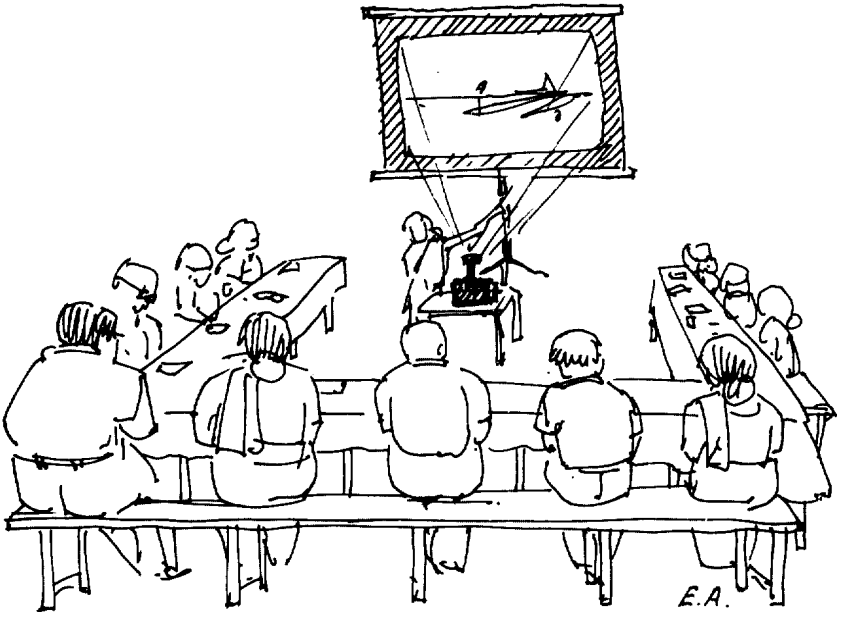
In any workshop, the following points would be important :

- 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.



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- 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.

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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

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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.

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APPENDIX I

SPECIFIC RRA APPROACHES

Packages of RRA Tools

1. *Diagnosis and* Design *(D&D) by the International Centre for Research on Agroforestry (ICRAF)*

Basic approach

Use of a multistage set of diagnostic surveys and planning discussions at village and agency level to analyze problems, and existing knowledge, and develop an action plan for community and farm forestry.

Key concepts

Surveys should elicit information on problems and potentials, functional needs of the system, what landscape niches are available for supply needs, what indigenous and exotic species are appropriate in what arrangements, and what management practices are needed to achieve performance objectives.

Comments

This is basically an adaptation of a Farming Systems Research/Extension methodology to tree planting and integrated agroforestry systems. This has recently been applied as well to watershed management diagnosis and research programme design. "D&D nests research questions within technology design questions to keep research relevant to technology generation and technology generation to rural development." (Raintree and Hoskins, in Regional Wood Energy Programme, 1988).

Tools

Minimum data sets, flow charts on socioeconomic attributes of trees.

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Training

ICRAF has two training courses a year in this methodology for African institutes and researchers.

Materials

Numerous documents on basic methodology, case studies using D&D, and detailed checklists of information that may be pertinent to design.

WRITE TO

John Raintrec, ICRAF House, off Limuru Road,Gigiri, P O Box 30677, Nairobi,Kenya.

2. Rapid Rural Appraisal Methods at Khon Kaen University, Thailand

Basic approach

RRA has been adapted to natural resource management and forestry over a period of years at the Rural Systems Research Centre in Khon Kaen University. RRA techniques are used to:

- explore, identify and diagnose rural situations, problems and issues;
- design, implement, monitor and evaluate programmes, projects and development actions;
- help develop, extend and transfer technology;
- assist in policy formulation and decision-making;
- respond to emergencies and disasters; and
- improve, supplement or complement other forms of research.

Key concepts

Adequate Preparatory phase of data analysis to elaborate research objectives, and to help guide interviews, interactive research tools, open-ended research plans, agroccosystems analysis, time/space/logic schematics, dialogue at local level, interactive learning, indigenous categories of knowledge and resources.

Comments

Have generated many study examples in Thailand by Khon Kaen and Khon Kaen-trained practitioners on forestry, fisheries, water resource management, education, small-scale enterprise, and health and nutrition.

Training

Intensive training capability which Khon Kaen is now trying to transfer to other institutions in Thailand to allow training staff to work on own research and

programmes. Developing training materials for dissemination outside. Stresses that training skills are **not quickly** acquired and focusses on **apprenticing** newer practitioners to experienced fieldworkers. "As **an analogy,** the musician Plays easily, but this skill is not as easily acquired as it looks."'

Materials

Two-volume set of articles and case studies on RRA. Numerous case studies of RRA applications.

WRITE TO:

Dr Terd Charoenwatana, KKU-Ford Rural System Research Project, Khon Kaen University, Khon Kaen, Thailand.

3. Rapid Rural Appraisal Methods at the Institute for Development Studies (IDS), Sussex, Great Britain

Basic approach

This Institute's work in RRA under Robert Chambers has focussed on generating materials on overall methods and underlying principles. Two key areas emerging from the work at IDS are:

- Elaboration of the concept of **the** "resource-poor farmer" as a focus of investigation and planning; and
- Work on irrigation management systems and planning (for farmer-participating irrigation systems).

Key concepts

Basic principles are cross-checking (triangulation), avoiding biases and pitfalls due to poor interview methods, tight team interaction, and attention to **the** gains and losses of less visible groups in the population from planned or executed interventions. Concerned with interactive tools, such as ranking, schematics and systems mapping. In comparison to agroecosystems analysis, has slightly different concepts for water management.

Training

Runs various workshops at IDS or for other organizations using RRA. The RRA methodology is taught as part of the two-year, M.Phil. programme in Development

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[8] Grandstaff, Terry, and Grandstaff, Somluckrat W: Rapid Rural Appraisal in Forestry Extension, IN: *Planning* Forestry Extension Programmes, Field Document No. 8, Regional Wood Energy Development Programme in Asia, FAO, May 1988.

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Studies. IDS also runs a three-month course for planners and researchers in rural development with RRA as a major theme.

Materials

A wealth of articles and manuals/guidelines on general RRA, irrigation management, rural poor, resource-poor farmers, and specific RRA tools.

WRITE TO:

Robert chambers or Robin Mearns,Institute for Development Studies, University of Sussex, Brighton BNI 9RE. United Kingdom.

4. Agrosystems Analysis and other RRA methods at the In terna tional Institute for Environment and Development (IIED), London, Great Britain

Basic approach

Drawing upon principles of bio-physical and cultural systems, agroecosystems analysis evaluates natural resource .management problems on the basis of productivity, stability, sustainability and equitability in a package of tools that are being refined by IIED for use in project design, monitoring, and interactive village planning. This approach depends heavily on schematics to generate data interactively and assemble that information in a form conducive to problem-solving discussions.

Key concepts

In addition to organising principles, changes in system elements over time (markets and prices included), seasonability, labour changes, interactive tools, mapping, transects of resources that require the team to spend more time with local people and generate data in analyzable form, Venn diagrams for institutional analysis.

Training

Courses for field personnel and planners which are mainly learned by doing. IIED team takes trainees and directs them through an actual RRA exercise.

Materials

Case examples of RRA/agroecosystems analysis carried out for specific projects or institutions, training manuals, general articles on methodology, publishes RR4 *Notes,* a newsletter on developments in RRA methodology.

WRITE TO:

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Jules Pretty, International Institute for Environment and Development, 3 Endsleigh Street,London WCIH ODD, United Kingdom.

5. *From the Ground Up by the Centre for International Development and Environment (CIDE) and Clark University, U.S.A.*

Basic approach

'From the Ground Up' is a collaborative programme between the Centre for International Development and Environment (CIDEY)**, Clark University, and the South Africa Office of IUCN. It assists government agencies and NGO's to develop applied research and problem-solving methodologies, using case studies of sustainable, indigenous systems of natural resource management and adapting RRA and agroecosystems analysis tools to the African context.

