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Estrategia

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Rural Media Network

Participatory Development Action Program

Seke Rural Home Based Care

Swayam Shikshan Prayog

União dos Movimentos de Moradia São Paulo

Contents

List of Organizations and Acronyms

Centre for the Development of People - Ghana **CEDEP**

Centre on Housing Rights and Evictions **COHRE**

Estrategia - Peru

Grassroots Organizations Operating Together in Sisterhood - Kenya **GROOTS Kenya**

Huairou Commission

Land Access Movement South Africa **LAMOSA**

Mt. Vernon Youth and Community Club – St. Thomas

Participatory Development Action Program - Bangladesh **PDAP**

Rural Media Network - Ghana **RUMNET**

Rwanda Women's Network **RWN**

Seke Rural Home Based Care – Zimbabwe

Swayam Shikshan Prayog – India **SSP**

Union of Housing Movements São Paulo – Brazil **UMMSP**

Union of Women's Cooperatives "Las Brumas" – Nicaragua

Women United for a Better Community – Peru **MUPM**

Women's Land Link Africa **WLLA**

Huairou Commission Background

Mission

Forging strategic partnerships to advance the capacity of grassroots women worldwide to strengthen and create sustainable communities.

The Huairou Commission fosters grassroots women's groups' participation in decision-making processes focusing on promoting urban and rural livability and sustainable development, local to global, and promotes the awareness of a pro-poor, women-centered development agenda among key bilateral and multi-lateral institutions.

The **Huairou Commission,** established in 1995 at the 4th World Conference on Women, is a global coalition of networks[1], institutions and individual professionals that links grassroots women's community development organizations to partners for access to resources, information sharing and political spaces. Driven by grassroots women's organizations from around the world, this unique network partners with individuals and organizations who support the belief that it is in the best interests of local and international communities for grassroots women to be full partners in sustainable development. The Huairou Commission is a collaboration among development professionals and locally focused women's networks that aims to highlight and upscale the effective local development approaches of grassroots women's groups and to establish development policies and programs that foster their replication. Organizing their work by thematic Campaigns, Huairou Commission members focus on network building, knowledge sharing, and advocacy activities associated with three crosscutting themes:

→ **Sustaining grassroots women's leadership in redeveloping families, homes, communities, and economies in crisis situations (disaster, post-conflict, and HIV/AIDS);**
→ **Local governance and asset-securing approaches that anchor grassroots women's participation;**
→ **Collaborative partnerships that strengthen and upscale grassroots local knowledge and advance alternative development policies.**

Following Huairou's strategic planning meeting held in 2003, member organizations working on basic needs and human settlement issues committed themselves to campaign initiatives organized around five themes:
→ Governance
→ Community Response and Resilience
→ AIDS
→ Land and Housing
→ Peace Building

These Campaigns, identified bottom-up from the work of grassroots women's organizations, concretize and advance the contributions poor women are making to reduce poverty, meet basic needs, re-establish collective self-help approaches, and change local decision making to include them. The Huairou Commission's core goal is *to win the development community's recognition that grassroots women's groups' participation in local planning, implementation, and evaluation is a prerequisite for effective poverty reduction and decentralization[2].*

The Huairou Commission seeks partners to join with it and its member organizations to:

Identify, pilot, replicate, and upscale effective strategies by low income women's groups to meet basic needs, respond to conflict and emergency situations, and cooperate with local authorities to promote women's involvement in solving local problems and engendering formal decision making.

Document and disseminate these strategies as well as the Commission's set of capacity building methodologies to promote recognition among the general public, policy makers, and development institutions of why and how women must be supported to act as development agents in poor communities.

Share and analyze our lessons learned, areas of influence, and partners, in order to coordinate and collaborate in thematic and cross cutting advocacy at the regional and global levels.

The Huairou Commission was granted special consultative status with the Economic and Social Council of the United Nations in 2004.

The Huairou Commission's Land and Housing Campaign

The Huairou Commission's Land and Housing Campaign is working with grassroots women's groups to identify innovative on-the-ground strategies and practices that women are using to fight for their rights to land and property at the local, national and international levels. Our focus is to build the capacity of grassroots women's groups and to highlight the strategies and practices they are implementing to improve women's social, economic and political status within their communities. *Empowering women working at the grassroots is essential to increasing poor women's access to land, housing and property.*

Background to Community Mapping and the Women's Land Link Africa (WLLA) project

The **Women's Land Link Africa** project (**WLLA**), funded by the Swedish International Development Cooperation Agency (**Sida**) since 2004, supports and strengthens linkages between regional stakeholders focused on improving grassroots women's access to, control over, and ownership of land and housing in Africa. The overall objective of the project is to ensure the involvement of grassroots women and their organizations as essential stakeholders and to increase knowledge transfer. WLLA coordinating partners include the Huairou Commission and the Centre on Housing Rights and Evictions (**COHRE**). The role of the Huairou Commission within the WLLA project is to involve women-led grassroots organizations and grassroots focused non-governmental organizations into a regional network and peer learning community focused on housing, land and property issues. As of 2007, the Huairou Commission has involved 16 grassroots member organizations from ten countries across three regions in Africa (Southern, Eastern and Western).

Members of the Huairou Commission have utilized community mappings since 2004. Community mapping places women at the center of the process of documenting their own communities. Community mapping allows grassroots women to assess and record the community's needs and assets and to imagine new solutions to the issues they are facing. Community mappings serve the WLLA project's goals of linking community members with grassroots women's organizations and bringing together multiple stakeholders to address community needs.

This handbook represents the Huairou Commission's Land and Housing Campaign's members (global members including those participating in the WLLA project) and those grassroots organizations' accumulated knowledge and best practices on the community mapping process. It is intended to serve as a flexible guide and a set of suggestions for grassroots women's organizations to implement community mapping in the future. When this book uses the word "we," it refers to grassroots women's organizations, but it may also benefit NGOs or other community groups. Objectives for this handbook include:

→ To give a step-by-step model for community evaluation that will support grass roots tools for women's land and housing interventions
→ To provide a set of flexible methods for grassroots organizations to assess and document the situations in their communities
→ To demonstrate participatory processes in which grassroots organizations and community members create collective responses to problems
→ To show how grassroots organizations have used their knowledge to build strategic links between community members and other stakeholders to respond to problems in a community

Introduction

What is a community mapping?

A community mapping is a **participatory process** for assessing the situations in a community and documenting the knowledge of community members. The mapping process involves members of an organization going through a community in a structured activity format, talking to community members, learning about the needs and resources in the community, documenting the findings, and reporting the findings to community members in community meetings.

How can community mappings benefit organizations?

Community mappings have been used by grassroots women's organizations and community-based organizations to enhance their activities. They can help organizations provide better services, create and improve linkages with government agencies and NGOs, and advocate on behalf of the community. Community mappings often lead to mobilizing community members and other stakeholders to address community needs.

When should an organization use a community mapping?

A grassroots women's organization should think about conducting a community mapping when it needs to know more about the conditions and the needs of a community. Mapping generally focuses on a particular issue. More information helps make existing activities more effective, and is the basis for developing new activites.

In the past, Huairou Commission members involved in the WLLA project and other grassroots women's organizations have used community mappings to:
→ **Build up programs for providing services to people living with AIDS**
→ **Create community eviction watchdog groups**
→ **Advocate for clean water sources**
→ **Implement women's income-earning programs**
→ **Plan a new community center**
→ **Advance campaigns to stop evictions and harassment**

....

Participatory Process: A way of doing things that involves many people in the community as equals. *Participatory* specifically refers to the involvement of people who generally are not included in decision-making and research.

What are the steps?
A community mapping strategically engages many community members to find out more about an issue. First, there is a preparation process, in which members of an organization decide what they want to find out and how they will obtain that information. Then the organization goes through the community to complete the mapping activities.

The mapping activities used by WLLA members in the past have often included:
Community Survey: A **survey team** goes through the community recording the responses of community members with a questionnaire

Map-drawing: A group of community members draws a physical map of the community, to represent the spatial aspects of an issue

Interviews: Interviewers ask individual community members to speak in depth about an issue

Focus Group Discussions: A group of community members speaks in detail about an issue.

Each organization's **process** will be different, depending on the organization completing the mapping and the unique situation surrounding the issue in each community. Once the data has been collected and documented, the process always involves a community meeting where the findings are shared and discussed with community members. This final step is essential ensuring the community's ownership of the information produced and recorded in the mapping.

How to use this book
This book is a guide to conducting a grassroots community mapping project. It is based on the work of grassroots women and uses a participatory model. However, every community mapping is different, so everything in the book should be made to fit to local community needs. It provides a step-by-step process including how to design, implement, and evaluate a community mapping. It also provides helpful worksheets and forms that can be photocopied and filled out during the process. The methods in this book are only one approach, and they should be adapted for the specific needs of each organization and community.

