Facilitator guidelines

Social Mapping

Preparations on the Ground: – Consent forms, Attendance List, Flip Chart Papers, Markers with mix colours, Digital/Phone Audio Recorder, Digital /Phone Camera, Note Pads and Pens.

Venues: Community Centre, community baray, schools and other public spaces available in the community.

Duration: 2-3 hours

Introduction

This guideline describes steps to follow in conducting a social mapping in the community for young people between 15-17 years old. This data will be collected in two informal settlements in Freetown: Cockle Bay and Moyiba. The purpose of this activity is to understand the socio-economic and environmental features of the communities. Social mapping will help to identify the different areas where different groups of people live and interact. The mapping is an exercise to identify households based on predefined indicators relating to socio-economic conditions (e.g. status, place of residence, skills, property, health, education, income etc.) in the community. The mapping will also identify different social groups in the community young people are aware and involved in. For example, the participants will identify from among the different social groups (e.g., ghetto boys, people with disability, youth groups etc.) those that are mostly vulnerable, powerless and less recognized by the community.

The purpose of this mapping is to allow young people to:

- Identify the different landmarks (roads, rivers, hills, important buildings, markets etc), social services (guest houses, night clubs, ghettos, bars, restaurants etc.) and their locations in the community.
- Identify the different areas where different social groups live in the community. These groups include formal groups (groups that are registered and operating on specific activity e.g. ….), informal (groups that are not registered but operating on specific activities), loose identity (groups that are not registered and not focused on any specific activity).
- Discuss which categories of young people are more exposed to discrimination, extreme poverty, health risks, and stigma (due to chronic health problems, sexual orientation, etc) and who do not experience on these issues.
- Identify which social issues are present in the community and where these issues are most prevalent within the community for young people
- Identify why the socio-economic differences exist and plan actions to address them.

Group Composition

Social mapping will be done with two groups in each of the two informal settlements: young men aged 15-17 years and young women aged 15-17 years. Each group will include 9-12 participants drawn from each of the sections or zones in each community. In total, each community will have two mapping sessions lasting for 1-2 hours for the first day. The second

day will bring all participants together to merge the points and issues identified from day 1. Both sessions on the first and second days will last for 1-2 hours.

Day one

Step 1: Setting the stage

At the start of each session, a co-researcher from same community that has worked with ARISE project will inform the participants about the purpose of the mapping, duration, and consent and assent procedures (which explain rights and protection of participants). The parents/guardians are asked to first give written consent and children will then be asked to give written assent before the process of social mapping takes place. The exercise will be done in Krio to encourage full participation. Participants will be placed into different interest groups based on gender and the session will be recorded.

Step 2: Mapping/discussions

The role of the facilitator

Establish your role as a facilitator, which is to guide the process and not to control it. Ensure that a few people do not dominate the discussion so that everyone will have an open space to contribute to the process.

Guideline-facilitator's note:

1. Ask participants to think carefully about the different landmarks and social services in the community. Allow an atmosphere of conversation among participants to brainstorm by ensuring there is agreement on key landmarks in the community.
2. Ask for volunteers to sketch out a map of these services and landmarks. It is advisable to draw on flipchart papers, using markers of different colour as codes to explain and represent the various community services, categories of young people and the differences they have. For example, black for the community features and colours for other features.
3. Ask participants to write on the map the different social groups and places of residence in the various sections of the community. This might give a sense of how people are disadvantaged or privileged in the community. Participants will choose who among the group will write whiles others contribute by explaining the identifying the different features. The colour marker will be used to identify areas on the map with the following: environmental/health risks, social exclusion, young people who are stigmatised for chronic illnesses, the extremely poor, those living in poor housing conditions etc. Legends will be included on the map that explains the symbols and colour codes.
4. After participants finish identifying the different areas of vulnerability, they can now call on other volunteers to identify areas on the map where people of high economic status and decision-making power live. Participants will be allowed to discuss the variations in socio-economic status and power relations among various groups of people in the community and identify how they impact on health and wellbeing of the poor disadvantaged ones.

Day two

Step 3: Merging/evaluation of maps

The role of the facilitator

The facilitator will ask the participants about the different ideas from the mapping. The two male and female groups (15-17 years) will be brought together for merging and discussion of the outcome of the individual group maps from day one. Ask participants in each of the groups to go through their maps. Ask participants to compare the differences and similarities related to how they understand social groups and how power and vulnerability differ among them based on the differences that exist between the two groups.

Guideline-facilitator's note:

Allow each group to present their maps from the first day.

1. Ask participants to identify areas of differences and similarities in their maps (document these emerging points as a summary of your note and probe for discussion).
2. Ask participants why differences exist among different groups of people. eg. income, gender, housing, health problems etc.
3. Ask participants how they think such challenges could be addressed. Encourage them to identity realistic ways they can work with local authorities and governance actors to address these issues.