Key concepts

Began with a main focus on case studies as a basis of workshops and planing research, and now adds a strong RRA focus. Concerned with helping NGO's and agencies understand and adapt effective, local-level systems of management and technology use to other communities in similar circumstances.

Training

Runs village-based training workshops, short courses and conferences. Courses on RRA methods, including agroecosystcms analysis, and research on indigenous knowledge for policy — and decision-makers, research staff, extension agents and village leaders.

Materials

Completed cases studies and material from other RRA training groups (IIED, London, IDS and Khon Kaen University).

WRITE TO:

Richard Ford, Director, International Development: Research, Clark University, 950 Main Street, Worcester, Massachusetts 01610, USA; or, Peter G. Veit, Centre for International Development and Environment, World Resources Institute, 1709 New York Avenue, N.W., Washington, D.C. 20006.

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** of the World Resources Institute, Washington, D.C.

APPENDIX II

Annotated Bibliography

ABT ASSOCIATES, *INC. 1987. Operational Guidelines* **for** *the Rapid Appraisal of Parastally* Dominated *Agriculture Marketing Systems.* ABT Associates, Inc., Cambridge, Mass. *Address:* ABT Associates, Inc., 4250 Connecticut Avenue, N.W., Suite 500, Washington, D.C. 20008.

This is one of the two papers by John Holtzman which applies a very useful method for determining what kinds of information are of central importance for the survey exercise.

Topic : Minimum data sets, Analytical framework.

THE AFRICAN DEVELOPMENT FOUNDATION, 1988. *Grassroots Development: Assessment of Projects, (OTA-F-378).* Congress of the US, Office of Technology Assessment. *Address:* Superintendent of Documents, US, Government Printing Office, Washington, D.C. 20402.

This contains the minimum data sets developed for the evaluation of rural development projects funded by the African Development Foundation. These provide a good model in combination with Parker, et al (1988) and Garrett, et al (1987) of checklists to assess the local situation and progress of activities.

Topic : Minimum data sets.

ASHBY, J. *1984. Participation* **of** *Small Farmers in Technology Assessment: Experimentation with Beans and Rock Phosphates.* Paper presented at CIAT Seminarios Internos. *Address:* Centro International de Agricultura Tropical, A.A. 6713, Cali, Colombia.

Ashby has won recognition for her work on farmer-designed and farmer-managed farming systems research trials. In this article, she compares the results of agronomic field trials, when farmers both design and administer the trials, to trials designed by researchers in which farmers are active participants. Not only do farmer-designed experiments tend to yield results more appropriate to the farmer's level of resources, but they also yield recommendations which are more likely to be adopted by a large number of farmers.

Topic : Interactive tools.

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BANERJEE, A.K. 1987. Microplanning: *A Tool for* Social *Forestry Implementation.* National Wasteland Development Board, Ministry of Environment and Forests, Government of India, New Delhi. *Address:* A. K. Banerjee, ASTAG, World Bank, 1818 H Street, N.W. Washington, D.C. 20433.

This is **an** interactive planning model developed for forestry staff in India to develop village action plans with local people. It includes a minimum data set for evaluating the state of the resource, for identifying perceived needs and interventions, and helping the community devise sensible targets for their involvement in Government Social Forestry Programmes. Includes a section on shrub planting as a conservation and productive forest.

Topic : Interactive planning.

BEEBE, J. *1985. Rapid Rural Appraisal: The Critical First Step* in R Farming Systems *Approach* to *Research.* Networking Paper No.5, Farming Systems Support Project, University of Florida. *Address:* University of Florida, Gainesville, Florida 32601.

This is a classic article on the use of RRA for farming systems research, and includes an annotated bibliography of resources.

Topic : General methods, Annotated bibliography.

BHATTARAI, T.N., and CAMPBELL, G. 1985. Monitoring *and* Evaluation of the *Community Forestry Project* in Nepal. Food and Agriculture Organization of the United Nations, Rome.

includes useful information on the use of socio-economic and impact indicators in monitoring surveys, and the varied methodologies used to collect different types of data in a cost-effective, but sound manner.

Topic : Indicators, Analytical framework.

BOCHET, JEAN-JACQUES. *1983. Management of Upland Watersheds: Participation* of the Mountain **Communities.** FAO Conservation Guide No.8. Food and Agriculture Organization of the United Nations, Rome.

A guide to the kinds of questions **that must** be asked of local communities regarding land use management and the scope for individual and community participation in improved watershed management.

Topic : Minimum data sets.

BROKENSHA, D., and RILEY, B. 1989. Managing Natural Resources: The Local Level. IN: *Man's Role in Changing* the *Global environment.* Academic Press, New York.

, 1986. Local **Management** *Systems and sustainability.* Paper prepared for the Annual Meeting of the Society for Economic Anthropology, Riverside, California (April). *Address:* David Brokensha, IDA, P.O. Box 2207, Binghampton, New York 13902, USA.

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Brokensha has long been a proponent of local knowledge systems and places considerable stress in his own use of RRA methods on eliciting indigenous technical knowledge systems (ITK) regarding optimal ways to manage natural resources. These articles provide a framework for understanding the system from a local perspective.

Topic: Indigenous technical knowledge.

BRUCE, J. W. 1989. Rapid *Appraisal of Tree and Land Tenure for the Design of* Community Forestry *Initiatives.* Draft for FAO revised, Land Tenure Centre, University of Wisconsin, Madison, Wisconsin 53706.

This excellent manual provides the information needed for carrying out an RRA of land tenure for forestry and land-based natural resource management projects.

Topic : Minimum data sets.

BURCH, W. 1987. Learning about Local Communities. IN: Gregerson, H., Draper S., and Elz, D. eds., People and **Trees: The Role of** *Social Forestry in Sustainable* Development. Economic Development Institute, Washington, D.C.: World Bank (May). 175-195.

Burch summarises a number of general references on rapid appraisal techniques, outlining the need to find out about local practices and the local knowledge base people have about forests, land utilisation, and tree species.

Topic : General, Group interviews

CAMPBELL, G., SHRESTHA, R., and STONE, L. 1979. Use and *Misuse* **of** Social *Science Research* in Nepal. Centre for Nepal and Asian Studies, Kathmandu, Nepal. His Majesty's Government Press, Kathmandu, Nepal.

This is the best study available to demonstrate the dangers of relying too indiscriminately on formal surveys in development planning. The authors re-interviewed respondents for a number of development-oriented questionnaires and found a number of discrepancies in the information originally collected. Economic data, particularly on land holdings, was way off, and attitude surveys, particularly those used for the Nepal Fertility Survey, were extremely misleading. Part of this study has been published as 'The Use and Mis-Use of Surveys in International Development: An Experiment from Nepal', IN: Human **Organization** 43(1): 27-37, 1984.

Topic : Sampling techniques, Pitfalls.

and DANI, A. 1985. People's Motivations for *Sustaining Upland* Resources. Paper presented at the International Workshop on Watershed Management in the Hindu-Kush Himalaya Region, Chengdu, China.

Includes a set of guidelines for evaluating people's participation in watershed management projects. Pays particular attention to the kinds of incentives which are used to encourage different kinds of participation and their effectiveness.

Topic : Minimum data sets.

CARRUTHERS, I., and CHAMBERS, R. 1981. Rapid Appraisal for Rural Development. *IN: Agricultural Administration, 8(6) 407-422.*

An introduction to rapid appraisal techniques. The main reference on methods of rapid rural appraisal for development planning.

Topic : General guidelines.

CARSON, B. *1989. Soil Conservation Strategies for Upland Areas of Indonesia.* Paper No.9, Occasional Papers of the East-West Environment and Policy Institute, East-West Centre, 1777 East-West Road, Honolulu, Hawaii 96848.

Brian Carson is a soil scientist and a pioneer in the use of maps and aerial photographs in RRA of watershed issues. This book summarizes the work he has carried out with KEPAS (an agroecosystems research group within the Ministry of Agriculture, Indonesia) between 1986 and 1988. Key for watershed planners.