Preparation
Before beginning a community mapping, it is important to prepare well. Some groups set up a series of steps to prepare for the actual mapping. The preparation steps allow them to make a strategic plan to manage the community mapping activities, documentation, and community meetings. Preparation often includes:
1. Deciding on what we want to achieve (deciding the Issue and Objectives)
2. Deciding which questions we want to answer
3. Planning which stakeholders will be involved in the process and how
4. Deciding which methods we will use for which participants
5. Making connections with the people who will be involved in the process

Process: a way of doing something
Survey Team: A group of people that will ask questions and find out information about the community.

1. What Do We Want to Achieve?
To undertake a successful community mapping, the first step is to decide what <u>we want to gain from the community mapping.</u> Most organizations understand the issues that guide their work, but it's good to spend some time thinking about <u>why we want to know more about the community</u> – and what we want to learn more about.

We won't have time to learn everything about a community during the mapping. If we identify the most important issue, and create concrete objectives, our results will be more specific and more useful.

Most organizations will want to hold a discussion about the issue that will be addressed in the mapping. Such a discussion might follow the exercise described below.

Deciding on an Issue

1. In a small group of organization staff or members, list the major activities of the organization.

2. Talk about which activities are most important to the work of the organization. List the issues that are addressed by these activities.

3. Talk about which issues could be better understood or better documented through a community mapping, and create a criteria for which issue you want to address. Other groups have chosen to address a particular issue because:

• It is closest to the central activities or goals of the organization
• It is having a negative impact in the community or on the main work of the organization
• It will help to launch a program in a new area
• It is most achievable for the first community mapping
• It will help generate data to support advocacy

4. Narrow the issue so that it is concrete and achievable. "Women's land tenure problems" might be too broad, but "women's property cases in traditional courts" may be more achievable.

Creating Objectives

Once we decide on the issue, we can identify the specific **objectives** for the project.

Objectives provide us with specific outcomes that we want to produce from the mapping. They will help guide the design of the mapping and they help us evaluate the mapping project.

To identify objectives, begin by naming some concrete problems that relate to the issue. Then write out objectives for the mapping that will give you information about the problems.

Make sure to record the reason for choosing our objectives. This will help guide the project and make conclusions after the mapping. See the documentation section (p. x) for a model.

In a community where women have trouble securing tenure under the traditional legal system, our objectives might be:
→ **To learn how women's property cases are treated in traditional courts**
→ **To learn about barriers women face in accessing traditional courts**
→ **To understand how the community responds to obstacles in the legal system**
→ **To inform community members and local authorities about the situation surrounding the treatment of women in traditional courts**
→ **To engage the community in making action plans to respond to the findings**

2. What Questions Will We Answer?

After deciding on the objectives, it's time to think about the concrete questions we want to answer during the mapping. Start by **brainstorming** about the issue, writing down all the questions that surround the issue. Try to use the objectives to generate ideas as we brainstorm, making a list of questions that fulfill each objective.

One way to think about questions is to look at the issue both **descriptively** and **analytically**.

Descriptive questions ask: *"Who?" "What?" "How much?"*

Analytic questions ask: *"Why?" "What was the result?"*

After making a list, eliminate any questions that overlap. Also, edit the questions to make them as specific as possible. This list of questions will be a guide for choosing the people who will participate and the methods that will be used in the mapping.

Planning meeting of Women United for a Better Community (MUPM) and Estrategia, in Pachacutec, Lima, Peru

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Objective: Our goals or what we hope to achieve.
Outcome: The result or product of something.

Brainstorming: When members of the organization and/or community sit together and share their thoughts to answer specific questions, in order to create a plan.
Descriptive: Words that explain characteristics.
Analytical: Words that give explanations.

3. Which Stakeholders Will Be Involved?

After deciding on the objectives and making a list of the questions we want to answer, we can decide which **stakeholders** we will engage in the mapping.

With members of the organization, go through each question on your list, and decide who can best answer each of the questions. These are the **participant stakeholders,** the people we will invite to participate in the mapping. Remember that certain people will be unwilling to participate, or may not provide truthful information. Try to decide which people can give the most accurate information for each question or objective.

Also, think about stakeholders that may not be participants in the mapping, but who could affect the outcome of the process. These stakeholders often represent an **institution**, and they can provide support or be an obstacle to the process. Make a list of all these stakeholders like the example below.

Participant Stakeholders	**Institutional Stakeholders**	**Media**
• Community members	• Government agencies	• Newspapers
• Young women	• City Council Members	• Radio shows
• Mothers in law	• National Housing	• News websites
• Husbands	Authority	
• Landlords	• Police Agencies	
	• Court officials	
Local authorities		
• Religious leaders	**NGOs**	
• Traditional court judges	• Health care	
• Elders	• Housing rights	
• Chiefs	• Coalitions	

After making a list of stakeholders, we can decide how to deal with each stakeholder throughout the process. Use a **Stakeholder Chart** like the one on the next page to organize the list of stakeholders. This chart can be used to stay in touch with stakeholders throughout the community mapping. It will probably need to be updated throughout the process as situations change. (The **Stakeholder Chart** on the following page is designed to be photocopied and utilized.)

....

Stakeholder: Someone who has an interest in an issue or process, or something to gain or lose from changes resulting from the process.
Institution: An established organization or association, often a government body.

Stakeholder Chart

Stakeholder	Helpful or obstacle?	Invite to mapping?	Invite to meeting?	Steps needed to manage stakeholders	
				Before Mapping	**After Mapping**
Example: Religious leaders	Helpful: can provide contacts Obstacle: may resist women-led mapping activities	Yes	Yes	Inform that we will be mapping community; ask for contacts; ask them to participate	Thank them for their support; invite to meeting; and request their feedback on the mapping

4. What Methods Will We Use?

Once we know what questions we want answered and which stakeholders will be able to answer them, we can decide on the best **methods** for gathering information. Four major methods used by groups that have been involved in the WLLA project will be described in this handbook as guiding examples.

Community Mapping Methods

1. Community Survey: The most common method of the community mapping is the survey. It can help reveal the conditions of the community at large.

2. Map-drawing: The Map-drawing will show where people in the community are affected by certain issues and can help us draw conclusions about why these areas are affected.

3. Focus Group Discussion (FGD): The Focus Group Discussion will show how a particular group understands a situation, and the role that they see themselves and others playing in relation to the issue.

4. Interview: The interview reveals more details about how and why problems exist in the community based on the experiences of different people in the community.

We already know which stakeholders to include and the questions we want to answer. Go through the list of questions you (have created, will create), and decide which stakeholder will answer each question and which method should be used to get the answers to each question. The box below shows some tips on how to decide who will be able to answer which question, and which method will best provide that answer.

Use the **Methods Chart** (p. 14) or a similar format to record the questions, participants, and methods. This chart will be used later as we design the Community Survey questionnaire, the issues to bring up during the Map-drawing, and the interview questions.

Deciding on the methods is a process. It will probably require several revisions to find the best method for your community and issue.

Deciding on the Best Method

As we decide on the best method to answer our questions from specific stakeholders, we should consider which activity will answer the question most efficiently without providing unnecessary information.

Many of our **descriptive questions**, those that ask **who, what,** and **how much**, can be answered by the survey.

Analytic questions, those that ask **why** and **what is the result**, are often better answered in an interview or a Focus Group Discussion, where an explanation can be given for the answer.

For example, "What percentage of community women have titles to their property?" asks **how much**. This question can be answered best in the survey. We will find out the percentage by asking many people about whether they have titles. If we were to ask people this question in a survey, the information may be unreliable because people would have to guess.

However, to answer the question, "What attitudes do traditional court judges have towards women's property ownership?" we may need to conduct an interview with a community member or hold a Focus Group Discussion, where we ask the same question to a number of persons to hear their answers. This is because we need an explanation for judges' attitudes and how this affects women seeking to redress property issues in traditional courts.

Organizational Capacity and Resources?

When deciding on the methods, another factor to consider is the capacity of our organization. The following are some criteria to use as we decide what methods to use:

➔ How many participants will be involved in each activity?

➔ How many organization members or volunteers will be necessary to complete each activity?

➔ How many communities will we involve in the mapping?

➔ How many participants will we include from each community?
Is this a significant number of participants (usually at least 100 for the survey)?

➔ How much time will each activity take?

➔ How much will each activity cost?

➔ Can we reduce our costs by getting answers from other sources, such as NGOs, government agencies, or our own records?

➔ Will the costs fit in our budget? (See Appendix 1 p. 50 for a sample budget format)

As mentioned before, making decisions about methods is a process. Depending on our organizational capacity, we may need to cut some questions. The **Methods Chart** on the next page can be photocopied and utilized to organize the participants and methods.

Throughout this process, record the rationale for choosing the methods. Refer to the documentation section for more on this.

Methods Chart

Question	Stakeholder who will answer	Method (Survey, Map-drawing, etc.)		
Example: What attitudes do religious leaders have towards women's ownership of land?	• 12 religious leaders in community • Affected women	• Focus Group Discussion • Oral Interview		

Veronica Kanyongo, from Seke Rural Home Based Care, facilitating a community meeting in the Seke district in Zimbabwe

5. Making Connections with Stakeholders and Community Members

Creating relationships and staying in touch with stakeholders is one of the most essential elements of the community mapping process. It is the key component of how the community mapping makes an impact and leads to change. It is important for every step of the mapping. The relationships we build can allow us to enter a community or connect us with people to interview or volunteers. We should also contact government officials or local authorities early in the process to prepare them for the upcoming community meetings.

