

PLA TOOL FOR PARTICIPATORY SITUATION ANALYSIS
MAPPING: PD Approach step 1

Topic:	Learning about the community, PD Concept
Activity:	Mapping the village, Identification of PD households
With whom	Village leaders, fathers & mothers, others community members
Duration:	1 hour
Materials:	Local materials (stones, sticks, leaves, colored powder, etc.) or Flip chart paper, magic markers, colored pens, scotch tape

What do we want to explore with the community

- Location of the community's resources and infrastructures, where the most vulnerable families live, the most densely populated neighborhood. Location of all health services
- Places where the children play , dangerous places for children (Nut/ECCD)
- Distance between village and closest hospital (RH), transport (RH)
- Where poor families with well-nourished children live (PD nutrition)

Directions to carry out PLA Activity

- (1) Find a suitable place where a large group of people can assemble.
- (2) Ask the community leaders to draw on the ground or piece of paper their village track as it would look to a bird flying over it, showing various things such as different villages, main roads, important buildings, etc.
- (3) Encourage participants to use different colors for different areas or specific resources (buildings)
- (4) The drawing or successive drawings become more detailed as the exercise goes on and different members of the group add their suggestions and ideas.
- (5) For PD concept, put small pictures of malnourished children (red dots) under or near some households and pictures of PD children (green dots) under or near poor household.
- (6) Discuss with participants; why makes these children different? Can we learn from these families?

Note to the facilitator:

This exercise should be run by participants. The resulting map is the map of the community as **the group perceives it**. Encourage participants to locate their homes. The use of colors coding for specific resources mapping should be encouraged. For example: Red for health facilities, Yellow for market, Blue for schools, etc... The recorder takes note of participants' comments as they progress through the activity and draws a small map replica.

Probing Questions/maternal health :

Health: Where do the TBAs live? How many are there? The traditional healers?

Recreation: Liquor stores? Tea shops? Places children play? Associations?

Administrative Buildings such as a leader's office, or a police station?

About the school: Where are the schools? How many children are enrolled? Proportion of drop-outs? Number of out of school children? Why?

Food: Where is the market? Food stalls, snack shops?

Occupation: Where do poor people live? What are the main occupations in the community? What kind of family businesses?

Ethnic/social groups: How many different ethnic groups? Where do they live?

Religious buildings: Monasteries, pagoda and temple? Religious groups? Holidays?

Men: Places men go for recreation: Do men drink? Is it a problem in the community?, how?

Women: Where and when do women get together?