Topic : General methods.

CASLEY, D., and LURY, D. 1982. *Monitoring and Evaluation of Agriculture and Rural Development Projects.* The John Hopkins Press, Washington D.C.

A general guide to monitoring and evaluation that includes a section on rapid reconnaissance approaches to gathering information. Serves as a general set of guidelines.

Topic : General guidelines.

CENTRE FOR INTERNATIONAL DEVELOPMENT AND ENVIRONMENT and CLARK UNIVERSITY *(1987): From the Ground Up: A Programme to Improve Project Design, Management, Training and Resource Allocution through Documenting local Experiences in Sustainable Development* Mimeo.

A summary of a collaborative programme between the Centre for International Development and Environment and Clark University to develop village resource **management** plans with villagers, planners, and extension agents and to document indigenous, effective systems of natural resource management. This programme includes training in RRA and agroecosystems analysis tools and approach.

Topic : Interactive planning.

CHAMBERS, R. 1985. Shortcut Methods of Gathering Social Information for Rural Development Projects. IN: M. Cernea, ed., *Putting People First.* Oxford University Press, New York.

An updated version of a paper prepared for the World Bank on rapid appraisal techniques. This includes the information originally published in the classic *Agricultural Administration* article cited above.

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Topic : General guidelines.

1983. Rural Development: Putting the Last First. Longman Press, Harlow, England.

In this book, **the** author describes **the** situation of **the** rural poor in **the** developing countries and points out major gaps in the kinds of information collected about this group, as well as the usual biases in formal and informal surveys that prevent this group from being properly considered in project design and implementation.

Topic : Least visible target groups

COLLINSON, M. 1981. A Low-Cost Approach to Understanding Small Farmers. *IN: Agriculture Administration, 8(6): 433-50.*

This is a general approach to the use of rapid appraisal methods in farming systems research.

Topic : General methods.

CONWAY, G. 1986. **Agroecosystem** *Analysis for Research* and Developement. Winrock International Institute for Agricultural Development. *Address:* Winrock International, Petit Jean Mountain, Morrilton, Arkansas 72110, USA.

This is an earlier paper by Gordon Conway outlining his approach to resources management planning and problems analysis.

Topic : Agroecosystems analysis.

DEWALT, B., and DEWALT, K. 1980. Stratification and decision-making in the use of new agricultural technology. IN: Peggy Barlett, ed., *Agricultural Decision-making: Anthropological* **Contributions** to Rural *Development.* Academic Press. New York.

This is an excellent article illustrating **the** fact that a combination of theoretical models is needed to understand a range of farm decisions taken by a single sample of farmers. In some cropping decisions, farmers conformed to the wealthy poor adoption rate predictor, while in others, the upper middle strata were the most conservative. For RRA, this points out **the** danger of choosing a sample based **on** a prior prediction regarding the adoption of new cropping strategies for farmers of different classes strata.

Topic : Pitfalls.

DOVE, M., AZIZ, N.K., and QUERESHI, J.A. 1988. *Farmer* **preferences** *for the timing* of *tree planting:* The Punjab, *NWFP,* Baluchistan. Report No.7, Forestry Planning and Development Project, Government of Pakistan-USAID.

This paper is the result of one of a series of short-term surveys carried out to understand the local farmers' agroforestry system and needs for assistance in the above forestry project. Like the Khon Kaen studies, it provides a good model for the kind of information that can be collected through such direct field exercises.

Topic : Minimum data sets.

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FOLCH-LYON, E., and TROST, J. F. 1981. Conducting focus group sessions. IN: Studies in *Family* Planning 12(12): 443-449. Useful guidelines on focus group sessions.

Topic : Focus groups

FOX, J. 1986. Social Forestry Network — *Aerial Photographs and Thematic* Maps *for* Social Forestry. Network Paper 2C, ODI, Agricultural Administration Unit, London.

This article describes the methodology used in an Indonesian forestry project to evaluate land use and design interventions. This methodology is very similar to that developed by Brian Carson, included in this bibliography.

Topic : Forestry

FRANZEL, S., and CRAWFORD, E. 1987. Comparing Formal and Informal Survey Techniques for Farming Systems Research: A Case Study from Kenya. IN: *Agricultural Administration, 27 (1987):* 13-33.

The authors compared the validity of data acquired from formal and informal survey techniques and concluded that there was not an appreciable difference in the recommendations. Errors in the informal survey were greatest in quantitative estimates, such as crop production. Also interesting were errors due to interviewer **overcompensation** for expected errors in estimates of number of rich versus poor farmers. Informal interviews actually produced closer estimates of numbers of larger farms and farm size than interviewers expected, so when they adjusted the figures to compensate for supposed error, they skewed the data.

Topic : Sampling techniques.

FREEDOM FROM HUNGER FOUNDATION (ZAZUETA, A.) 1988. *Rapid Rural Appraisal* for *Project Analysis Planning. Address:* 1644 Da Vinci Court, P 0 Box 2000, Davis, California 95617.

This document is the training manual used by the Freedom from Hunger Foundation for its training courses in rapid rural appraisal for host-country planners, researchers, and extension agents. It is particularly strong in the choice of training exercises to put participants at ease, to help participants evaluate projects and activities in terms of sustainability, and to generate role playing in interview situations.

Topic : Training materials.

FUJUISAKA, S. 1986. Upland and Rainfed Development in the Philippines. IN: Edward Green, ed., Practicing Development *Anthropology.* Westview Press, Boulder, Colorado. 160-184.

The author reviews informal methods taught in a series of training sessions on rapid appraisal, discussing some of the ways to analyze identified problems through informal lines of questioning. He also compares longer-term and short-

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term work, finding that rapid appraisal prevents accurate assessment of complex local social dynamics and prevents the observation of processes unfolding over time, such as changes in economic strategies due to response to raw material availability and market prices.

Topic : Pitfalls.

GARRETT, I'., UQUILLAS, J., and CAMPBELL, C. 1987. Interview Guide for the Regional *Analysis* of Farming Systems. Cornell International Agriculture Mimeograph 113. Cornell University, Ithaca, New York 14853.

This approach to FSR takes a regional perspective of factoring in ecological and economic factors as well as socio-cultural factors of class, caste, household composition, labour pools and relationships, nutritional factors, and marketing factors.

Topic : Minimum data sets, Indicators.

GOW, D. 1987. Rapid Rural Appraisal: Social Science as Investigative Journalism. IN: Finsterusch, K., Ingersoll, J., and Llewellyn, L. eds., *Fitting Projects: Methods* for Social *Analysis* for *Projects* in *Developing Coutries.* Lynne Rienner Publishers, Boulder, Colorado.

Drawing extensively upon his own experience, the author reviews the methods outlined in general guidelines, particularly Honadle (1982) and Chambers (1985) and discusses particular problems and considerations for the use of various techniques.

Topic : General methods.

GREGERSON, H. 1987. People *and Trees: The Role* of *Social Forestry in Sustainable Development.* Economic Development Institute, World Bank.

This book has been developed for use in training courses on forestry projects. It covers the entire planning and implementation process. In addition to Burch's article cited above on rapid appraisal, chapters 6 - 8 have relevant material on the socio-economic issues for which information is needed at different project stages. Also extremely relevant are discussions and references on use of incentives for local participation (Chapter 9).

Topic : General methods.

HARRINGTON, L.W., and TRIPP, R. 1984. *Recommendation Domains: A Framework for On-Farm Research.* International Maize and Wheat Improvement Centre, CIMMYT. Economics Programme Working Paper No. 2/84, Mexico.

CIMMYT has developed a framework for on-farm research that helps to identify the appropriate target clientele for specific agricultural improvements — the recommendation domain. Farmers with similar agricultural potentials and constraints are grouped into domains in the design implementation and analysis of on-farm experiments.

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Topic : General methods.