It is also important to make links with community members before beginning the mapping to gain their trust and participation. We should let the community know what we'll be doing, why we're doing it, what we will do with the information we gather, and how we will be accountable to the community by reporting the information back to them, and utilizing it in a way to benefit the community. At this point, we can ask them to participate in the mapping and find out what times are best for community members to schedule mapping activities. If possible, we can schedule times to hold the activities.

In some communities, we can get in touch with community members by announcing and holding our own community meetings. In other communities, it is easier to talk to people at events that are already happening, in churches or community market places.

We can also talk to people that we may be including in mapping activities, such as women gathered at a water source, or women meeting with their savings and credit group.

Documenting the Preparation

The preparation processes should be documented. This will provide us with a foundation for the community mapping. It is important to have the process written down so that we can measure our progress.

As we go through the discussions involved in preparation, it helps to take notes. The following questions can be a format for documenting the preparation.

Issue
What issue are we addressing with the mapping?
Why is it important to do a community mapping on this issue?

Objectives
What are the objectives?
How will these objectives help us understand the issue?
How do these objectives involve the community to respond to the findings?

Communities Involved
Which communities will we map?
Why did we choose these communities?

Stakeholders
Which participant stakeholders in the communities will participate in our mapping? (Who and how many?)
How will these people provide us helpful information on the issue?

Which institutional stakeholders did we decide to include in the process?
Why are these stakeholders important?

Methods
What methods will be used?
Which participants will be involved for each method?
Why did we decide on these methods and these participants?
How will these methods help us fulfill our objectives?

Community and Stakeholder Linkages
What did we do to prepare the community to participate in the mapping?
Did we find out anything that will lead us to modify our mapping process?

Mapping Activities

After designing the community mapping, making initial links with institutional stakeholders, and speaking to community members, it's time to begin the mapping activities!

This section describes four possible components of the project. They include:

Community Survey

Focus Group Discussion

Map-drawing

Interview

The mapping activity descriptions below are a guide to the methods that other groups have used to complete community mappings. However, they are only basic formats. Change, adapt and improve the activities to best meet the needs of your organization and the situation in your community. Remember that the community meeting is a part of the process. The community meeting will give you a space and time to report and verify findings and make action plans.

Remember to keep in contact with stakeholders throughout the mapping process as necessary. Keep stakeholders informed about the process, and continue to let them know that they will play a role. Begin to invite them to the community meetings that will follow the mapping activities.

Mapping Activity 1:
Community Survey

The first activity in the mapping will probably be the community survey. Design this activity according to the Methods Chart (p. 14). The community survey will answer the questions designated for the survey in the methods chart. The questions we listed earlier (WHERE?) may need to be modified, reduced, or expanded in order to get the answers we're seeking.

Writing the Survey Questions

The first step is to develop the survey questions that will go into a questionnaire that will be administered by the **surveyor** at each household. Survey questions usually ask two types of information.

> **Basic personal information** will probably be collected in every survey, such as gender, age, marital status, level of education, number of children, and the community or neighborhood of residence. Depending on the sensitivity of the issue, you can keep people's names and identities anonymous.
>
> The **issue questions** should be tailored to the conditions of the local community and should answer the question in our **Methods Chart** (p. 14). Go through the **method** column of the chart. Each time **Community Survey** is listed, it refers to a question that we want to answer. Just write this question as an item in the questionnaire! Use this structured method to complete the **issue questions** of the questionnaire.

Following this section is a list of **Sample Survey Questions** (p. 19) from various surveys developed by groups. This may provide ideas for how to formulate questions that will go into the survey questionnaire. Remember that these are just examples of questions, used by many different groups that used the community mapping to address a variety of different issues. Some questions may be useful for our situation, some may not.

Generally, surveys should be a few pages long and can be completed in 10-20 minutes.

Surveyor: The person who is asking the questions.

Many groups develop multiple-choice answers for some or all questions. This can help when we summarize the results. The following is an example of a questionnaire format that uses multiple-choice questions.

House and Services

1. Tenure of your house

a. ○ Own
b. ○ Squatted
c. ○ Rent
d. ○ Borrowed
e. ○ Live with family/friends
f. ○ Government provided

2. Roof made of what materials?

a. ○ Concrete
b. ○ Metal sheets
c. ○ Rush mat/plastic/cardboard
d. ○ Straw/cane/palm leaves
e. ○ Cloth
f. ○ Other (specify)

_____.

3. Walls made of what materials?

a. ○ Brick/concrete block/stone
b. ○ Adobe/mud blocks
c. ○ Wood
d. ○ Rush mat/plastic/cardboard
e. ○ Other (specify)

_____.

4. Floor made of what materials?

a. ○ Vinyl/Stone
b. ○ Wood
c. ○ Cement
d. ○ Earth
e. ○ Other (specify)

_____.

5. What type of hygienic system do you use?

a. ○ Connection to public services inside house
b. ○ Connection to public services outside
c. ○ Latrine
d. ○ Outhouse
e. ○ In open ground

6. Do you have electricity in your house?

a. ○ Yes
b. ○ No

Sample of a multiple-choice questionnaire format from a survey of households in the Pachacutec area outside of Lima, Peru. developed by Estrategia and Women United for a Better Community (MUPM)

Survey Logistics

After creating the Survey, divide the communities being surveyed into smaller sub groups, such as neighbor-hoods or specific areas in the commu-nity. The size of the area surveyed will depend on the organizations' capacity. If possible, use existing maps or photos to draw out survey areas in a community. Generally, it's easiest to divide the commu-nity into areas small enough to walk through and conduct surveys in a few hours.
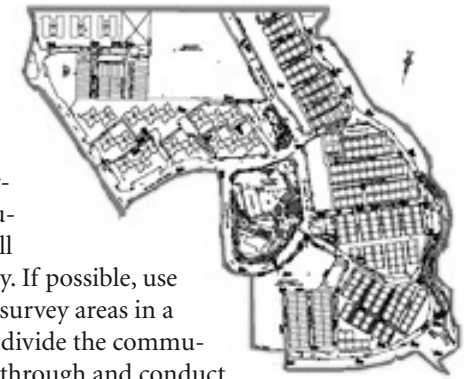
The next step is to decide how to survey each area. Logistical questions include:

→ Will we split up into teams to administer the surveys?
→ How many teams will be needed to survey all the neighborhoods?
→ What time of day did community members indicate that they would be home for us to conduct our surveys?

Photo and map of housing in the Jardim Celeste neighborhood in São Paulo showing the communities mapped by the Union of Housing Movements São Paulo (UMMSP)

Sample Surveys

Some communities are small enough to survey every household. However, in large communities, we can do surveys of some but not all households. We will use the results of *some* households, a sample of the community, to represent an entire area of a community.

This is called a *sample* survey. It helps to assess a community without taking the time to survey everyone. The *sample* must be random to fairly represent everyone in the community without favoring answers from certain people.

Many groups create **random** samples by surveying every fourth house. Begin by asking the questions on the questionnaire to a resident at the first house. Then, count four more houses and go through the questions again with a resident from that house. If no one is home, count four more houses and ask for a survey there. Continue through the entire neighborhood in this manner.

Practice

Before beginning the Survey, do a practice on a small group of people (most groups use ten or fifteen participants for the practice) outside the community. This will let us know if the questionnaire is written effectively to answer our questions and that the questions make sense to community members. Go through the survey with each participant, giving her or him the chance to comment on each question and to provide answers that we did not include in the set of answers. Take notes about each participant's response. After the trial run, the staff should meet to review the results and to modify the survey. Discuss criteria such as the following:

➜ Are people willing to provide information?
➜ Are some questions in the survey unclear?
➜ Do some questions lead participants to answer in the same way?
➜ Is a common answer missing from a set of multiple-choice answers?

Make changes based on the discussion so the survey is more effective.

Survey being completed in a community in Dhaka, Bangaldesh, by a member of the Participatory Development Action Program (PDAP)

Making Introductions and Basic Agreements

Before going out to survey communities, our survey team will meet to plan how to introduce ourselves at each house. When we arrive at each household, we should provide a short introduction and establish basic agreements. Tell who we are and what we are doing. Let the community member know what we will do with the results and why it is important that the she or he participate. Also tell what we cannot do with the results; that this survey only a part of a long process that can lead to change in the community. Then ask the resident to participate. You may wish to write a short script that members of the survey team can carry with them while they conduct the surveys. This will ensure that no one forgets any important information. After the Survey, make sure to thank the participant and to invite her or him to the Community Meeting.

The Survey will produce a large amount of data. The results must be organized so that they make sense to community members and other stakeholders. Refer to the documentation section (p. 30) for a guide to collating and organizing the data we collect.

Random: Not favouring any one person or type of person.

