

Tool Name: Community Resource Mapping	
What is it?	Community resource mapping is a method of showing information regarding the occurrence, distribution, access to and use of resources; topography; human settlements; and activities of a community from the perspective of community members.
What can it be used for?	<ul style="list-style-type: none"> identifying and examining relationships between a community's resources, topography, settlements, and activities enabling people to picture resources and features and to show graphically the significance attached to them identifying problems, possibilities, and opportunities
What does it tell you?	<ul style="list-style-type: none"> how people within a community view their environment community members' analysis of the natural resources found in their community and how they are used
Complementary tools	Transect walks, social mapping, time line, seasonal calendar
Key elements	This participatory data generating process uses local perceptions of resources and territories.
Requirements	
Data/information	This tool generates data and information; the only prior information required is for sampling analysts.
Time	1.5 to 2 hours
Skills	Good participatory facilitation and social analytical skills; a natural resource disciplinary background is useful.
Supporting software	No software needed
Financial cost	This tool will cost \$30,000 to \$100,000 when conducted as part of a participatory study, depending on the number of communities sampled and the geographical scope of the study.
Limitations	A community resource map is usually spatially limited to the social, cultural, and economic domains of the local analysts who produce it so for larger geographical areas (such as a protected area or national park) and areas with several different administrations, producing a sufficient number of community-specific sketch maps might be practically and financially unrealistic.
References and applications	<p>FAO. <i>The Forest Manager's Guide to Participatory Forest Management: Module 3</i>. The Participatory Process in Forest Management. Forestry Policy and Institutions Branch, Forestry Department. http://www.fcghana.com/pfma_fao/archive_docs/ref_docs/pfm_manager_guide_module3.pdf.</p> <p>Integrated Approaches to Participatory Development (IAPAD) website focuses on sharing information on participatory mapping methodologies and processes: www.iapad.org; http://www.iapad.org/resource_mapping.htm; and http://www.iapad.org/two_stage_resource_mapping.htm.</p> <p>Rock, F., ed. 2001. <i>Participatory Land Use Planning (PLUP) in Rural Cambodia, Annex 11</i>. Ministry of Land Management, Urban Planning and Construction (MLMUPC), Cambodia. http://www.mekonginfo.org/mrc_en/doclib.nsf/0/BA7AA16ECF97B14247256BC90030DFF1/\$FILE/Annex11.html.</p> <p>Sontheimer, S. et al. 1999. <i>Conducting a PRA Training and Modifying PRA Tools to Your Needs. An Example from a Participatory Household Food Security and Nutrition Project in Ethiopia</i>. http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/003/X5996E/X5996E00.HTM.</p>

Community Resource Mapping: Procedures and Examples

Time, Materials, and Skills Needed

Two to three hours should be allowed to produce and analyze a community resource map and to ensure that a full discussion occurs with local analysts.

Markers and large sheets of paper are required. Notebooks/paper and pens are needed to make a copy of the diagram and for the note-taker to record the discussion generated during the diagram development. The map can be drawn on the ground; if this is the case, then a large area will be needed as well as various objects such as sticks, stones, leaves, seeds, colored powder, and so on, which the analysts can use to represent features on the map.

The discussion group will include a facilitator, observer/note-taker and selected local analysts. The facilitator and observer/note-taker should be experienced in the principles behind the use of participatory tools and methods as well as in their practical use. Knowledge of the social structure of the community is required by the facilitator because community members might consider resource distribution, use, and access to be sensitive issues.

Possible Approach

The following approach is a general example that can be adapted to suit the local context, views of local analysts, and the research objectives.

Step 1: Select Local Analysts. Identify the groups of people to talk to about their perceptions of their local resources. These decisions will be based on the objectives and depth of information required for the research. For example, separate groups of men and women might be useful because women and men might use different resources: women will map the resources they think are important (such as water sources, firewood sources, and so on) and men will map the resources they think are important (such as grazing land, infrastructure, and so on). However, it might be necessary to break down the population into further categories (such as ethnicity, well-being category, or caste). Groups of five to ten local analysts should reflect any relevant and important social divisions.

Step 2: Provide Introductions and Explanations. When working with each group, the facilitator and observer/note-taker should begin by introducing themselves and explaining carefully and clearly the objectives of the discussion. Check that the local analysts understand and feel comfortable with what will be discussed.

Step 3: Produce a Community Resource Map. First decide what type of area the map will show or any limitations, such as a village, an indigenous ancestral domain, a watershed, and so on. (Social maps, which show households, begin as physical maps of the residential area, but are treated separately in another section.)

With the help of local analysts, select a suitable place and medium such as on the ground using objects such as stones, seeds, sticks, and colored powder; on the floor using chalk; or directly on a large sheet of paper, using pencils and pens.

Ask the local analysts to start by preparing the outline or boundary of the map. It might be helpful for them start by placing a rock or leaf to represent a central and

important landmark. Although it might take some time to get going, the process should not be rushed.

Ask the analysts to draw other landmarks on the map that are important to them. It is not necessary to develop an absolutely accurate map; the goal should be to get useful information about local perceptions of resources. Local analysts should develop the content of the map according to what is important to them, which might include infrastructure and services (such as roads, houses, bridges, schools, health clinics); water sites and sources; agricultural lands (such as crop varieties and locations), forest lands, and grazing areas; soils, slopes, and elevations; shops and markets; churches; and special places (such as sacred sites, cemeteries, and bus stops).

Once the map is underway, sit back and watch; only interrupt when absolutely necessary or if the analysts stop drawing. Alternatively, it might be helpful to go away for a time and come back later.

If the map is being drawn on the ground, ask the local analysts to start making a copy on to paper (indicating which direction is north) once the broad outline has been established. This process is important because extra information and corrections can often arise as a result. Also ensure that a copy or permanent record of the map is available if they want it.

Once the local analysts stop, ask whether anything else of importance should be added. When the map is completed, facilitators should ask the analysts to describe it. Ask questions about anything that is unclear.

A further stage that might be useful involves transposing the information from the community resource map onto a conventional topographic map (see http://www.iapad.org/two_stage_resource_mapping.htm for details). This process creates two outputs by local analysts: a community resource map rich in local people's perceptions regarding their resource base and a more detailed topographic map that adds precision in the location of the information.

Step 4: Analyze a Community Resource Map. Once the map has been completed, use it as a basis for conducting semi-structured interviews on topics of interest (such as how land use patterns have changed and why) or for collecting more statistical data (such as how crop yields vary from one area to another) and for enabling local analysts to conduct their own discussions and analysis. These discussions should be noted or recorded.

It might be useful to have a list of key questions to guide a discussion about community resources. Key questions might include the following examples:

- What resources are abundant or scarce?
- Which resources have the most problems?
- How does access to land (or another specified resource) vary between households or social groups?
- Who makes decisions about land (or another specified resource) allocation?
- Where do people obtain water and firewood?
- Who collects water and firewood?
- Where do people take livestock to graze?

If local analysts have sufficient time, it might be useful to ask them to draw a series of maps to illustrate changes over time.

If there are several different groups, ask each group to present its map to the others for their reactions and comments. Are there serious disagreements? If so, note these and whether a consensus is reached.

Step 5: Conclude the Activity. Check again that the analysts know how the information will be used. Ask the analysts to reflect on the advantages, disadvantages, and the analytical potential of the tool. Thank the local analysts for their time and effort.

Points to Remember

Good facilitation skills are key. The approach outlined above is a general guide; be flexible and adapt the tool and approach to local contexts and needs.