HENDRICKS, M. 1987. Training *Materials* from a Workshop on Qualitative *Methods for Family* Planning. Dhaka, Bangladesh. Mimeo. *Address:* M. Hendricks Associates, 3419 30th Street, N.W., Washington, D.C. 20008.

Hendricks has assembled a variety of materials on ways to use qualitative methods in the evaluation of family planning field programmes. He has useful sections on different group interview techniques, including the informal delphi **and** focus-group interview methods. Much is applicable to the evaluation of field staff performance and constraints for land-based development programmes.

Topic : Training materials.

HILDEBRAND, P. 1981. Combining Disciplines in Rapid Appraisal: The SONDEO Approach, IN: *Agricultural Administration, 8(6): 423-32.*

A description of the useful and classic technique of conducting short field surveys using rotating pairs of experts from technical and social science disciplines.

Topic : Team interaction.

HILL, P. 1986. Development Economics on *Trial.* Tavistock Publishers. London.

This was written to provide anthropological counter-arguments to many assumptions made by economic development theorists regarding **the** reliability of statistics and formal surveys on food and agriculture, regarding misconceptions of the role of rural debt in the village economy, and regarding assumptions about village stratification and farmer decision-making. A number of these issues have relevance for the design of interviews in rapid appraisal. Her main point is that misconceptions about the rural reality subtly shape lines of questioning and lead to faulty data collection.

Topic : Pitfalls.

HOLTZMAN, J. F. *1986. Rapid Reconnaissance Guidelines for Agricultural Marketing* and Food System Research in Development *Countries.* Working paper 30. ABT Associates, Cambridge, Massachusetts. *Address:* ABT Associates, Inc., 4250 Connecticut Avenue, N.W., Washington, D.C., 20008.

This is the second paper by this author which applies a systematic framework to identifying the pertinent issues for which information needs to be collected, in this case for agricultural marketing and food system research. Holtzman's approach is very useful for RRA survey teams because it provides a cross-check for deciding which information is really of importance to the data-gathering exercise so that the team does not waste valuable time on questions of peripheral importance to the research effort.

Topic : Minimum data sets.

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HONADLE, G. 1982. Rapid Reconnaissance for Development Administration: Mapping and Moulding Organizational Landscapes. IN: World Development, 10(8): 623-649.

Includes an extremely useful section, quoted in Gregerson, Draper, and Elz, eds., *People and Trees: The Role* of *Social Forestry in Sustainable Development,* Washington, D.C. : EDI, World Bank, on the situations in which informal and formal surveys are warranted and how the results from each method might differ.

Topic : Interview technique.

HOSKINS, M. *1979. Women* for *Local* Community *Development: A Programming* Guide. AID-supported study. U.S.A.I.D., Washington, D.C.

Points out the need to question women and children separately from men about their knowledge, interests, and use of different forest and fodder products and species, to properly understand the local agroforestry system and its problems.

Topic : Least visible target groups.

INTERNATIONAL COUNCIL FOR RESEARCH IN AGROFORESTRY (ICRAF). *1983. Resources* for Agroforestry *Diagnosis and* Design, Diagnostic and Design Methodology Manual Series No.2, Working Paper No.7. International Council for Research in Agroforestry, Nairobi, Kenya.

Series of collected articles on Diagnosis and Design (D&D) methodology developed at ICRAF for the study of agroforestry systems. Places an emphasis on finding interventions that are sustainable, productive, and culturally appropriate. Includes a special mapping technique that identifies which landscape niches within the general environment and on farms are used by different users (men, women, herders, landless, etc.).

Topic : General methods

INTERNATIONAL INSTITUTE FOR ENVIRONMENT AND DEVELOPMENT (IIED). 1988-present. *RRA Notes. Address:* IIED, 3 Endsleigh Street, London WClH ODD, United Kingdom.

This is a networking newsletter for exchanging information on new methods from the field. The *RRA Notes* publish a wide range of experiences on trying out different approaches in field situations. The editors (Gordon Conway, Robert Chambers, Jennifer McCracken, and Jules Pretty) are encouraging more contributions from local users in the developing countries as well as from international specialists.

Topic : General methods

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JAMIESON, N. 1987. The Paradigmatic Significance of Rapid Rural Appraisal. IN: Proceedings of the 1985 International Conference on Rapid *Rural Appraisal.* Rural Systems Research and Farming Systems Research Projects, Khon Kaen University, Khon Kaen 40002, Thailand. 89-102.

The author points out the importance of rapid appraisal as a new paradigm for incorporating the local beneficiary into the process of information-gathering and decision-making. Because the fact-finding team engages in a dialogue with the project beneficiaries in rapid appraisal, there is much more feedback between project planners and implementers and beneficiaries, an issue of equal importance to questions of survey validity, etc.

Topic : Team interaction, General.

JONES, J., and WALLACE, B., eds. 1985. Social Sciences *and Farming Systems Research: Methodological Perspectives* on *Agricultural Development.* Westview Press, Boulder, Colorado.

A collection of articles which review the range of social science input into farming systems research and analyze the role of the anthropologist in developing a framework for informal survey research, working in a multidisciplinary approach, and ensuring that the farmer's perception of problems emerges in both diagnostic and evaluative stages when introducing an intervention.

Topic : General.

KHON KAEN UNIVERSITY. 1987. *Proceedings of the 298.5 International Conference* on *Rapid Rural Appraisal.* Rural Systems Research and Farming Systems Research Projects, Khon Kaen 40002, Thailand.

This is the best single reference to RRA techniques and the range of applications. It has a range of articles from a 1985 workshop that cover general methods, interview techniques and survey pointers and case applications. There is now a companion case study volume to this one, also available from the University by writing to: Dr. Terd Charoenwatana, Faculty of Agriculture, Khon Kaen University.

Topic : General methods.

KOENIG, D. 1986. Alternative Views of the Energy Problem: Why Malian villagers have other priorities. IN: Human *Organization,* 45(2):170-176.

An article describing a very different viewpoint on the fuel crisis from that imputed to village women by planners.

Topic : Least visible target groups.

KUMAR, K. 1987. *Rapid,* Low-cost Data *Collection Methods for A/D.* USAID Programme Design and Evaluation Methodology Report, No.10. U.S. Agency for International Development, Washington, D.C.

This is a manual on RRA methods geared to the needs of U.S.A.1.D staff. It covers a number of key methodological issues and provides an overview of a number of methods currently in use.

Topic : General methods.

1987. *Conducting Group Interviews in Developing Countries.* AID. Programme Design and Evaluation Methodology Report, No.8. Agency for International Development (Office of CDIE), Washington, D.C.

This is a concise and up-to-date guide on techniques of conducting community and focus group interviews designed for use by non-social scientists, particularly project managers and design and evaluation team leaders. Included at the end is a short list of good, traditional references on social science methodology on conducting interviews.

Topic : Group interviews.

MAXWELL, S. 1986. Farming Systems Research: Hitting a Moving Target. IN: World Development 14(1):65-77.

Maxwell argues that FSR has failed to include the fact that the rural situation changes over the time of the FSR recommendation to often make it inappropriate or obsolete. This is particularly relevant advice to social foresters who are making recommendations for planting trees that will not be harvestable for a long period of time, and must continue to prove adaptive to a farmer's overall strategy.

Topic : Pitfalls.

MCCRACKEN, J.A., PRETTY, J. N., and CONWAY, G. R. 1988. *An Introduction to Rapid* **Rural Appraisal** for **Agriculture** Development. International Institute for Environment and Development (IIED), London.

This **is** the latest overview to RRA as developed by IIED, London, which uses agroecosystems analysis as a core approach for organizing the RRA tool kit. This manual describes training programmes and includes an annotated bibliography and list of network experts.

Topic : General methods, Interactive tools, Agroecosystems analysis.

MESSERSCHMIDT, D. 1987. Conservation and Society in Nepal: Traditional Forest Management and Innovative Development. IN: Peter Little, ed., *Lands at Risk in* the *Third World.* Westview Press, Boulder, Colorado. 373-398.