Sample Survey Questions

Personal Information
First and last name
Age
Marital status
Level of education
Gender
Number of children
Community or Neighborhood
Municipality

Income
How do you earn an income?
Do you grow food in your home or
your land?
Do you raise animals in your home or
your land?
Are you involved in livelihood or fi-
nance support groups?
Are you involved in any employment-
based organizations such as coopera-
tives or unions?
What other activities do you use to
survive?

Land
Do you possess your own land?
How much land? (in square meters or
other units)
Do you use the land for your livelihood?
Do you have a deed or a title? Whose
name is on the deed?
Do you rent the land? Do you have a
contract? How much rent do you pay?
How long have you owned/occupied
the land?

House/Living Space
Do you possess your own house or
living space?
Do you have a deed or a title?
Whose name is on the deed?
Do you rent the space?
Do you have a lease contract?
How much do you pay?
Are there other types of tenure
arrangements? Please explain.
How long have you lived there?
Did you build your house?
How much did it cost to build?
How much money have you invested
in your house in the past five years?
What is the house made of?
How big is your house?
How many people live in your house?
What are the conditions of your
house?
Do you have electricity?
Do you use an indoor fire for
cooking or heat?
What material do you use for fuel?

Evictions
Has your community faced evictions
or been threatened with evictions?
Who is causing the evictions or
making the eviction threats?
How many families have been
evicted or are under threat of
eviction?
Do you feel threatened by eviction?
By whom?
Do you face harassment or threats
that keep or try to keep you away
from your land?
Is relocation being offered? If al-
ready evicted, has it been offered?
Is it adequate?
What do community members do to
respond?

Sample Survey Questions

Facilities: Water
How do you get water?
How far away is your water source?
Do you have to stand in line?
What is the quality of the water?
Do you have access to bathing
facilities?

Facilities: Latrine
What type of latrine is available
to you?
How far away is the latrine?
What are the conditions of the
latrine?
Do women have access to privacy
using the latrine or other facilities?

Community Facilities
Does your community have a school?
Health center?
Are there electric lights/street lights
in your community?
Are there paved roads in your
community?
Is there drainage in your
community?
Is there garbage collection in your
community?
What is the population of the
community?

Community Organization
Is the community organized?
In what way?
Are there community groups active in
your neighborhood?
Do community members interact with
local authorities or government
agencies?
Are there spaces for women to meet?
What challenges or barriers do you or
women in your community face in ob-
taining land or housing?
What solutions do you suggest to oth-
ers who face the same situation?
What type of help do you receive?
(government, family support,
NGOs, etc)

Mapping Activity 2:
Map-Drawing

Background
The Map-drawing Activity is a participatory tool that will produce both quantitative and qualitative information about the community. This tool may be used to understand the spatial aspects surrounding a diversity of situations in the community, from house-by-house tenure situations, neighborhood access to water sources, or agricultural land use. Use the Methods Chart (p. 14) to help design the Map-drawing Activity and to guide the discussion that follows the activity.

Leadership Roles
The facilitator's role is to help the community reveal its knowledge. She should not inform the community about its problems, or draw anything on the map. Her role is to allow the community participants to represent and speak for themselves. She will guide the process, explaining the steps, asking leading questions and making suggestions, but ensuring that community members are guiding the process.

The facilitator should make sure that everyone participates. Lead the discussion so that strong voices do not dominate the conversation, and encourage quieter people to share their knowledge.

Often there is a separate note-taker. The note-taker's role is to record the discussion, and not to participate. The note-taker should record not only what people say, but also, how people are participating, including body language and group dynamics.

Annette Campbell of the Mt. Vernon Youth and Community Club, St. Thomas, presenting methods for mapping disaster vulnerability to participants at a Community Trainers Workshop

What to Plot on the Map
The information drawn on the map should express the issue connected to the objective of the map. Some groups interested in tenure conditions or housing quality have participants draw and number individual houses. If we are dealing with tenure issues or service delivery issues, numbering the houses can be an important tool. The numbers assigned on the map can later be placed physically onto the houses in communities, providing people with addresses if they do not already have them. Depending on the circumstances, having an address can help formalize individuals' relationship with their residence and their community. It can assist people in obtaining jobs, receiving mail, or sometimes, in getting credit. It can also aid a campaign for services or tenure by representing communities as stable and permanent. Attaching community information to a map is a powerful way to show authorities what conditions exist and negotiating demands for the communities' needs to be met, such as water, electricity and other services. If the objectives indicate a need for general information or a wide geographical area, the drawing of individual houses can be too tedious. In this case, participants can represent entire neighborhoods rather than individual houses on

their map. Another possibility for mapping is to plot the information found in the survey onto the maps, for example, to write on each house drawn the number of persons staying in that house or other information about that house.

Once again, make sure the community members are in charge of deciding how issues will be represented in the drawing and which information to highlight that is the most relevant in addressing their problem.

Invitations
The first step of the map-drawing activity is to invite community members to participate. This often involves walking through the community and inviting people to the activity. Try to utilize structures that already exist in the community, such as savings and credit groups, home-based care groups, churches, or childcare groups. Ask people what time works best for them, and pick a convenient time and location. If possible, pass out a list of questions for reflection before the map-drawing activity so that people know what to expect.

Drawing the Map

> **Time:** 2 hours
> **Participants:** Facilitator and note-taker, 12-25+ participants
> **Location:** Outside: on the ground
>   Inside: in a community center or house
> **Materials:** Outside: sticks, stones, or other objects
>   Inside: paper, pens, markers

On the day of the mapping, if the homes of the participants are within walking distance, the leaders of the Mapping can walk around to pick up the people invited. As participants join the group, the facilitator should ask people to talk about the community, reflecting on the spaces and the issues in the area.

When the participants arrive at location for the Map-drawing Activity, have the space and the materials ready. Set some ground rules with the participants, letting them know how the information will and will not be used.

The facilitator will begin the discussion about the specific issue for the mapping.

Then she will invite one participant to start the map, using major indicators such as roads or water.

Continue the discussion by having different people draw in different aspects of the community.

Community members should also correct the drawings of others by discussing differences in perceptions and revising the map.

Discussion

After completing the map, the facilitator should lead a discussion on the findings of the map. The facilitator should help the group to make linkages between the issues and the information shown on the map.

For example, if the map represents areas where people do not have secure tenure and where evictions have occurred, the facilitator should ask the group to talk about ways that insecure tenure makes people vulnerable to evictions.

If the map represents areas with low access to clean water or sanitary latrines, the facilitator should ask participants to make connections between these areas and community health problems.

At this point, the community should discuss ways that these problems can be redressed. It is an important point to mobilize community members, to make action plans, and to come up with concrete steps that involve the participants in the work of the organization or in their own community groups.

The Note-taker should record the discussion, and should redraw the map on paper or take a photograph if the map was drawn on the ground. The note-taker should record participants' words and their body language, including how they interact with the group and the facilitator.

Once the group is finished with the mapping, it is important to verify the results. Summarize the findings recorded by the Note-taker and ask the group if they believe these results accurately represent the discussion. Also ask permission from all present to use these results to represent the community. Make sure to thank them for giving their time.

Also, invite the participants to the Community Meeting.

After the activity, the results of the activity should be documented. The facilitator and the note-taker should collaborate to summarize the information produced in the discussion to present back to the community and to other stakeholders. The map itself is an important piece of documentation, but the summary should also include conclusions drawn out during the discussion. See the documentation section (p. 30) for further guidance.

Map-drawning by women of Arogya Sakhi for Health Awareness and Action (ASHAA) in Konayampattinam, a village in Tamil Nadu, India, facilitated by Swayam Shikshan Prayog (SSP)

Mapping Activity 3:
Focus Group Discussion

Time: About 2 hours
Participants: Facilitator, note-taker, 6-14 participants
Location: Inside or outside, but in a safe or isolated space

The Focus Group Discussion helps us analyze the context and causes of an issue. The focus group should target a certain group to answer specific questions, those listed in the Methods Chart (p. 14). It can be used along with other activities, such as the discussion part of the Map-drawing. Holding focus group discussions with different sectors of the community is especially helpful for comparing differing attitudes. For example, two separate focus groups, one with young men and one with young women, can be used to compare young men's attitudes with young women's attitudes towards sex, dating, and HIV and AIDS.

A good focus group discussion requires a good facilitator. The facilitator should be able to direct the group towards an analysis of the issue, while at the same time monitoring body language and group dynamics. Importantly, the facilitator should encourage participants to be agents in describing the issue and guiding the analysis. Some tips on facilitating include the following.

→ The facilitator should help people feel comfortable addressing sensitive issues and at the same time directly address the issue.

→ The facilitator should be able to probe when a point needs to be expanded, and to keep the group on track.

→ The facilitator should be able to help everyone to participate, to encourage quiet voices to speak and to keep others from dominating the discussion. A go-round, in which everyone is given time to speak once before anyone speaks twice can be an important tool in getting everyone's input.

The Note-taker will record what is said during the discussion. The Note-taker should record both spoken and body language, paying attention to who is speaking and to who is not speaking.

After the discussion, ask people to verify the results. Summarize the findings recorded by the Note-taker and ask the group if they believe these results accurately represent the discussion. Also ask permission to use these results to represent the community. Make sure to thank them for their time, and invite them to the community report-back meeting.

