

Community Mapping

Tool No.3



Purpose of the Activity:

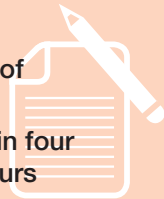
Community Mapping is a common participatory methodology used across sectors to identify community resources, risks and hazards among other things. During a gender analysis, Community Mapping can be used to a) identify differences between men and women in accessing communal resources and services, and b) identify risks affecting women and men in the community, which are often different. Comparing maps developed by groups of women and men can also help us understand different values placed on community resources by women and men. Community Mapping is a powerful visual tool and it can be used to encourage community action to facilitate safe access to community resources by both men and women or to mitigate specific risks identified through the exercise. They can also be used as an advocacy tool with local leaders or authorities and, finally, they can be kept in the village to inform new arrivals or other NGOs of key resources, barriers to access and risks.

Community Mapping can be used to facilitate safe access to community resources by both men and women.



Materials:

- A few pieces of flipchart
- Marker pens in four different colours
- Stones, sticks, peanuts and other natural markers
- Note pad and pen for note-taker



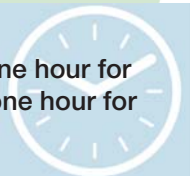
Participants:

Separate groups of men and women [8-10] of mixed socio-economic status and ages.



Time:

Two hours (one hour for the activity, one hour for discussion)



Activity and Material Preparation:

- Prepare a couple of pieces of empty flipchart for each group. Each group will also need at least four markers of different colours and a good variety of stones, peanuts or other markers to help them represent landmarks and people on the map.
- Divide participants into groups based on their gender and, if relevant, age.
- Assign two facilitators to each group. One will act as note-taker. Groups of women should have a female facilitator and a female note-taker.
- Arrange participants in a circle and clear the ground in the middle. Make sure the facilitator is sitting as part of the circle.
- Ensure you have all needed materials at hand.

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Activity Steps:

- 1** Introduce yourselves to the community and explain the roles you are playing as facilitator and note taker.
- 2** Ask all participants to introduce themselves and note down any particular characteristics
- 3** Establish ground rules (in a participatory manner) to ensure the group will treat each other with respect during the discussion and keep information shared confidential afterwards. Encourage participants to listen to each other and participate actively.
- 4** Explain you will spend up to one hour drawing a map of their village then one hour discussing together the ideas emerging from the activity. Agree to take a break half way through for refreshment, if available. Ask participants if they have any questions.
- 5** Ask participants to identify one or two people in the group who will be in charge of drawing and noting things on the map. If possible, this person should not be a community leader. Give him/her the flipchart and a **black** marker to start with.

Throughout the activity, make sure everyone in the group is participating in the discussion and contributing ideas, even if they are not in charge of drawing. You might need to ask questions directly to some of the less engaged participants and then ensure that their input is captured on the map.

- 6** Ask participants to start by drawing **key features** of the village where they live. The place where you are meeting can be the starting point of the map. They should add main roads, different neighbourhoods, key landmarks such as the mosque or the market.
- 7** Ask participants to draw **common resources** in the village, such as water points, woodlots, rivers, etc.

Facilitator tip:

The drawing of the map and its key features can take a long time. You might want to move things along by reminding participants that the map does not need to be perfect, or a “work of art”. The exact location of a resource or service is less important than the discussion on who can access it.