Describes the village dialogue approach used for watershed management communities.

Topic : Interactive planning.

MINISTERE DE L'ENVIRONMENT ET DU TOURISME, BURKINA FASO. 1976.

1. **Retenir l'Eau et l n Terre,**
2. *Vic de la Terre,*
3. **Pour** *Une Pedagogie de l'Autopromotion*

These are a series of village-level extension material which provide a framework for problem analysis by local communities of the state of the environment and natural resource management issues and potential solutions.

Topic : Interactive tools.

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MURRAY, G. 1986. Seeing the Forest while Planting the Trees: An Anthropological approach to Agro-forestry in Rural Haiti. IN: Brinkerhoff, D.W., and Garcia Zamor, J.C., eds., Politics, Projects and Peasants: Institutional Development in *Haiti,* Praeger, New York (1986). 193-266.

Deals with issues relevant to local negotiations with local communities and the types of local information needed for planning in community forestry.

Topic : Interactive planning

NARONHA, R. 1980. *Sociological* aspects of *Forestry Project Design.* Agricultural technical Note #3. World Bank, Washington, D.C.

Parts of this report are included in: Naronha and Spears. 1985. Sociological Variables in Forestry Project Design. IN: Michael Cernea, ed., Putting People *First,* John Hopkins Press, Washington, D.C.

This is a very useful report detailing the sociological factors of importance in community forestry project design and outlining the range of information that must be collected to evaluate the role of these factors in any particular region or culture area. Strong on factors related to land tenure and legal rights to land use.

Topic : Minimum data sets.

NGASOMSUKE, K., SAENCHAI, P., PROMBUROM, P., and SURAPORN, B. **1987. Farmers'** *Attitudes towards Forest,* Plantation *and Conservation Farming* Selected *Villages* of the Phu Wiang *Valley,* Khon Kaen. Integrated Development of the Phu Wiang Watershed, Field Document 3. UNDP/Food and Agriculture Organization of the UN. Khon Khaen. Thailand.

This document compares the results of **an** RRA-style investigation and a formal survey regarding use of forest products and concludes that **most** of the information acquired through **the** RRA exercise is substantiated in the more detailed, formal survey.

Topic : Sampling techniques.

ODELL, M., ODELL, M., and FRANZEL, S. 1986. Diagnosis *in Farming Systems Research* and *Extension,* Volumes I and II. For Farming Systems Support Programme, University of Florida, Gainesville. (Consulting Editor, Lisette Walecka). (Farming Systems Research and Extension Training Units).

A training manual of which Volume I concentrates on diagnostic surveys and various techniques and methodologies for carrying these out. Includes training units on sampling methodologies, informal survey and interviewing techniques, use of existing and secondary data as background information, rapid appraisal approaches. Much of this work is based on work done in community forestry as well as farming systems.

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Topic : Training materials.

ODELL, M. *1987.* Course *Manual: Communications and Market Research* for *Agriculture.* The Graduate School, USDA. Washington, D.C.

Includes excellent summary of one-card system for local information sorting from rapid appraisal surveys and summary of focus group interview techniques.

Topic : Training materials.

PARKER, K., ACHET, S., CALNAN, R., FLEMING, W., and JOSHI, M. 1988. *Final Evaluation Report:* Resource *Conservation and Utilization Project No.367-*0232. Report submitted to USAID by Tropical Research and Development, Inc., 4010 Newberry Road, Suite D. Gainesville, Florida 32607.

This contains a minimum data set for project evaluation at the village site level on the basis of technical efficiency, sustainability, economic cost-effectiveness, institutional soundness, and level of participation.

Topic : Minimum data set.

PATTON, M. Q. 1986. *Utilization Focussed* Evaluation. Sage Publishers, Beverly Hills, CA, USA.

This is the most recent of Patton's books on practical evaluation. It contains a wealth of useful insights on why and how to collect information of importance to programme implementation. An excellent background source for deciding what kinds of indicators are needed for various rapid appraisal purposes.

Topic : Interviewing, Analytical framework.

1980. *Qualitative Interview Methods.* Sage Publishers, Beverly Hills, CA, USA.

This is another extremely useful general source on evaluative interviewing. The sections on techniques of conducting interviews and ways to plan questions are based on years of open-ended and structured interviewing in a variety of evaluation areas, especially educational programmes. Much is directly relevant to interviewing farmers and other rural beneficiaries.

Topic : Interviewing.

POTTEN, D. *1986. RRA* of Small Irrigation *Schemes in Zimbabwe.* Paper for Seminar at the International Irrigation Management Institute.

Reviews Robert Chambers' list of RRA techniques in relation to their use on an evaluation team's visit to Zimbabwe. One interesting conclusion was the team's consensus that rather than spending an additional day in each irrigation scheme (they spent one day in each), it would have been more cost-effective to make a follow-up for the same length of time in a different agricultural season.

Topic : Team interaction, General methods.

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RAINTREE, J., ed. *1986. An Introduction to Agroforestry Dianosis and Design.* International Centre for Research in Agroforestry, Nairobi. *Address:* ICRAF House, off Limuru Road, Gigiri, P 0 Box 30677, Nairobi, Kenya.

Overview of the Diagnosis and Design methodology, intended for use by expatriate experts, developing-country planners, and field extension staff.

Topics : Interactive tools, Indicators, Data sets.

ed. 1987. The State of the Art of Agroforestry Diagnosis and Design. IN: *Agroforestry* Systems, special issue on ICRAF's 10th Anniversary.

Summarizes the ICRAF D&D strategy in detail and reviews and references the wide range of working papers and studies carried out by the research team at ICRAF to date. Table 5 is a very relevant chart of the decision-making process and the corresponding field survey questions that must be asked to provide the needed information to make those decisions.

Topics : Interactive planning, Minimum data sets

REGIONAL WOOD ENERGY DEVELOPMENT PROGRAMME IN ASIA: Planning *Forestry* Extension Programmes. 1988. Report of a Regional Expert Consultation in collaboration with Forest Trees and People Programme and Winrock International F/FRED Project, Food and Agriculture Organization of the United Nations, Bangkok, Thailand.

Includes a host of examples of local negotiations/village-level planning approaches using interactive tools for involving local people in the planning process. See article by Raintree and Hoskins on *Appropriate R&D Support for Forestry Extension* and other methodology chapters.

Topic : Interactive planning.

RHOADES, R. 1986: Using Anthropology in Improving Food Production: Problems and Prospects. IN: *Agricultural Adminstration, (22):57-78.*

In addition to outlining the special contribution of anthropology to multidisciplinary efforts, Rhoades presents a case describing the quickness and innovativeness with which one anthropologist studied one valley (two months in Montaro Valley) and produced a report based on informal surveys and use of secondary sources (aerial photographs, government documents) that has proved invaluable to FSR planning in that region at very low cost. Document produced by the anthropologist is unfortunately not readily available in the USA. (Mayer, E. 1979, *Land Use in the Andes: Ecology and Agriculture in the Montaro Valley of Peru with* Special Reference to Potatoes. International Potato Centre, Lima, Peru. 115 pp.

Topic : Genera1

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1985. Informal Survey Methods for Farming Systems Research. IN: Human Organization, 44(3):215-218.

A more accessible summary of the methodology detailed in the earlier pamphlet. One or the other is a must for reading for practitioners. Both include such topics as when and how to interview the respondent, how to establish a good rapport, when to introduce sensitive issues, how to record the answers, and how to analyze the findings.

Topic : Interview techniques.

1982. The Art of the Informal *agricultural Survey,* International Potato Centre, Lima, Peru. *Address:* CIP, P.O.Box 5969, Lima, Peru.

Rhoades' classic article on how to conduct an informal survey with farmers.

1982. Farmer Back to Farmer: A Model for Generating Acceptable Agricultural Technology. IN: *Agricultural Administration, 11:127-137.*

Outlines the farmer-back-to-farmer strategy mentioned under FSR approaches in this report. Of importance to community forestry is the use of farmers as the 'evaluators' of the effectiveness of any intervention and the use of open-ended dialogues with farmers to identify problems and good points of intervention.

