

who you select to draw the map – especially if it is a big village. Check your information carefully with different sub-groups within the village.

5 PRESENTATION

Once maps have been drawn by several small groups in the community and follow-up discussions have been held, the findings of all the activities and discussions should be presented to a village meeting. This will allow final corrections and comments to be made. These results should then be used in planning for and improving future project activities.

6 RECORD KEEPING

Once the field work is completed, a copy of any maps drawn, together with notes explaining both the map and the discussions, should be kept in the project office. This will provide a reference for new project staff and funding agencies.

Advantages of maps

- Mapping provides a quick and cheap method of gathering

information at village level. This can provide a starting point for your evaluation. Mapping alone cannot be used to carry out an evaluation, but it can provide valuable information about how the project is progressing. It can also identify problem areas which can then be investigated in more detail.

- Mapping is a method which can be used in the planning phase of a project, as well as in evaluation.

Mapping case studies

Details of two projects in Nepal for which we used mapping to collect information are included. They describe the kind of information which was drawn on the maps.

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Using Mapping in Ethiopia

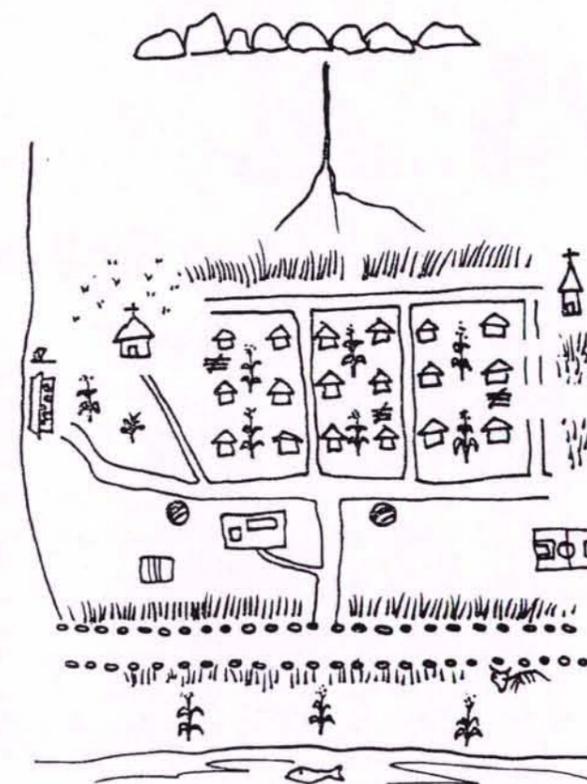
by Peter Cormack

A TEAM OF VISITORS spent time with villagers in Sa-atusa, Ethiopia, gaining understanding of the situation in the area and the results of some improvements to irrigation work. After spending some time walking around the area, they asked a group of people to draw a map of their area. Soon a few men were busy and a crowd of about 60 people had gathered. Some of these gave suggestions to the 'artists' who might respond with discussion or argument. Gradually the group moved towards a general agreement.

Several children took a keen interest too. But some of the men chased them away, saying 'This is men's business!' After this had happened a couple of times, we called the boys and encouraged them to begin drawing their own map. Though a little hesitant, three or four boys agreed to begin. This small group was also soon busily drawing, while a much larger group of boys watched and gave suggestions.

The men...

The men's map grew and grew! They added rivers, mountains, two churches and a skull to indicate livestock losses. Eventually the map covered a large area – about 15 by 10 metres. When they were finished we asked them to explain it to us. The map became a powerful means for them to get over a 'big picture' of their area, showing the power of a joint community effort.



The Men's Map

The people realised that their agreement and working together had produced something memorable, useful and beneficial to them all. And this lesson seemed likely to stay with them. When the map explanation was finished, the crowd clapped enthusiastically.

The boys...

When the boys completed their map, it contained several items not included on the men's map. The boys described these to the crowd – the lake included a fish, crocodile and hippopotamus and a rocky island. In their sketch of the grazing area they added an ox. In the crop area they included a man ploughing with oxen. They drew women collecting and carrying firewood. Next to the road they drew three bags of charcoal.

Based on our observations, we believe the boys' map probably represented the area more accurately than the



The Boys' Map

men's. For example, only one living creature appeared on the men's map (a fish) and not one single human. Yet the boys' map included six humans as well as several other creatures. It seemed that the men tended to look only at the economic/material side of things.

As the boys finished their explanation, again the crowd clapped enthusiastically. These boys who had earlier been chased away, now had their moment of appreciation!

...and the women

While the men and boys were busy drawing their maps the women were involved in a fascinating exercise looking at their time-use for the different activities which they are involved with on a daily basis. Women ran to their homes to bring items to symbolise different activities. All the women, no matter what their age, were keen to share their thoughts

– to correct what another was saying or to give support when a point needed emphasising. After a while some men came over to watch – fascinating! When some men tried to comment or correct the women, the women told them to stop interfering and leave the group alone – a very significant step in a culture where women are rarely assertive. The women used pebbles to indicate the relative amounts of time.

These exercises had encouraged the people to work together in looking at their community and their roles – hopefully the exercises could be adapted in the future when planning for community development. In conclusion all we can say is, 'Hand over the stick!' Let the people find their own solutions...

Peter Cormack works with World Vision Australia. This article is adapted from one which appeared in Together June 1993 and is used by kind permission of World Vision.

CASE STUDY TWO

Buffalo Breeding Programme

Buffalo bulls of an improved breed had been loaned out to villages for several years to breed with local cow buffalo. The bull was left with a caretaker farmer. Other farmers would bring their cows to his house for breeding. As a starting point in this evaluation, the caretaker farmer and the others were asked to draw a map to illustrate how widely the bull had been used in the village. The map drawing started by marking the caretaker's house, where the bull was kept. Then the farmers drew all the surrounding houses in the village. The group was then asked to mark on the map, the information listed below...

- All households in the area which had used the bull for breeding with their cows
- For each of the above families, they marked the number, sex and year of the cross-bred calves born
- For each of the families, they marked what has happened to the calves – sold for breeding, still on farm and used for breeding, castrated or died, etc
- All households which keep female buffalo but have **not** ever used the bull for breeding (and their reasons if known)
- All families who do not keep any buffalo and to whom the project was of little help.

They did this by using different materials and signs such as stones, leaves and twigs to indicate different details. For example, a small pebble was used to mark each house. They could move these markers around the map until the group was in agreement.

As each of the indicators was marked on the map there was discussion about why some families were using the bull and others were not. The information on the map enabled an evaluation to be made of the extent to which buffalo breeding had been improved in the area as a result of the project. It also gave the evaluation team some clues to problems in the project which they were then able to discuss more widely in the village.