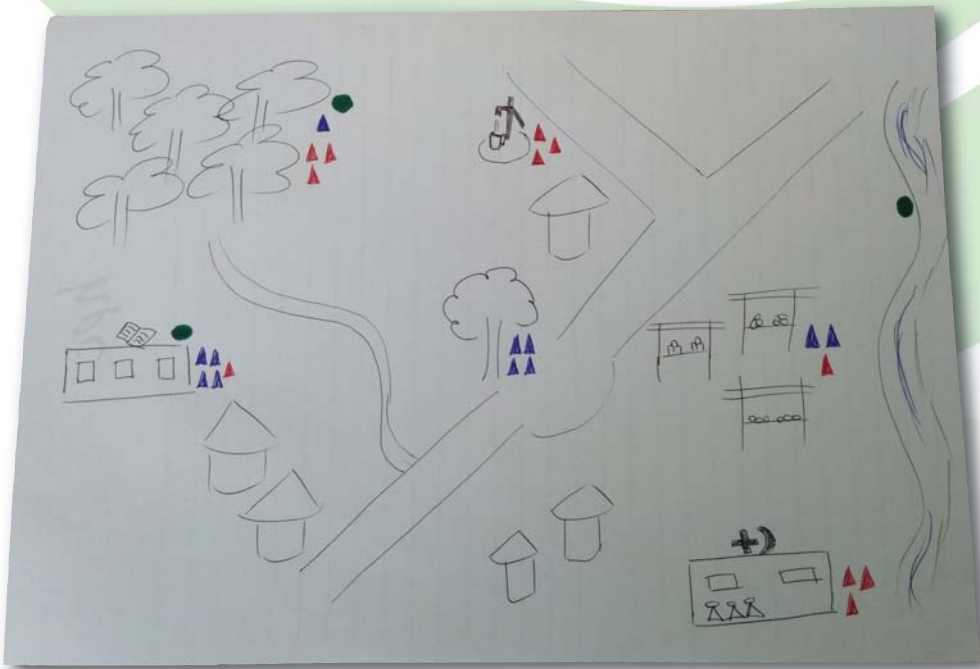
- 8** Ask participants to add **key services** available in the village to the map. For instance, they can draw health centres, schools, pharmacies, farmer schools. If there is a community leader who people go to in case of need, include his/her home on the map as well.
- 9** Give participants **blue** and **red** markers and ask them to start thinking about who can access or use the various resources and services indicated on the map. Use red triangles to represent women and blue triangles to indicate men. Next to each resource or service on the map, ask participants to draw the appropriate symbol to indicate who normally accesses it. If both men and women access a resource regularly, both symbols can be used together and more than one symbol can be used to indicate situations where one group accesses a resource more regularly than the other.
- 10** Thank participants for their contributions and explain you are now going to complete the final step of the activity. Give participants a **green** marker and ask them to indicate with a green circle areas on the map where they might face risks or violence. Groups of men should focus on risks faced by men in their community and groups of women should only indicate areas where women might be exposed to risks.

Facilitator tip:

Community dialogues are not meant to “provide information” or “teach” something to the participants.

They are an opportunity for communities to express their own views about a topic, identify a problem and its solution.

The role of the facilitator is to guide the discussion by using good and thought-provoking questions, not suggest solutions.



Example of completed community map showing differences in access between men (blue triangles) and women (red triangles), as well as areas that might present risks (green circles).

11 Thank participants for their hard work and compliment them in having drawn such a rich and useful map. Explain that you would now like to have a discussion about what we can see on the map.

You can lead the following discussion either in the same separate groups of men and women or bring together both groups to encourage cross-gender dialogue.

This decision will depend on the local context, so you will need to refer to your own experience to evaluate whether a cross-gender dialogue is appropriate or presents any risks for women involved.

12 Most importantly, women **must** be consulted before engaging in any mixed discussion, as some of the risks they have identified might involve men or put them at further risk for having disclosed this information publically.

Ask them:

- Are you happy for the Community Map you have produced today to be shared with other members of the community, including men?
- Would you feel comfortable discussing your Community Map with men in the other group?

If women appear hesitant or unsure about participating in a mixed discussion, do not proceed with the activity. You can have separate discussions about access and risks in the community using the same questions.

Take a break here if you plan to have refreshments

13 Bring the groups back together if you have decided to do so. Display the Community Maps completed by both groups and give participants five minutes to review them on their own.

14 Ask the group an open-ended question to kick off the discussion. e.g. What do you see happening in these maps?

Continue the discussion using your own probing questions or refer to the list below – “Questions for Discussion”.

During the discussion, make a note on the flipchart of any suggestions made by community members to increase access to resources for women or minimise risks faced by women and men in the community.

15 Summarise back to the group the main lessons learned during the data gathering and discussion. Remind them of any suggestions they made to address access issues or risks in the community.

16 Encourage participants to continue the discussion and try and implement some of their suggestions. Leave the maps with them and encourage them to share them with other community members who were not present during the discussion to obtain their input and find solutions together. Take a picture of both maps before leaving for your records.

Thank participants for their time and for sharing their insights with you.

Questions for Discussion

- What type of resources and services are normally accessed by men and boys?
- What type of resources and services are normally accessed by women and girls?
- What are some of the reasons why men and boys do not access the same resources as women and girls? If they wanted to access them, could they do so? What would be the consequences?
- What are some of the reasons why women and girls do not access the same resources as men and boys? If they wanted to access them, could they do so? What would be the consequences?
- Are there any negative consequences for women and girls when they cannot access some resources? For instance, schools? Markets?
- Are there any negative consequences for men and boys when they do not access some resources? For instance, health centres? Water points?
- What could the community do to ensure that women and girls can access the same resources as men and boys?
- What are the main risks women and girls face in the community?
- What are the main risks men and boys face in the community?
- Are the risks faced by men and women different? What are the main differences?
- Is there anything that the community could do to minimise the risks faced by women in the community? How can women protect themselves?
- Is there anything they could do to minimize risks faced by men? How can men protect themselves?