Topic : Farming systems research

ROCHELEAU, D. 1985. *Land-use* Planning *with Rural* Farm Households and *Communities: Participatory Agroforestry Rcseurch.* Working Paper No.36. International Centre for Research on Agro-Forestry, Nairobi, Kenya. *Address:* ICRAF House, off Limuru Road, Gigiri, P 0 Box. 30677, Nairobi, Kenya.

This study identifies the importance of collecting information on household composition and inter-household groupings for designing and carrying out group-based activities. Also reinforces Hoskins' (1979) finding that women, men and children in the same household have different knowledge, interest and responsibilities with respect to specific land units, plants and animals and particular activities (pp. 9-10).

Topic : Least visible groups.

SAJISE, P. E., and RASHO, T. 1985. *Agroecosystem Research in Rural Resource Management* and *Development.* Selected papers presented at the second SUAN-EAPI Regional Symposium on Agroecosystem Research, Baguio City, Philippines. Southeast Asian Universities Agroecosystem Network (SUAN), and Programme on Environmental Science and Management, University of the Philippines, Los Banos, Philippines.

This is a good example of agroecosystem analysis (AEA) as applied to problems of upland development and coastal development in the Philippines. As AEA is adapted by local researchers in different countries, each country develops its own version of this methodology.

Topic : Agroecosystems analysis.

SALMEN, L. 1987. Listen to the People: Participant-Observer Evaluation of Developement Projects. For World Bank. Oxford University Press, New York.

Salmen has tailored the traditional techniques of participant-observation to in-country evaluation by host-country personnel of large projects. Using a combination of residence in several communities and cross-checking of information through structured interviews, he has obtained more reliable information about community participation than through traditional monitoring surveys.

Topic : General methods.

SCHWARTZ, N. 1988. *Rapid Assessmen* and Development Projects, Presented to American Anthropological Association Meetings Session on "Meeting the Challenge of New Age Research: Methodological Adaptation in Applied Anthropology". **Address:** Prof. Norman Schwartz, Dept. of Anthropology, University of Delaware, Newark, Delaware 19711.

This paper compares the use of indicators of community service assessment as proxies to measure whether or not a group fishery cooperative was likely to succeed in Panama and its application to Ecuador. He finds that proxies are geographically specific, but very useful shorthand if properly applied.

Topic : Pitfalls indicators.

SCRIMSHAW, S., and HURTARDO, E. 1987. *Rapid Assessment Procedures* for *Nutrition and* Primary *Health* Care: *Anthropological* Approaches to Improving *Programme Effectiveness.* University of California Press, Los Angeles.

This manual contains detailed checklists for the evaluation of nutrition and primary health care services for use by host-country medical and para-medical personnel. These are, in effect, minimum data sets for the health field with particular attention to group interview techniques and informal interview content.

Topic : General methods.

SHANER, W.W., PHILIPP, P.F., and SCHMEHL, W.R. 1982. *Farming* Systems *Research and Development: Guidelines* for Development *Countries.* Westview Press, Boulder, Colorado.

This is a detailed and practical compendium of RRA techniques for informal surveys and interviews and other FSR techniques. It compiles techniques used by a wide variety of FSR practitioners, with ample discussion of the social scientist's input. Useful are discussions of sampling options, a case study of interviewing women in Bangladesh, and the section on ways to interview farmers on decision-making. The limitation on this work is that the relative values of different methods proposed are not systematically evaluated in this handbook.

Topic : General methods.

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SLADE, R., and CAMPBELL, G. 1987. *An Operational Guide to the Monitoring and Evaluation* of *Social* Forestry in *India.* Forestry Paper No.75. Food and Agriculture Organization of the United Nations, Rome.

Based on the experience with implementing community forestry projects in India and Nepal, this handbook outlines a simple, yet effective set of methods for conducting monitoring and evaluation (M&E) for broad community forestry programmes. Includes phasing of the collection of different types of information from the start-up of the M&E unit throughout the life of the project and discusses ways to effectively design and carry out special studies and case studies.

Topic : Indicators.

SUELZER, R., and SHARMA, K., 1986. Working *with the People:* Some Experiences with *the* People-Centred *Approach (PDPP) in the* Tinau Watershed *Project 1983-*1986. HMG/SATA Tinau Watershed Project paper, Tansen, Nepal. Mimeo.

Describes the seven-day workshop approach to community planning, with group interviews/discussions on local conditions and development parameters.

Topic : Interactive planning.

UN ACC TASK FORCE ON RURAL DEVELOPMENT. 1985. *Guiding Principles* for *the Design* and Use of Monitoring and Evaluation *in Rural Development* Projects. UN, Rome.

In a section on short-term information gathering, this pamphlet succinctly summarizes the interview and survey techniques that are needed for rapid reconnaissance. These are similar to those discussed by Robert Chambers, with specific attention to both village-based and external forces affecting farmers' decision-making.

Topic : General methods.

VERGARA, N., et al. 1986. Social Forestry *Research Issues:* Preliminary *Problem Identification in Sisaket Province,* Northeast *Thailand.* ODI Social Forestry Network Paper 2b, Overseas Development Institute, London. *Address:* Overseas Development Institute, Regent's College, Inner Circle Regent's Park, London NW1 4NS.

Reports on the preliminary issues identified by research engaged in participatory action research being carried out in India and Thailand. The approach used is research through use of dialogue with farmers and action programmes while in residence in a village.

Topic : Interactive tools.

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WARWICK, D. 1976. *The Sample Survey: Theory and Practice.* McGraw Hill Company, New York.

There is a wealth of information in this handbook on ways to design questionnaires and important factors in question phrasing and sequencing of questions to reduce bias. Suggestions such as "don't wait till the very end of the survey to introduce controversial questions, or the informant will be too tired to respond, although you must wait until enough rapport has been established to ask such questions" are directly relevant to rapid information gathering interviews, even when interviews are unstructured.

Topic : Interview techniques.

ABBREVIATIONS

AEA:	Agroecosystem Analysis
D&D:	Diagnosis and Design
FSR:	Farming Systems Research
ITK	Indigenous Technical Knowledge.

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APPENDIX III

Checklist for semi-structured interviews used in Mbari-Ya-Hiti (SWCB/IIED, 1990)

First Checklist

(Used for one and a half days)

- Current soil and water conservation activities.
- Climatic factors.
- Sources of food.
- Land use — history, future, conflicts, security and tenure.
- Use of external resources — natural resources and economic.
- Crops, livestock and trees — multiple functions.
- Institutional issues.
- Beliefs, experiences, memories.
- Labour availability and conflicts.
- Group/individual approach.
- Gender issues.
- Education and training — farmers, children, extension.
- Health.

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Second Checklist

(Used for one day)

- Fuelwood.
- Historical profile.
- Preferences for trees.
- Seasonal calendar — crops, livestock, zero-grazing activities.
- Range of interests in SWC.
- Institutions — youth groups, associations, women's groups.
- Health.
- Speculating on future landscape.
- Noncoffee growers.
- Nonagricultural income.
- Tenure, absentee farmers.

Third Checklist

(Used for half a day)

- Declining cultivation of sorghum / millet.
- Stoves, fuelwood.
- History before 1950.
- Tenure.
- Beliefs, stories, traditional practices.
- Noncoffee growers.
- Agricultural labouring.
- Youth groups.
- Water stresses on crops comparisons of SWC structures.

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Final Checklist

(Used for one day)

— Attitudes to SWC - preference list for different structures.

— Attitudes to manures.

Use of coffee pulp.

Maize varieties.

— Other cash crops.

— % improved *jikos.*

% rainwater harvesting.

— intercropping why some do not.

— Mango production.

— Milk production by month.

— SWC maintenance calendar.

— Next best tree after Grevillea?

— Bad things about trees.