The results should be summarized and recorded so that they can be presented to the community and to other stakeholders. Refer to the documentation section (p. x) for suggestions on documenting focus group discussions.

Mapping Activity 4:
Interview

>Time: About 1 hour for each Interview
>Participants: Interviewer and interviewee (Sometimes it is helpful to have a second interviewer or a note-taker. Another option is to interview two or three people at once.)

The Interview is a way to understand complex details surrounding an issue. The Interview is a flexible tool that can be used to collect a wide range of information, as shown in the following examples.

→ An Interview can help show why problems exist in a community and how an issue affects individuals in the community, for example, how land-grabbing can affect child-headed households.

→ It can provide vital information from individuals representing institutions or government agencies. For example, a judge may be interviewed to help understand the structure of the court system. A church leader may be interviewed to understand the support that the church provides to people living with AIDS.

→ It can be used to understand the attitudes and decisions of individuals, especially for difficult or private issues. For example, an interview may reveal some attitudes of single women about control of money in the household or domestic abuse.

Refer to the objectives and Methods Chart (p. 14) to guide the interviews.

Some organizations plan specific questions to ask each interviewee. This can lead to a focused discussion that answers the questions. Another option is to make a list of issues to address for each participant. In either instance, the interviewer should ask open-ended questions and should be sensitive to the body language and level of comfort of the participant. It is helpful to rephrase and summarize responses to confirm the participant's responses.

The Interviewer or the Note-taker will write down the answers and also note the non-verbal communications expressed by the interviewee.

Before the interview, set some ground rules with the Interviewee (the person who is being interviewed). Make sure the Interviewee knows what will be done with the information, what will not be done with the information, and that the responses can be kept confidential if the interviewee requests this. After the Interview, ask the participant to confirm the results. Summarize the findings and ask if the main points accurately represent the feelings of the interviewee. Also ask permission to use these results in Community Meetings, respecting people who wish to remain anonymous. Make sure to thank the participant for taking the time to support the community mapping, and invite her or him to the community meeting.

After all interviews have been completed, the results should be summarized and recorded. See the documentation section (p. x) for more information.

Documenting the Results

After collecting data from the mapping activities, the results must be organized and summarized in a way that is clear and understandable. As the data is counted and organized, remember that the findings will be represented differently when shared with different audiences. For example, the findings may be presented differently to community members - maybe in simpler language or with more visual, theatric, or participatory methods - than for meetings with government officials.

Knowing how the data will be presented can help determine how it is documented. For example, if gender is an important aspect in a meeting with government officials about health services in a community, it will be good to emphasize the effects of gender on other findings.

Documenting the Community Survey

By the end of the Survey, there may be hundreds of completed questionnaires. Keep them organized by **neighborhood**. There is an easy way to count the results. Start with the completed surveys from just one neighborhood. For each question, draw a chart like the one below. Make a line in the chart for each possible response. Then go through each completed Survey questionnaire and make a tally mark for the answer given. Once the responses have been recorded for all the questionnaires, write a total at the end.

Sample tally sheet for counting questionnaire responses
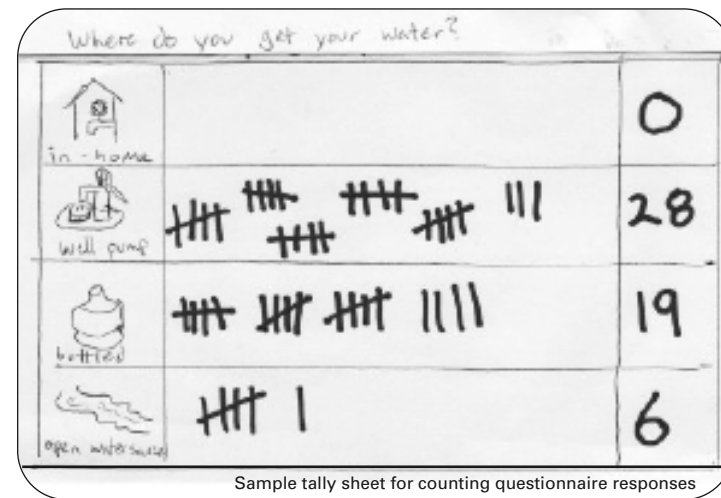
Neighborhood: Specified area in a community.

Making a Chart

After recording the totals for each answer, the totals can be written into a chart like the one on the next page. Some organizations have access to statistical processing computer programs. However, these are not necessary to make data clear and understandable. The responses can present data easily in the form of a chart or a graph. The example on the next page is an example of how the **Participatory Development Action Program** (PDAP) organized data from their survey in a chart.

For each question, add the numbers in the column to get the total responses to that question for that neighborhood. In the example on the next page, the total number of households that responded about their latrine in the Refugee Camp is 132. In the "Number" column for the first question, you can see that:

$$125 + 7 + 0 = 132$$

Each neighborhood can be placed into its own column in the chart. Then add the numbers across the rows for each answer to get the total number of respondents throughout the communities surveyed. In the example, the number of households with a "Sanitary" latrine is 260.

$$125 + 65 + 70 = 260$$

Finally, we can create percentages (%) by dividing the number of responses for each answer by the total number of responses and multiplying by 100. In the example, the number of households with a "Sanitary" latrine is 125. The total number of households in the Refugee Camp is 132.

$$125 \div 132 = 0.947 \quad \text{and} \quad 0.947 \times 100 = 94.7$$

This shows that 94.7 percent (94.7 %) of the households in the Refugee Camp have a "Sanitary" latrine.

The same method can be used to get percentages in the Totals column. In the three neighborhoods, 260 out of 300 respondents had a "Sanitary" latrine.

$$260 \div 300 = 0.867 \quad \text{and} \quad 0.867 \times 100 = 86.7$$

Therefore, 86.7 % of the people in the communities surveyed have access to a hanging latrine.

Percentages are sometimes more helpful than numbers, because they illustrate an average of how much of an entire community is affected. Percentages can be helpful in community meetings as well as for statistics presented to government agencies or media sources.

Sample Data Chart

What type of latrine is available to you?

	Refugee Camp		Baoniabandh Slum		Other Slums		Total	
	#	%	#	%	#	%	#	%
Sanitary	125	94.7	65	100	70	68.0	260	86.7
Semi concrete	7	5.3	0	0	7	6.8	14	4.7
Hanging	0	0	0	0	26	25.2	26	8.7
Total	**132**		**65**		**103**		**300**	

Do women have access to privacy using the latrine or other facilities?

	Refugee Camp		Baoniabandh Slum		Other Slums		Total	
	#	%	#	%	#	%	#	%
Yes	97	73.5	0	0	21	20.4	118	39.3
No	35	26.5	65	100	82	79.6	182	60.7
Total	**132**		**65**		**103**		**300**	

How far away is the latrine?

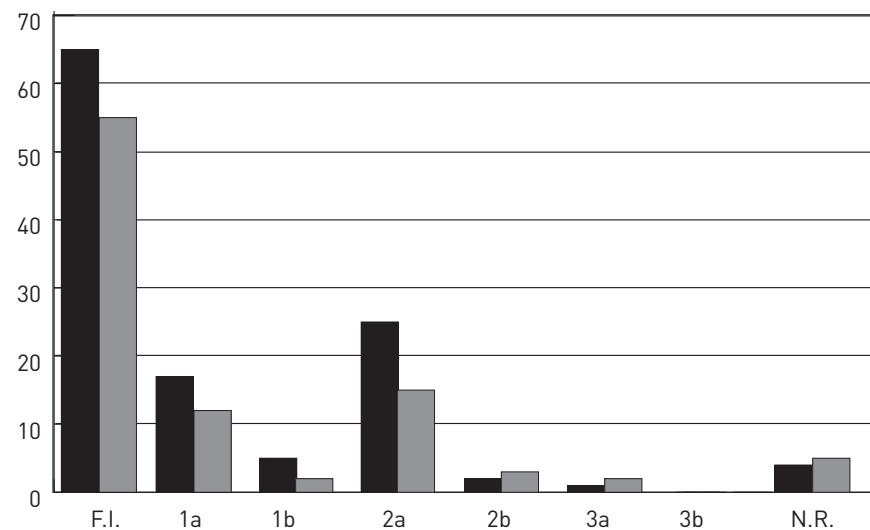|	Refugee Camp		Baoniabandh Slum		Other Slums		Total	
	#	%	#	%	#	%	#	%
1-15 feet	60	45.4	65	100	49	47.6	174	58
16-30 feet	50	37.9	0	0	47	45.6	97	32.3
31-45 feet	7	5.3	0	0	5	4.9	12	4
45+ feet	15	11.4	0	0	2	1.9	17	5.7
Total	**132**		**65**		**103**		**300**	

When the results are organized into a chart, they can be summarized to describe the results and tell what they mean. If we summarized the three communities in the PDAP mapping, we might say the following:

> All three communities have mostly sanitary latrines. Most members of all the communities have access to nearby latrines. However, women's access to privacy is different across the communities. Most women in the refugee camp have access to private facilities, but all the women of the Baoniabandh slum and the majority of the women of the other slums have no access to privacy.