Variations for each sector



Health and Nutrition

You can use Community Mapping to explore differences between men, women, boys and girls in accessing health and nutrition services and facilities, including health centres, Traditional Birth Attendants (TBA), pharmacies, food markets, clean water, etc. You can also use it to assess whether women and girls face any risks when accessing health facilities or other related services and encourage communities to devise protection strategies.

How: Instead of asking participants to draw all services and resources in the community, ask them to only focus on those which are important to maintain the health and good nutrition of their families. Then proceed, following the instructions, but focusing only on resources and services drawn on the map.



Water, Sanitation and Hygiene (WASH)

Similarly, you can use the Community Mapping tool to explore differences in access and roles related to water, sanitation and hygiene. You can identify protection risks that might be related to WASH facilities and also promote a more equitable division of roles between men and women.

How: Ask participants to draw the common water resources in the village (e.g. water points, rivers) and indicate who accesses them and if there are any risks for men and women when accessing them. Then ask them to draw sanitation facilities, such as shared and common latrines, latrines at school and/or at the health centre. If the map shows that women are not currently accessing sanitation facilities, try to understand why by asking, for example:

- Are there separate toilets for men and women?
- Are there any risks for women who want to use the toilets?
- Do toilets ensure privacy?

In the ensuing discussion, you can focus on risks and solutions to ensure that all women and men are able to access both water and sanitation facilities. Alternatively, you can focus on access and division of labour by bringing attention to the fact that women are mostly responsible for collecting water for various uses (both in the fields and in the home) and that this might expose them to risk or result in an unrealistically heavy workload.



Food, Income and Markets (FIM)

You can use Community Mapping with a focus on natural resources and/or livelihood resources. This tool can help you identify which resources are more easily accessed by women and are therefore more likely to benefit them in terms of livelihood security. However, this map does not identify who controls the resources and should therefore be complemented by the Access and Control Matrix (see BRACED Gender and Resilience Tool No. 2) before making decisions about programme strategies. Identifying who accesses natural resources more often can also help you consult and target the right groups about natural resource management activities and training.

How: Ask participants to only draw the natural resources or livelihood facilities that you are interested in (e.g. woodlots, rivers, fodder or markets, processing mills, etc.).

Different resources and services might be identified by the men's and the women's groups as they normally use and prioritise different resources within their environment. These disparities can represent really useful information in itself.

Ask participants to indicate who accesses each resource or service in the majority of cases. Ask also if women and men face any risk when trying to access these resources. At the end, bring attention to the differences between men and women and discuss the impact of gender differences on livelihood opportunities. For instance, if women are rarely accessing processing mills, you can ask community members:

- Are there negative consequences for women if they are not able to process their wheat or millet speedily?
- What economic opportunities might women be missing out on?
- How are female headed households or widows affected?



Disaster Risk Reduction (DRR)

Community Mapping is a common activity during the identification and analysis of risks and hazards in DRR activities. If these activities are conducted in separate groups of men and women, there will be no need to repeat them. If, however, separate discussions were not possible in the initial risk assessment stages, it might be helpful to conduct the exercise again. In the case of DRR activities, the focus should be on the different risks faced by women and men. While classic DRR Community Mapping focuses often on natural risks such as floods, this activity aims to include all types of risks, including conflict and personal violence (such as physical attack or sexual violence). You might need to explain the broader scope of this exercise if participants are used to focusing only on natural risks.

How: Ask participants to quickly draw a map of their village and surrounding, without spending too much time on details. Ask women's groups to focus on risks experienced by women in their village and surroundings, indicating on the map all locations where women might be subjected to violence, threats, might be scared to go or feel embarrassed to go. Do not ask explicitly about rape or other types of gender based violence, as this might make women uncomfortable at first and it is better to use generic terms such as "threats", "violence", "harm". However, if someone in the group mentions rape or other types of violence, make sure to record it (in your notes).

Ask men to do the same but focusing on risks faced by men in their community.

Once both maps are completed, it can be very useful to compare the two maps in a mixed groups to show the variety of risks that men and women experience. However, before bringing the groups together make sure you obtain consent from both groups, and women in particular, as they might not feel comfortable sharing some of the risks they have identified (especially if they are risks of violence) with the larger group.

If you want, you can also encourage community members to suggest solutions to reduce some of the risks marked on the maps and to support those who are affected.