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PUBLICATIONS OF THE BAY OF BENGAL PROGRAMME (BOBP)

The BOBP brings out the following types of publications:

Reports (BOBP/REP/...) which describe- and analyze completed activities such as seminars, annual meetings of BOBP's Advisory Committee, and subprojects in member-countries for which BOBP inputs have ended.

Working Papers (BOBP/WP/...) which are progress reports that discuss the findings of ongoing work.

Manuals and Guides (BOBP/MAG/...) which are instructional documents for specific audiences.

Information Documents (BOBP/INF/...) which are bibliographies and descriptive documents on the fisheries of member-countries in the region.

Newsletters (Bay of Bengal News) which are issued quarterly and which contain illustrated articles and features in nontechnical style on BOBP work and related subjects.

Other **publications** which include books and other miscellaneous reports.

Those marked with an asterisk (*) are out of stock but photocopies can be supplied.

Reports (BOBP/REP/..:)

32.* *Bank Credit for Artisanal Marine Fisherfolk of* Orissa. *India.* U. Tietze. (Madras, 1987.)

33. *Nonformal Primary Education for Children of Marine Fisherfolk* in Orissa. *India.* U. Tietze, N. Ray. (Madras, 1987.)

34. *The Coastal Set Bagnet Fishery of Bangladesh -Fishing Trials and Investigations.* S. E. Akerman. (Madras, 1986.)

35. *Brackishwater Shrimp* Culture Demonstration in *Bangladesh.* M. Karim. (Madras, 1986.)

36. *Hilsa Investigations in Bangladesh.* (Colombo, 1987.)

37. *High-Opening Bottom Trawling in Tamil Nadu. Gujarat and Orissa. India : A Summary of Effort and* Impact (Madras, 1987).

38. *Report of rhe Eleventh Meeting of the Advisory* Committee, Bangkok, Thailand, 26.28 March, 1987. (Madras. 1987.)

39. *Investigations on the Mackerel and Scand Resources of the Malacca straits.* (Colombo, 1987)

40. *Tuna* in *the Andaman Sea.* (Colombo, 1987.)

41. *Studies of the Tuna Resource in the EEZs of Sri Lanka and Maldives.* (Colombo. 1988.)

42. *Report of the Twelth Meeting of the Advisory* Commirree. Bhubaneswar, India, 12-15 January, 1988. (Madras, 1988.)

43. *Report of the Thirteenth Meeting of the Advisory Committee.* Penang, Malaysia, 26-28 January, 1989. (Madras. 1989.)

44. *Report of the Fourteenth Meeting of the Advisory Committee.* Medan, Indonesia, 22-25 January, 1990. (Madras, 1990.)

45. *Gracilaria Production and Utilization in the Bay of Bengal Region: Report of a* seminar *held in Songkhla.* Thailand, 23-27 October 1989. (Madras, 1990.)

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46. ***Exploratory Fishing*** for ***Large Pelagic Species in the*** Maldives R.C.Anderson, A.Waheed, (Madras, 1990.)

47. ***Exploratory Fishing for Large Pelagic Species in Sri Lanka.*** Maldeniya, S. L. Suraweera. (Madras, 1991.)

48. ***Report of the Fifteenth Meetingof the Advisory Committee.*** Colombo, Sri Lanka, 28-30 January, 1991. (Madras, 1991).

49. ***Introduction of New Small Fishing Craft in Kerala,*** India. 0. Gulbrandsen and M. R. Anderson. (Madras, 1992.)

50. ***Report of the Sixteenth Meeting of the Advisory Committee.*** Phuket, Thailand, 20-23 January 1992. (Madras, 1992.)

51. ***Report of the Seminar on the Mud Crab Culture and Trade in the Bay of Bengal Region,*** November 5-8, Surat Thani. Thailand. Ed by C.A. Angell. (Madras, 1992.)

52. ***Feeds for Artisanal Shrimp Culture in India — Their Development and Evaluation.*** J F Wood et al. (Madras, 1992.)

53. ***A Radio Programme for Fisherfolk in Sri Lanka.*** R N Roy. (Madras, 1992.)

54. ***Developing and Introducing a Beachlanding Craft on the East Coast of India.*** L V C Pietersz. (Madras, 1993.)

55. ***A Shri Lanka Credit Project to Provide Banking Services to Fisherfolk.*** C. Fernando, D. Ananayake. (Madras, 1992.)

56. ***A Study on Dolphin Catches in Shri Lanka.*** Joseph. (Madras, April 1993.)

57. ***Introduction of New Outrigger Canoes in Indonesia.*** G Pajot, 0. Gulbrandsen. (Madras, 1993.)

58. ***Report of the Seventeenth Meeting of the Advisory Committee.*** Dhaka, Bangladesh, 6-8 April 1993. (Madras, 1993.)

59. ***Development of Canoes in Shri Lanka.*** G Pajot, 0. Gulbrandsen. (Madras, 1993.)

61. ***Small Offshore Fishing Boats in Shri Lanka.*** G. Pajot. (Madras, 1993.)

Working Papers (BOBP/WP/...)

49. ***Pen Culture of Shrimp by Fisherfolk : The BOBP Experience Killai, Tamil Nadu, India.*** E. Drewes. G. Rajappan. (Madras, 1987.)

50. ***Experiences with a Manually Operated Net-Braiding Machine in Bangladesh.*** E.C. Gillgren, A. Kashem (Madras, 1986.)

51. ***Hauling Devices for Beachlanding Craft.*** A. Overa, P.A. Hemminghyth. (Madras, 1986.)

52. ***Experimental Culture of Seaweeds (Gracilaria sp.) in Penang, Malaysia.*** (Based on a report by M. Doty and J. Fisher). (Madras, 1987.)

53. ***Atlas of Deep Water Demersal Fishery Resources in the Bay of Bengal.*** T. Nishida, K. Sivasubramaniam. (Colombo, 1986.)

54. ***Experiences with Fish Aggregating Devices in Sri Lanka.*** K.T. Weerasooriya. (Madras, 1987.)

55. ***Study of Income, indebtedness and Savings among Fisherfolk of Orissa, India.*** T. Mammo. (Madras, 1987.)

56. ***Fishing Trials with Beachlanding Craft at Uppada, Andhra Pradesh, India.*** L. Nyberg. (Madras, ***1987.)***

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57. *Identifying Extension Activities for Fisherwomen in Vishakhapatnam District. Andhra Pradesh, India.* D. Tempelman. (Madras, 1987.)

58. *Shrimp Fisheries in rhe* Bay of *Bengal.* M. Van der Knaap. (Madras, 1989.)

59. *Fishery Statistics in the Bay* of *Bengal.* T. Nishida, (Colomho, 1988).

60. *Pen Culture of Shrimp in Chilan. Sri Lanka.* D. Reyntjens. (Madras, 1989.)

61. *Development of Outrigger Canoes in* Sri *Lanka.* 0. Gulhrandsen, (Madras, 1990.)

62. *Silvi-Pisciculture Project in Sunderbans. West Bengal : A Summary Report of BOBP's assistance.* C.L. Angell, J Muir. (Madras, 1990.)

63. *Shrimp Seed Collectors of Bangladesh.* (Based on a study by UBINIG.) (Madras, 1990.)

64. *Reef Fish Resources* Survey *in the Maldives.* M. Van der Knaap, et al. (Madras, 1990.)

65. *Seaweed* (Gracilaria Edulis) *Farming in Vedalai and Chinnapalam, India.* I. Kalkman. I. Rajendran, C.L. Angell. (Madras, 1991.)

66. *Improving Marketing Conditions for Women Fish Vendors in Besant Nagar, Madras.* K. Menezes. (Madras, 1991.)

67. *Design and Trial of Ire Boxes for Use on Fishing Boars in Kakinada. India.* I.J. Clucas. (Madras, 1991.)

68. *The By-catch from Indian Shrimp Trawlers in rhe Bay of Bengal: The potential for irs improved utilization.* A. Gordon. (Madras, 1991.)