This information can be presented in the Community Meetings to reveal information to community members about their environment. In this case, the results and the discussion around the lack of latrines may lead community members to decide to participate in a latrine-building project to build private sanitary latrines. We may present the information to the city government to advocate for the provision of better services. The information in the chart and the summary can also be included in any final reports on the mapping.

The results may be prepared in different ways. If many people in the community cannot read, it may be better to present the charts as drawings, and not as words. Graphs are a great way to share information visually. The example below shows how.

Level of Education of Head of Household

Men   Women

Bar graph showing the results from a community mapping completed by the Union of Housing Movements Sao Paulo (UMMSP). See how UMMSP used the bar graph as a tool to present data at a community meeting (p.x)

Legend

F1 = Functionally Illiterate
1a = Basic Incomplete
1b = Basic Complete
2a = Intermediate Incomplete
2b = Intermediate Complete
3a = Upper Level Incomplete
3b = Upper Level Complete
NR = No Response

Documenting the Map-Drawing

The Map-drawing Activity produces an important piece of documentation through the activity itself: the map! If the map was drawn on paper, it may need to be redrawn in a cleaner or smaller version or scanned into a digital picture file. If the map was created on the ground, the note-taker should have a photograph of the map or redrawn the map on paper.

Summarize the results soon after the activity so that it's easy to remember the discussion. The results of the discussion should relate to the map to show why problems exist in certain areas of the community. The Facilitator and the Note-taker should collaborate to review the notes and to summarize the major issues. The Summary should bring out the major problems along with the spatial relationships indicated on the map and the connections with the problems. Make sure to record the differences in people's experiences in different parts of the community.

Depending on the audience, the results can be presented differently. The Map itself is a great tool for presentation, whether in a report or at a community meeting. When presenting the map at a meeting, make sure that the map is large enough for everyone to see. It can also help to label the Map according to the issues brought out in the community members' discussion. Remember, the better the presentation, the more impact it will have on an audience!

Documenting Interviews and Focus Group Discussions

The results should show a summary of the responses to the issues addressed in the interview and **Focus-Group Discussions**. Results from interviews and focus groups can explain situations that exist in a community, showing not only which situations exist but also why they are happening. Try to record the results soon after the Interviews and focus groups so that it is easy to remember the discussion. Using the notes from the activity, summarize the main issues that came out during the activity.

The format for documentation is generally a summary of the responses and discussion of individuals and groups.

Highlight which issues are most important to people. Show both similarities as well as differences in people's situations and perceptions. It may also help to illustrate the summary by including examples of individuals' experiences. If a list of questions was used for the interview, list or summarize the responses to the questions.

Like the results from the Survey, the documentation for interviews and FGDs can be prepared and presented in a diverse manner depending on the audience. At a Community Meeting, the results may be drawn out in a diagram, or they can be acted out in a skit. For presentations to the media or to government officials, a clear and concise policy statement or press statement may be more helpful.

Focus Group Discussions: small groups designed to promote good and open discussions.

Community Meetings

After completing the Mapping Activities and documenting the results, it is time to hold Community Meetings. This can be one of the most exciting parts of the community mapping. It is an opportunity to bring together community members, participants in our mapping, NGOs, government officials, newspaper and radio reporters, television stations…whomever we want.

It can be a fantastic event, marking the end of this mapping, but the beginning of charting a way forward!

There are many options for organizing our meetings. The goals for the meetings often include:

→ Reporting findings back to community members and verifying the findings with community members

→ Mobilizing community members and stakeholders, such as NGOs and local groups, to create strategies and action plans

→ Reaching out to local authorities and government agencies to inform them of conditions in the community and create plans for partnerships or to demand actions on the part of the government

→ Bringing together newspaper, radio or other media sources to report on the issues addressed in the mapping in order to raise critical awareness of the issues within and beyond the community

Some tips for the Community Meeting:

Plan to hold community meetings at places and times that are easy for the greatest number of community members to attend.

It is important to advertise the meeting throughout the community. Many people will know about the meeting because they were invited during the mapping activities. Also plan to advertise at important places in the community, such as at events, in market places, or in churches.

Have people sign in when they arrive. Make them comfortable! Providing food and beverages is a great way to help people feel welcome.

Make sure to assign a Note-taker to record what happens at the meeting. This will be essential in following up on action plans and documenting the impact of the community mapping (see the Evaluation section on p. x).

Before participants leave, thank them for their participation.

Community Anti-Domestic Violence Team member sharing at a community mapping meeting facilitated by the Rural Media Network (RUMNET) of Ghana

The goals for the community meetings may be achieved through separate meetings with different groups. Another strategy is to bring community members, diverse stakeholders and local authorities together at the same meeting. This strategy can be very helpful for pressuring local authorities and government agencies to act on an issue. When a critical mass of community members are together talking about an issue, it shows local authorities that there are many people in the community who care about the issue, and are willing to act collectively to get what they need. The strategy for holding different types of community meetings will depend on an organization's needs, as well as the capacity to hold large meetings and to coordinate meetings with many stakeholders.

Mme. Comfort speaking at a verification meeting following a mapping of the Nkrumah community done by the Centre for the Development of People (CEDEP), of Kumasi, Ghana

Verifying the results with the community

Verifying the results of the mapping with community members is an essential step in the mapping. Even though the data collection and documentation was meticulous, the findings may not represent the community accurately, or in a way that is acceptable to community members. Much of the findings will be verified during the mapping activities, but the verification shows community members what the findings look like all together.

At the meeting, present the summarized results. Report not only on the data, but also on the conclusions drawn from the results. A facilitator should lead the discussion, making sure that community members have equal chances to participate. A Note-taker should document the comments of community members.

The information represents the knowledge of the community, which community members shared during the mapping activities. If community members do not believe the findings are accurate or representative of the community, the results must be changed so that they fit with the perceptions of the community members. Participants at the meeting should also be consulted on how the information will be used. Ultimately, the findings from the mapping are a collection of community knowledge. The results belong to the community, and it is their choice how the results are portrayed and what will be done with the documentation. Let the participants know how the organization will be accountable to their wishes.

**Verify: To ensure that something is correct or true.**
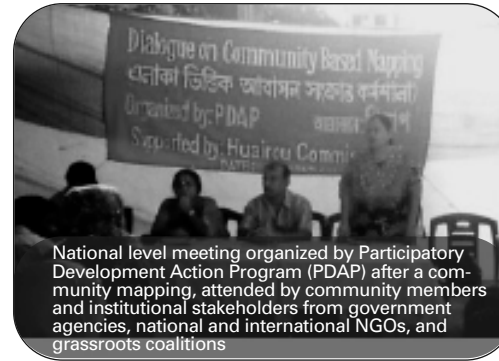
National level meeting organized by Participatory Development Action Program (PDAP) after a community mapping, attended by community members and institutional stakeholders from government agencies, national and international NGOs, and grassroots coalitions

Strategic Meetings with Stakeholders

The post-mapping meetings are good opportunities to bring all Stakeholders together. Meetings should be held in the community, so that community members have the power to control their own space. Meetings with Stakeholders are a critical opportunity to engage institutions that are normally out of reach of most community members, such as government officials, large NGOs and other authorities. Use this opportunity to show stakeholders the reality of the situation on the ground, to make demands for their support, to ask them for concrete responses, and to make plans for future partnerships.

Grassroots women's groups have held community meetings in various ways to advance their political and strategic program goals. Examples include meetings with mayors or other local authorities, chiefs or traditional leaders, judges from traditional courts, representatives from the National Housing Authority, and representatives from other government agencies such as water and transport authorities.
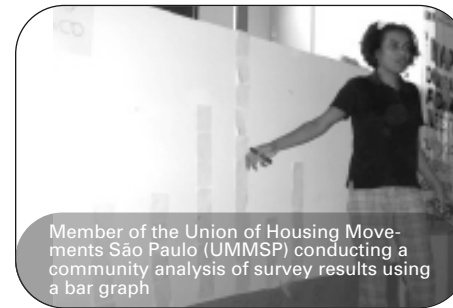
Member of the Union of Housing Movements São Paulo (UMMSP) conducting a community analysis of survey results using a bar graph

It can also help to invite people who may also serve as technical experts; for example, an engineer may be able to inform the community about the options for getting sewerage facilities in their communities. We may invite representatives from NGOs or other grassroots organizations and networks to validate our findings or to show the findings and issues fit into a national or international context.

Meetings with Stakeholders will be more effective with a good presentation. Be creative! Shock them! Challenge them! Show them what they have been ignoring for years!

For example, in a community mapping on water sources, Swayam Shikshan Prayog (SSP) found that people drank from the same water sources where others defecated. The organization began a community meeting by offering participants a glassful of water and feces. They shocked the participants by showing which percentage of the community "ate their own feces," and which percentage "ate the feces of their neighbors." People responded immediately, demanding better latrines and water sources.

Visual presentations like graphs and maps can have a powerful impact on people. Participatory exercises like skits, dances, songs help people connect to and participate in the discussion, especially community members who may be silent in the presence of "experts."

For example, the Union of Housing Movements São Paulo (**UMMSP**) directed a participatory analysis of their survey findings at the community workshop by creating a bar graph in a group.

Making Action Plans

Community Meetings are an opportunity to make action plans to respond to the findings of the mapping. Community members and Stakeholders will be together discussion serious issues in the community. Everyone will be talking about what to do next.

During the community meeting, help different Stakeholders decide on strategies, identify concrete steps and decide who will do what. One way to do this is to hold "Breakout Groups," in which a few members from different stakeholder groups separate to make specific plans for one action. For example, a group may separate to speak about plans for finding a site for building a public latrine. Meanwhile, another group may speak about how to partner with the municipality to provide piped water. These breakout groups facilitate collaborations between different stakeholders.

Make sure that all participants have a role in the action plans. Community members and grassroots organizations should also have roles that are just as significant as other stakeholders, even though other stakeholders may represent institutions with more resources.

Create timeframes in which these actions will be completed. Plan meetings with appropriate people in order to review the progress of the future plans. Make sure everyone knows that they will be held accountable for their roles. Before leaving, repeat the deadlines for the first steps. Post or pass out a list of each person or group's roles and the dates for future meetings.
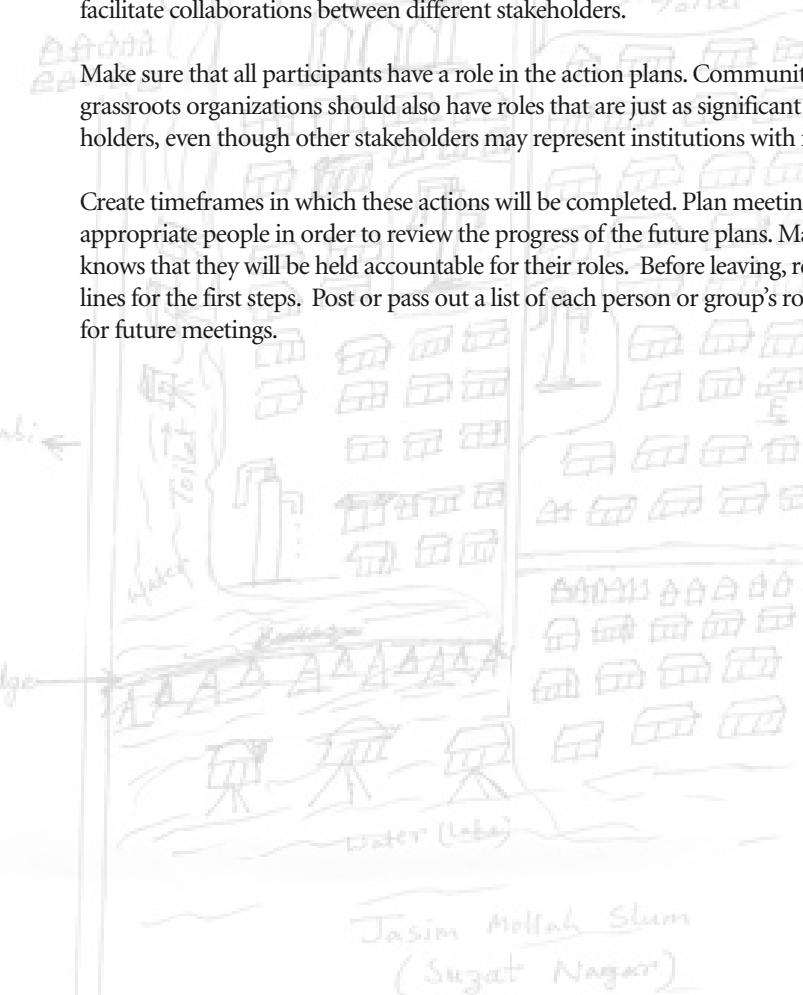
Sample Action Steps Chart

Action Step	Who Will Do It?	By Date	Location
Contact local radio station and pressure them to report on the water problems in the community	Ms. Comfort and her daughter	Next week	
Latrine site committee finds several possible sites for a new latrine	Ms. Guyazou and Mr. Abalo, Mr. Agassa, and Mr. Dogbi	One month July 7	Report at meeting at community center
Latrine building group finds materials (wood, concrete) and volunteers	Mr. Sherif	One month July 7	Report at meeting at community center
Create community health and hygiene training group, find people and health materials, organize structure	5 members of women's savings and credit group	Two weeks June 22	Report at planning meeting with city health officials
	Members of women's group that did the community mapping	3 months	

A Sample Action Steps Chart like the one above can help organize the collective responses to the findings of a community mapping. A real Action Steps Chart will probably be longer, including more steps and more participants. The important thing is to include concrete steps and dates for the completion of the steps

Training on women's land and inheritance rights conducted by the
Centre for Development of People (CEDEP) following a community mapping

Responding to Community Mappings

Community mappings frequently bring profound issues to the forefront in the work of an organization and in the consciousness of a community. Many groups that have participated in WLLA begin responding immediately to the issues raised in the community mapping. These organizations often begin holding trainings on women's property and inheritance rights. These trainings can also be an opportunity to bring women together to begin forming community action groups.

The immediacy of the problems can be both inspiring and overwhelming. One way that WLLA groups been able to create effective responses to issues raised in a community mapping is to rely on Community-based Models developed and refined through the experience of other groups. Networks of grassroots women's groups like the Huairou Commission have facilitated information sharing and the dissemination of effective models for addressing problems faced by groups across regions and across the world.

International networks have helped grassroots women's groups address issues in various ways. Peer learning and information-sharing have helped organizations create new strategies, such as the Watchdog Groups, which were developed by GROOTS Kenya to respond to the problems of evictions, land-grabbing, and impunity in the traditional court system. Women's groups in other countries are now implementing models similar to the Watchdog Groups.

Networks have supported groups to scale-up their programs. Networks have provided critical connections necessary to replicate programs in new areas, to enlarge the scope of existing programs, and to make existing programs more effective by linking them with decision-making, legislative, and judicial structures.

Finally, networks have provided grassroots women's organizations a platform for advancing the needs of their communities, promoting grassroots methods, and changing structures in governance bodies.

Make use of networks in deciding how best to respond to problems raised in the community mapping. Networks can support community responses by sharing their experiences, providing emotional support, and making connections with institutions necessary to make changes in the environment.
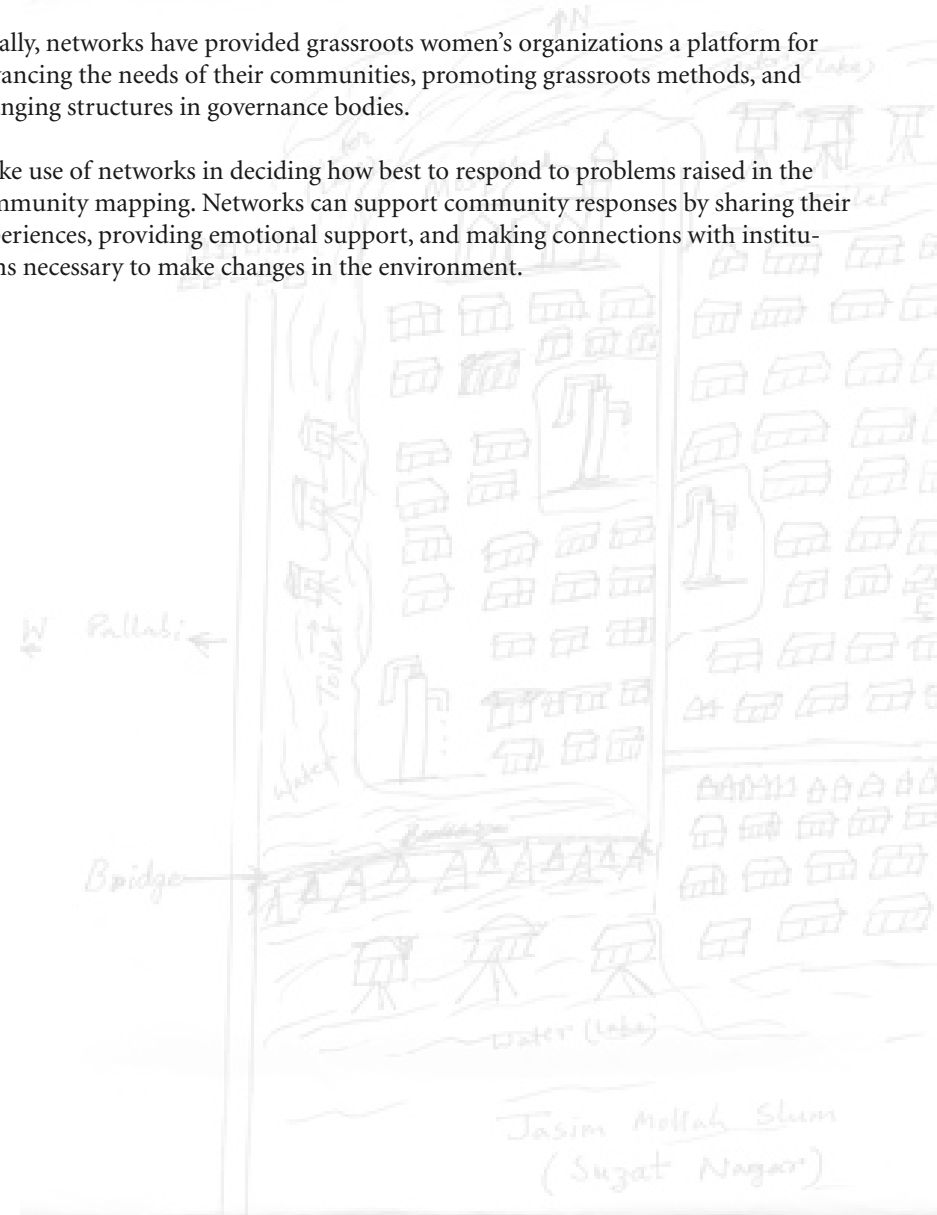
Responding to Community Mappings: Forming Watchdog Groups in Kenya

During the mappings, grassroots women of GROOTS Kenya identified the specific problems faced by women in different communities. The group mobilized many community members to participate in an organized response to the problem of the dispossession of women and orphans from their land and property.

