

Social mapping

What is this tool?

This tool helps the starter group to build a picture of the relevant existing structures and key actors in the primary focus area. This process helps the starter group and programme staff to understand the social and institutional context of their work and gives them early and essential information about which individuals, groups, and organisations are contributing towards child well-being.

objective

To identify key stakeholders who are contributing towards child well-being in the area

product

Lists of different stakeholder groups

who facilitates

DF co-facilitates with starter group members

who participates

Starter group members

time span

approximately 1-2 hours

materials

- flipchart paper
- markers
- masking tape
- coloured stickers
- cards on page 2 and 3

note

The findings from this exercise will help to inform the starter group when developing the community engagement plan for community conversations.

Introduction

This tool uses a brainstorming exercise to help starter group members map out key groups and organisations in the primary focus area.

Recommended Process

The cards on page 2 and 3 of this tool can be used to help facilitate this exercise. Tape each card to a different sheet of flipchart paper. Post the cards and the flipchart paper around the room (Spread out as much as possible). Before beginning, share with the group the list of different types of groups.

Type 1: Geographic groups

Type 2: Livelihood groups

Type 3: Self-help groups

Type 4: Faith groups

Type 5: People-type groups

Type 6: Community service groups

Type 7: Vulnerable people groups

Type 8: User groups

Type 9: Single issue groups

Type 10: Ethnic groups/associations

Type 11: Culture and sports groups

Type 12: INGOs and LNGOs

Type 13: Local government service providers

Type 14: Local governance structures and representatives

Type 15: Private sector service providers and local businesses

Type 16: Individuals in the community who are recognised as having a key role in child well-being

Provide each participant with a marker. Explain that the group will spend time moving around the room at their own pace, brainstorming and writing the names of different groups that are in the primary focus area under each 'Type' of group.

After the group has finished brainstorming, provide each participant with coloured stickers or bright coloured markers. Ask participants to now go back around the room, to each 'Type' of group and highlight or mark with a sticker any group that is currently contributing towards child well-being in some specific or practical way.

This process does not mean that other groups will be excluded. Any group has the potential to join a future partnership and contribute towards a child well-being priority. The purpose of identifying these groups is to help the starter group develop a picture of current efforts underway.

Type 1:

Geographic Groups

For example: local development committees, village development committees, hometown associations, neighbourhood associations

Type 2:

Livelihood Groups

For example: farmers, herders, pastoralists, fisherman, market gardeners, bee keepers

Type 3:

Self-help Groups

For example: savings and credit groups, mutual/reciprocal help groups, burial societies

Type 4:

Faith Groups

For example: local church congregations, church women's groups, mother's union, church youth groups, mosque or temple-based groups

Type 5:

People-type Groups

For example: children's clubs or groups, women's groups, youth clubs or groups

Type 6:

Community Service Groups

For example: non-registered organisations, home-based care groups, community care coalitions

Type 7:

Vulnerable People Groups

For example: children living or working on the street, child labour, refugees, internally-displaced peoples, slum dwellers, migrants, landless

Type 8:

User Groups

For example: education groups, like parent-teacher associations, health groups, like water and sanitation committees, environment groups

Type 9:

Single Issue Groups

For example: existing only to achieve one goal like repairing a road, or building a well

Type 10:

Ethnic Groups

For example: based primarily on caste, tribe, kin, clan, ethnicity

Type 11:

Culture and Sports Groups

Type 12:

Non-governmental Organisations

Type 13:

Local Government Service Providers

Type 14:

Local Governance Structures and Representatives

Type 15:

Private Sector Service Providers and Local Businesses

Type 16:

Individuals in the Community who are Recognised as have a Key Role in Child Well-being