Tool - Social mapping

Introduction
The social map will focus on socio-economic conditions of different actors in the community, their relationship and the link to access to education. This map will be developed in collaboration with community members.

This method concentrates on the relative ranking of people’s socio-economic conditions, rather than making an absolute assessment. From an M&E perspective, this method can help assess which households are benefiting from the project, and whether these belong to the intended target group. It can also be used as a means to track changes over time in a particular community.

Objectives of the social map
1. To understand the social structures in which families operate in relation to poverty, ethnicity, religion, caste and how this affects access and completion of education (or other issues you might focus your research on).
2. To identify where households are located in the community in relation to their wellbeing, social differentiation and social organization.
3. To identify the households where researchers can conduct surveys or in-depth interviews for more information.

Roles and Responsibilities for the implementing team
There are two roles for the team that will conduct the social mapping: The role of facilitator and the role of note taker.

The facilitator is the person who facilitates the drawing of the map. The activities he/she conducts are:
1. Introducing the tool to the group
2. Facilitating the event
3. Finding ways of integrating dominant and quiet people, and ensuring that all group members are able to express their opinions (take into account gender)
4. Making sure that the group keeps to the topic, but is also flexible in handling additional important information
5. Taking care of time management
6. Supporting the note-taker in gathering all relevant information and assisting him/her in filling the documentation sheet after the group work has finished

One person from the team is the note-taker who writes down all important information and relevant observations. The activities he/she conducts are:
1. Brings along material to draw the map including white A4 paper - the documentation sheet
2. Observes the event from the background
3. Writes down all important information according to the checklist
4. Notes who is talking. Is there an equal participation of all or do some people dominate the process? Do women talk?
5. Supports the facilitator directly by asking questions, if the situation requires it.
6. Sits together with the facilitator and discusses the notes while filling the documentation sheet after the end of the event.

If time and resources allows this, a third person could be added to the team as the observer. The observer also takes notes, but especially on what he/she observes during the process.

Selection of the participants for the mapping
The participants for the mapping exercise will be selected by the organizations involved, based on their prior understanding of the community. Preferably, equal representations of different social groups in the community

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1 Based on: http://www.fao.org/docrep/005/y4094e/y4094e05.htm
are invited for this exercise. The exercise will be done with two groups, one consisting of men and one consisting of women. Each group should comprise approximately 6-8 people.

**How to facilitate social mapping?**

1. Ask the participants to draw a map of the project community, showing all households. For orientation it will be helpful to draw roads and significant spots of the project community into the map.

2. What are the approximate boundaries of the project community with regard to social interaction and social services?

3. Map points of interests, for example where schools are located and the distance to the households with school age children.

4. Discuss whether the total number of households has increased or shrunk during recent years. If there were any changes, ask why the number has changed and whether this has caused any problem for certain families or for the community at large.

5. What determines a household’s wellbeing? To know more about wellbeing, ask the following questions:
   • Can a household look after their basic needs?
   • Does the household have influence in the community?
   • Can the members of the household take action in their own interest (or are they powerless)?

   Ask the group to divide and locate the households in the community into different well-being groups.

   Assure the informants of confidentiality and do not discuss the ranks of individual families, so as not to cause bad feelings within the community. Document this in the separate sheet.

6. What social/religious groups² are found in the project community? Where in the project community are the different social/religious groups living? Mark where certain groups live on the map with a common symbol.

7. What social organizations exist in the project community? Who is a member and where are the organizations located (or where do they meet)? Ask the group to also show institutions, buildings and places that offer some kind of social service or which are popular spots to meet and discuss. Example: schools, churches, health service, traditional healers etc.

8. Map where programs of different organizations are located and the resources each project has (visualize).

9. Discuss and analyze the map together with the people involved after drawing:
   • Why do people live in a certain area, especially when specific ethnic groups or religions are grouped together?
   • Who is benefitting from the organizations’ sponsor program and why?
   • How are different households related? Where are the powerful and the ones that make and influence the decisions (e.g. the elderly, clan heads, and local government representatives)?
   • Who is accessing which school and why (differentiate between boys and girls)?
   • What are the “risky” areas within the community where children feel vulnerable to violence?

   Make sure that your copy of the map has a key explaining the different items and symbols used on the map.

   Material needed: documentation sheet, this tool sheet, white paper for copying the map, big sheet of paper, pencils, and markers.

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² These can be religious, ethnic, caste or other social divisions that distinguished where people live or what organizations they are a member of etc.
Documentation sheets for the social map are included below.

The map will be used as sampling categories for interview respondents. The purpose of the social map must be very clear to all participants to ensure that they do not have unrealistic expectations. For example, they might think that the poor households will get food donations etc.

Be aware that some of the issues that might be discussed could be sensitive issues for the group. Make sure that the objective of having all households shown on the map will be achieved.

Documentation Sheet Social Mapping tool

<table>
<thead>
<tr>
<th>Name of project communities:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of note-taker:</td>
<td>Total number of participants:</td>
</tr>
<tr>
<td>Name of facilitator/s:</td>
<td>Number of men:</td>
</tr>
<tr>
<td>Method used:</td>
<td>Social Map Number of women:</td>
</tr>
</tbody>
</table>

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

Results: Answer given to the key questions:

How many households are found in the project community?

Is the number of households growing or shrinking? Explain.

What determines a household’s wellbeing? Where are households with different levels of well-being located?

What social/religious groups\(^3\) are found in the project community? Where in the project community are the different social/religious groups living?

What social organizations exist in the project community? Who is a member and where are the organizations located (or where do they meet)?

What else did you observe or notice?

How do you assess the situation, what are your conclusions:

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\(^3\) These can be religious, ethnic, caste or other social divisions that distinguished where people live or what organizations they are a member of.
What are local perceptions of wealth differences and inequalities in the community and what is the relative position of a household in this grouping?

<table>
<thead>
<tr>
<th>Socio-economic groups</th>
<th>Local Indicators for this group</th>
<th>Household Numbers in this group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

What else did you observe or notice?

How do you assess the situation, what are your conclusions?

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**Results: Answer given to the key questions:**

What are local perceptions of social groups’ differentiation in the community, and what is the position of a household in this grouping?

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What else did you observe or notice?

How do you assess the situation, what are your conclusions?