



# Community mapping part 1 (5.2)

<b>Description:</b>	A tool for data collection, in reflective & visual way, to undertake situational analysis regarding a certain community.
Goals of the session:	Community mapping can be used for various purposes: To create an understanding of the resources that the community has, to discuss what is important for the community to make a living and to determine what are the issues/ problems that affect the well-being of children.
Target group:	Men, women, elders, youth and children. With groups (not more than 20), separate maps can be done with different groups formed based on age (starting from 8 years old), gender, and socio-economic status.
Preparation time:	15 minutes.
Duration:	1-2 hours.
Materials:	Essentially, it's to be done on the ground using different local materials (sticks, seeds, stones, ash, soils, etc.). Once drawn on ground, a sketch can be copied on a flip chart or a photo can be taken.
Copyright:	Freely usable.

## Process

The participants are asked to draw their map on the ground citing the following boundaries: major physical features, things they have done that they are proud of (for example building a community centre or maintaining their property), available resources, resources that are source of conflict and where people live. Additionally, they look at how communication with people and organisations outside of the community can be improved. With combined focus on community development, the participants can also show their achievements within the community on the ground stories that might relate to building a new road, reducing illiteracy in the family, etc.

**In facilitation:** discuss major achievements of the community. What are things the community is proud of? What are the things they would like to change? Ask questions about what areas are the community developing? What services are

available? What human capacities does the community have (teachers, nurses, etc.)? What are resources that cause conflicts?

**With the children:** the same themes and issues as above can be discussed, tailored to the ages of the children groups. For example, when talking about human capacities (such as teachers, nurses, etc.), one could ask where the children can go to learn or when they are really sick. To find out where people live, one could use specific examples such as: where do their grandparents or friends live?

**Reflection:** after the maps are completed, choose the map of the elders and discuss their major findings. Then ask the other groups (men, women, youth, children) to add things that have not yet been mentioned, but they discussed in their groups. Do they see similarity among the various maps, and why? What are the major differences, and why?

At final stage, one comprehensive (inclusive) map can be drawn both on ground and later be copied on paper. This map will then serve as a reference for the community for future reference and action. Individual maps are also equally important, so keep them.

**Alternative use of maps:** maps can be drawn focusing exclusively on specific themes or issues. By using such a focus, a theme or issue can be analysed in detail.



*For more tools and information, go to our [Participatory Toolbox](#).*