69. *Agar and Alginate Production from Seaweed in India.* J. J. W. Coopen, P. Namhiar. (Madras, 1991.)

70. *The Kattumaram of Kothapatnam-Pallipalem, Andhra Pradesh, India -A survey of the fisheries and fisherfolk.* K. Sivasuhramaniam. (Madras, 1991.)

71. *Manual Boot Hauling Devices in the Maldives.* (Madras, 1992.)

72. *Gaint Clams in the Maldives -A stock assessment and study of their potential for culture.* J. R. Barker. (Madras, 1991.)

73. *Small-scale Culture of the Flat Oyster* (Ostrea folium) *in Pulau Langkawi, Kedah. Malaysia.* D. Nair, B. Lindeblad. (Madras, 1991.)

74. *A Study of the Performance of Selected Small Fishing Craft on the East Coast of India. G.* El Gendy. (Madras, 1992.)

75. *Fishing Trials with Beachlanding Craft at Thirumullaivasal, Tamil Nadu, India 1989-1992. G.* Pajot (Madras, 1992.)

76. *A View from the Beach — Understanding rhe status and needs of fisherfolk in the Meemu. Vaavu and Faafu Atolls of the Republic of Maldives.* The Extension and Projects Section of the Ministry of Fisheries and Agriculture, The Republic of Maldives. (Madras, 1991.)

77. *Development of Canoe Fisheries in Sumatera, Indonesia.* 0. Gulhrandsen. G. Pajot. (Madras, 1992.)

78. *The Fisheries and Fisherfolk of Nias Island, Indonesia. A description of the fisheries and a socio-economic appraisal of the fisher-folk.* Based on reports by G. Pajot. P. Townsley. (Madras, 1991.)

79. *Review of the Beche De Mer (Sea Cucumber) Fishery in the Maldives* L. Joseph. (Madras, 1992.)

80. *Reef Fish Resources Survey in the Maldives* -Phase *Two.* R. C. Anderson. Z. Waheed, A. Arif. (Madras, 1992.)

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81. *Exploratory Fishing for Large Pelagic Species in South Indian Waters.* J. Gallene, R. Hall. (Madras, 1992.)

82. Cleaner Fishery *Harbours in rhe* Bay of Bengal. Comp. by R. Ravikumar (Madras, 1992.)

83. Survey of *Fish Consumption in Madras.* Marketing and Research Group, Madras, India. (Madras, 1992.)

84. Flyingfish Fishing on *the Coromandel Coast.* G. Pajot. C. R. Prabhakaradu. (Madras, 1993.)

85. *The Processing and Murketing of Anchovy in the Kanniyakumari District of South India: Scope* for Development. T. W. Bostock, M. H. Kalavathy. R. Vijaynidhi. (Madras, 1992.)

86. Nursery Rearing of Tiger *Shrimp Post-larvae in West* Bengal. *India.* H Nielsen, R Hall. (Madras, 1993.)

87. *Market Study* of Tiger *Shrimp* Fry *in* West Bengal. *India.* M M Raj, R Hall. (Madras, 1993.)

88. *The Shrimp* Fry *By-catch* in *west Bengal. India.* B.K. Banerjee, H. Singh. (Madras, 1993.)

91. Further Exploratory *Fishing* for *Large Pelagic species in* South *Indian Waters.* G. Pajot. (Madras, 1993.)

Manuals and Guides (BOBP/MAG/...)

I. *Towards Shared Learning : Non-formal Adult Education for- Marine Fisherfolk. Trainers' Manual.* (Madras. 1985.)

2. *Towards Shared Learning : Non-formal Adult Education for Marine Fisherfolk. Animators' Guide.* (Madras, 1985.)

3. *Fishery Statistics on the Microcoputer : A BASIC Version of Hasselblad's NORMSEP Program.* D. Pauly. N. David. J. Hertel-Wulff. (Colombo, 1986.)

4. *Separating Mixtures of Nor-mul Distributions : Basic programs for Bhattacharya's Method ond Their* Application for *Fish Population Analysis.* H. Goonetilleke, K. Sivasubramaniam. (Madras, 1987.)

5. Bay of Bengal Fisheries *Information* System (BOBFINS): User's Manual. (Colombo, 1987.)

6. *Rapid Appraisal Method.5 for Coastal Communities — A Manual.* P Townsley. (Madras, 1993.)

7. *Guidelines for Extension Workers in Group Management. Savings Promotion and Selection of Enterprinse.* H. Setyawati. P. Limawan. Directorate General of Fisheries, Ministry of Agriculture, Government of Indonesia, Jakarta and Bay of Bengal Programme. (In Indonesian). (Madras, 1992).

8. *Extension Approaches to Coastal Fisherfolk Development in Bangladesh: Guidelines for Trainers* and *Field Level Fishery Extension Workers.* Department of Fisheries, Ministry of Fisheries and Livestock, Government of Bangladesh and Bay of Bengal Programme. (In Bangla). (Bangladesh. 1992.)

9. Guidelines on Fisheries *Extension in the* Bay *of Bengal Region.* I Jungeling. (Madras, 1993.)

10 Our Fish. Our Wealth. A guide to fisherfolk on resources management. — In 'comic book' style (English/Tamil/Telugu). K. Chandrakant with K. Sivasubramaniam, R. Roy. (Madras, 1991.)

I2 How to *Build* a *Timber Outrigger* Canoe. ϕ. Gulbrandsen. (English/Indonesian Bahasa). (Madras 1993.)

13 *A Manual for Operating a Small-scale Recirculation* Freshwater P rawn *Hatchery.* R Chowdhury. H Bhattacharjee. C Angell. (Madras, 1993.)

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14. Building a Liftable Propulsion System for Small Fishing *Craft- The BOBDrive. 0.* Gulbrandsen, M R Andersen. (Madras. 1993.)

Information Documents (BOBP/INF/...)

10. Bibliography on Gracilaria — Production and Utilization in *tha Bay of Bengal.* (Madras, 1990.)

11. *Marine* Small-Scale *Fisheries* of *West* Bengal : *An Introduction.* (Madras. 1990.)

12. The Fisherfolk of Puttalam. Chilaw. Galle and Matara A study of the economic status of the fisherfolk of four fisheries districts in *Sri Lanka.* (Madras, 1991.)

13. Bibliography on *the Mud Crab Culture and Trade in the Bay of Bengal Region.* (Madras, 1992.)

Newsletters (Bay *of Bengal News)*

Quarterly from 1981

Other Publications

I. *Helping Fisherfolk to Help Themselves* A *Study in People's* P *articipation* (Madras, 1990.)

2. The Shark Fisheries of *rhe Maldives.* R C Andersen. H Ahmed. Ministry of Fisheries and Agriculture, Maldives. (Madras. 1993.)

NOTE: Apart from these publications. the BOBP has brought out several folders, leaflets. posters etc., as part of its extension activities. These include Post-Harvest Fisheries folders in English and in some South Indian languages on anchovy drying, insulated fish boxes, fish containers, ice boxes, the use of ice etc. Several unpublished reports connected with BOBP's activities over the years are also available in its Library.

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BOBP/MAG/6

BOBP For Fisheries Development

BAY OF BENGAL PROGRAMME

The Bay of Bengal Programme (BOBP) is a multi-agency regional fisheries programme which covers seven countries around the Bay of Bengal -- Bangladesh, India, Indonesia, Malaysia, Maldives, Shri Lanka and Thailand. The Programme plays a catalytic and consultative role: it develops, demonstrates and promotes new techniques, technologies or ideas to help improve the conditions of small-scale fisherfolk communities in member-countries. The BOBP is sponsored by the governments of Denmark, Sweden and the United Kingdom, by member-governments in the Bay of Bengal region and also by AGFUND (Arab Gulf Fund for United Nations Development Organizations) and UNDP (United Nations Development Programme). The main executing agency is the FAO (Food and Agriculture Organization of the United Nations).

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