During the mapping of the two divisions of Kakamega District, local women provided information concerning local property cases and disputes to village elders, assistant-chiefs, and chiefs. As a part of the mapping process, women and local officials from the two divisions came together in a three-day dialogue. Recognizing the value of each other's work through this dialogue, they agreed to collaborate to prevent asset stripping and disinheritance.

This culminated to the formation of Watchdog Groups, a systematic, community-based tool to safeguard the needs of women, orphans, and vulnerable children. Watchdog Groups work through grassroots women and their local partners monitoring their communities for cases of women's dispossession, raising alarm in instances of eviction, and intervening to stop evictions. Watchdog Groups have also served as a platform for grassroots women to access governance institutions, to influence legal structures, and to advocate against resource-stripping. Their success has been due to their ability to integrate community members in administrative processes and governance bodies through participatory processes that facilitate the work of community actors.

Evaluation: Process and Impact

After completing the Mapping Activities and the meetings, it is important to evaluate the project. It was a long process, and we learned a lot about the communities. Hopefully, it has brought us into the next phase of the program or campaign. We most certainly know more about the community mapping process, and we will probably be able to do an even better job next time!

To reflect and record what was done well, what was learned, and the effects of the community mapping, it is helpful to go through an Evaluation Process. Complete this process with other members of the organization. Hold discussions on the process and the impact, and record the conclusions.

There are two parts to an evaluation.

1. Record and assess the process, step by step, from the planning to the final meetings.

2. Record the impact the mapping project had on community members, on local organizations, and on institutions that affect the lives of people in the community.

Throughout the evaluation, use the earlier documentation to understand the idea behind the design and implementation of the community mapping. Refer to the next pages for a guide to writing out an evaluation. As we go through the each step of our process, we can think about:

Why did we make that choice?

What was the impact of that decision?

What would we change next time?

Evaluation Guide: Process

❍ **ISSUE:** Why did we choose the issue? Was it a good choice? Was it too broad or too narrow? Did it address problems relevant to the community?

❍ **OBJECTIVES:** Why did we choose each objective? Did each objective help us to understand the issue? Were we able to fulfill our objectives? Did the objectives lead us to the impact we desired? What would we have changed?

❍ **COMMUNITIES and PARTICIPANTS:** Why did we decide to map each community? Did the choices lead us to the results we expected? Why did we choose to include the participants? Did these participants answer the questions that we wanted them to answer? Did we include enough communities and participants? Did we include too many?

❍ **METHODS:** Why did we choose each method? Did these methods help us answer the questions we wanted to answer? Did we use enough, or too many, mapping activities? Did we match the right methods with the right participants?

❍ **LOGISTICS:** Did we do a good job of scheduling the activities and meetings? Did we advertise meetings well? Did we hold events in times and places where people could attend?

❍ **SURVEY:** Did we design the survey well? Did we ask enough questions, or too many? Were the questions sufficiently specific? Did we arrange the sizes of the communities and the sampling well? Did we go when people were home? Were people comfortable responding to the survey? Did we manage the results well?

❍ **FACILITATION:** Were the events facilitated well? Did the facilitator make the questions understandable? Did all participants seem to feel comfortable sharing? Did the participants answer the questions we wanted to answer?

❍ **SCOPE:** Did our activities fit within our budget? Could we have done more with the money we had? Could we have done anything more efficiently?

❍ **COMMUNITY LINKAGES:** Did we get in touch with the right community members before we began the mapping? Did we communicate appropriately when we were in touch with community members? Did we stay in touch with people to include them throughout the process?

❍ **STAKEHOLDER LINKAGES:** Did we get in touch with appropriate stakeholders at the right point during the process? Could we have changed the way we contacted people or addressed them to get better results?

Evaluation Guide: Impact

❍ **PREPARATION:** Did stakeholders and community members respond well to our initial communications? Did they seem excited about the project? Did they volunteer to participate in the activities or in the process as a whole?

❍ **ACTIVITIES:** As we engaged participants in the mapping activities, how did they respond? Were they accustomed to talking about the issue? Did they seem excited or resistant to taking new actions to address the solution? Did they come up with concrete solutions to the issue? Did they report solutions that they already practice?

❍ **COMMUNITY VERIFICATION:** Did community members attend the verification meeting(s)? Did community members at the verification respond well to the presentation of the findings? Were they excited about the results? Was there overall agreement or disagreement with the results? Did some community members respond differently than others to the findings? Did the discussion of the results lead to the creation of action plans? Did community members agree to take action and to set deadlines? What plans did people make?

❍ **STAKEHOLDER MEETINGS:** Did the stakeholders we solicited attend the meeting(s)? Did they respond well to the findings? Were they surprised? Did they accept the results as valid? Did they engage in the discussion of the profundity of the problems? Did they agree to take action steps and to set deadlines? Were they excited about taking action and making changes? Did any stakeholders volunteer to lead action steps? What commitments did stakeholders make?

❍ **FOLLOW-UP ACTIONS:** Did we hold any follow-up actions, such as trainings or direct service provision, in response to the needs of community members? What actions have we taken, and how many people have participated in them? What are we planning to follow up with the results of the community mapping?

❍ **BARRIERS:** Throughout the process, did we encounter any serious barriers to our progress? Were these expected? Could we have changed anything to get around these barriers? What should we do next time to avoid this type of obstacle?

Appendices

Appendix 1
Sample Budget

Line Item		Amount
Staff time		
Consultant	Name/Title:	
Travel	List:	
Communications		
Printing		
Office Supplies		
Other (describe):		
TOTAL		

Appendix 2
Sample Report Outline

1. Organization

a. Name
b. Address
c. Phone
d. Fax

e. Email
f. Main Contact
g. Email

a. Background on the issue (Tell about the local/national tenure system, water and health in community, the reason why it's important to find out more about this issue in relation to the role of the organization.)

b. Process notes (How did the organization decide on this? Describe or note remarkable aspects of the decision process.)

c. Background on the organization, why it identified this issue, how it works in the community and why it was well-placed to lead this activity

2. Objectives
a. List objectives
b. Process notes

3. Communities
a. Where did the mapping occur? How many communities were involved? (Tell about the community or communities chosen. Why was it important to hold mappings there?)

b. Process notes

4. Participants
a. List participants or participant groups (i.e., 12 young men age 18-21, religious leaders from 5 churches). (Tell who was chosen to be a participant and how this participant or participant group helped to fulfill the objectives.)

b. How many people participated in total?

c. Process notes for deciding on participants

5. Mapping Activities (for each activity include the following)
a. Describe activity

b. Participants or participant groups (who and how many?)

c. Comments on preparation and logistics (if remarkable)

d. Process notes (Tell how participants responded. If a discussion, how did they interact with each other and with the facilitator? What was surprising about the activity?)

6. Results
a. Data collected from each activity (maps, charts, summaries, etc.)

b. Conclusions drawn from the data

7. Community Verification
a. How did you share and verify your findings with community members? What happened at the meeting?

b. Process notes

8. Stakeholder Linkages
a. List stakeholders engaged in the process and the community meetings that followed the mapping

b. What were the conclusions and plans drawn from stakeholder meetings?

c. Process notes (Tell how stakeholders were engaged throughout the process and the role they played)

9. Action Plans
a. What will be done next to respond to the results?

b. Who is in charge of what?

c. What steps are involved?

d. What are possible or potential challenges or barriers towards these steps? What variables will make a difference in carrying out your action plans? (Connections with local and national institutions, financial support, peer exchanges, linkages with net works members, legal trainings, etc)

e. Process notes (Tell how actors decided on these steps)

10. Impact
a. What was the impact on community members and in the community as a whole? What are people thinking, talking about, or doing differently since the community mapping and the meetings that followed? (Note both positive and negative impacts.)

b. What changes are probable (What changes are now likely to happen in the community, in the organization, in relationships with stakeholders, or among community members because of their involvement in the community mapping?)

Appendix 3
GROOTS Kenya Women's Land Intervention Model