



Gather Gender-Specific Information on the Current Situation Activity 2.2: Mapping the Community and Social Resources

Objectives:

- Understand Community and Social Resource Mapping.
- Gather gender-specific information about the community.
- Generate a map that applies the gender-related social and behavioral determinants.

Preparation:

Review the **key concepts** and **background research** to be sure your team has a good understanding of **behavior change and gender** and is aware of the gender-related social and behavioral determinants.

Gather the following program documents to help you go through this activity:

- Current strategy or marketing plan
- Formative research results (if available)
- Monitoring and evaluation results (if available)
- Other programmatic documents
- Activity Template (see below)
- Relevant resources from the I-Kit
- Small and large blank paper
- Markers, color pencils or crayons
- Stickers (optional)

Be sure you have enough copies of any templates, handouts or resources needed for this activity. Consider printing the **Gender-Related Social and Behavioral Determinants Handout** from the step page to use as reference during the activity.

This activity will include community involvement. As you develop your maps, be sure that both women and men, or girls and boys depending on your issue, are included.

Expected Outcome:

Map(s) showing gender-related physical and social resources in the community.

Purpose:

The purpose of this activity is to guide you on how to explore the environment in which men and women live and to better understand the opportunities, social resources, and decision-making power men and women have in a particular community.

Introduction:

Community Social and Resource Mapping is a useful method of exploring the environment within which men and women live. At the local level, the data collected helps programmers and communities better understand the opportunities, resources and decision-making power men and women have in a particular community. At a national level, depending on financial resources available, mapping can be used to compare these dynamics and resources across multiple communities. Community mapping activities can also collect information about safe spaces for women and for men, support systems, marketing spaces and initiatives relevant to a health issue. Community Social and Resource Mapping can help to form a more comprehensive picture of the communal and social environment within which women, men, girls and boys operate and how they affect each audience differently. Information uncovered can inform qualitative and quantitative data about individual behavior that is collected during a gender-based analysis.

Instructions to complete this activity:

In this exercise, you will work with community members to conduct a mapping exercise that reflects questions about their community. In some cases, you may want to create separate maps with groups of women and men. This helps to showcase the gendered perspectives of the social map. If you decide to have joint groups, pay attention to those questions that were answered mostly by one gender vs. the other, who dominates the conversation, and how participants push and argue for their particular interests during mapping. By observing the dynamics of this process, facilitators can better understand who in a community

holds power in decision-making for certain issues (i.e., health, information, financial resources).

Key Steps:

1. Ask participants to draw a map of their community or area in which they live or work. This can be done on paper with markers or pencils. In low-resource situations it can be done on the ground using natural materials as markers. Have them include items such as:
 - Transportation – roads, taxi parks and bus stations, etc.
 - Houses, water sources (wells) and sanitation facilities
 - Health facilities, schools and religious buildings
 - Places where the community works and gathers – markets, factories, etc.
 - Faith-based or traditional leaders, midwives, social workers, doctors, teachers, etc.
 - Rivers, community forests, fields or livestock
2. For each household in the map, have participants mark any other information that may be important to your SBCC strategy or marketing plan. If you are mapping a small, well-defined community and the information is relevant, you can mark information such as the names of household heads, the number of people within the household, as well as the number of children under 5, currently on family planning, etc.
3. Ask participants to identify where different groups in the community live: the wealthy, formal and informal leaders, laborers, religious groups, ethnic groups, clans, pastoralists, settlers, labor groups, immigrants, polygamous households, sex workers, etc.
4. After the participants have completed their maps facilitate a discussion to gather more information. Consider the gender-related social and behavioral determinants of health when developing your questions. Possible discussion questions include:
 - What are the resource (physical and human) patterns that have been mapped?
 - Which neighborhoods have fewer resources and which have more?
 - Is there a correlation between gender, class, age or religion and apparent resource allocation?
 - Can you identify well-off neighborhoods and poor ones? What is different about these?
 - Where do women tend to congregate? Men? (or what spaces do men occupy? Women? Is there equity in the distribution? Or do men dominate public spaces?) Where do women feel safe?
 - Are there spaces for young women to come together? For men?
 - Who are the people who live at the margins?

Probe: What are their characteristics (occupation, ethnicity, religion, date of arrival to the community)?

Probe: Are there any values, beliefs that explain this? Are the residential patterns different in the areas that are better off, as compared to those that are not?

Social and Behavioral Determinants:

How men and women act, and are expected to act, is complex and influenced by cultural, political and historical factors. Gender norms are often played out in people's everyday thoughts and actions and the opportunities afforded to them, be it in accessing employment or perspectives on gender-based violence. When designing plans to measure the impact of your SBCC intervention, you should consider the gender-related social and behavioral determinants. These include, but are not limited to:

- Women's and men's involvement in household decisions, including health and family planning.
- Freedom of movement.
- Women's social status: employment, education or age at first marriage.
- Attitudes toward gender-based violence.

- Attitudes concerning roles within the household, including childcare.
- Attitudes about sexual norms, such as the ability and/or right of women to refuse sex, men's perceptions of sex and number of sexual partners.

5. When all the groups have completed the exercise, reconstruct the map(s) on paper if needed, using various colored stickers or symbols to label key community resources and household characteristics. If you have done more than one map, you can compare the maps of different communities, those that are better off, with more resources and a larger number of powerful persons.

This activity was adapted using the following resources:

Care Gender Toolkit. <http://gendertoolkit.care.org/Pages/Community,%20Social%20and%20Resource%20Mapping.aspx>



Gender and SBCC Implementation Kit

Template 2.2.1: Community and Social Resource Map

Map Key: