**Handout 1.3: USING MAPPING AS A STAKEHOLDER TOOL**

**Participatory Tools for Engaging with the Community**

**Story Mapping**

**What is it useful for?**

* To explore together how different people understand their local environment, resources and land/marine waters use. Cartographic precision is not important as this tool is not designed for demarcating boundaries or calculating areas under a particular land use.
* It can also help in examining the relationships between different factors (resources, topography, settlement etc) and in identifying problems and opportunities.
* In the context of climate change, this tool can be used to map and discuss hazard-prone features of the landscape/seascape (e.g. floodplains, infrastructure vulnerable to floods, drought-prone areas), including the comparative probability and impact of climate related hazards. (Note that the Risk Mapping tool is more appropriate if the focus of the exercise is on climate change risks and vulnerabilities).
* Identifying the location, access and use of key resources, including biodiversity and ecosystem services, in relation to different social groups in order to inform ecosystem services valuation and equitable benefit sharing mechanisms.
* Monitoring changes in resources and land/sea use over a period of time.
* Identifying different areas or resources of priority based on gender preferences.

**Suggested steps**

1. Determine the specific stakeholder groups you would like to work with (could be based on gender, occupation, unions, affiliations, or relationship to MPA) or if you want to work with the community as a whole. Depending how you mix the group, the results could come out differently based on the perspective(s) of the stakeholder group.
2. Ask participants to select a suitable place and medium on which to draw the map, which could be on the ground using stones, seeds, sticks and colored powder; on the floor using chalk; or directly onto a large sheet of flip chart paper and felt pens.
3. Agree with participants exactly what area the map will cover, such as the boundaries of an MPA, or the boundaries of where they fish, a watershed, and so on. Be clear how much of the upland areas you want to include as well.
4. Explain that the quality of the drawing is not important and it does not matter if the map is not entirely accurate or to scale. If any of the participants are illiterate it is important to use symbols and drawings, with a key to interpret the symbols used into the local language (and where necessary, the relevant language for other intended users of the information).
5. Ask participants to start by preparing the outline or boundary of the map and then identify the central point or an important landmark within the area (such as a land point, known reef, wetland area or infrastructure such as marina, fish market, etc.)

*Note: If participants have sufficient time, it might be useful to draw a series of maps to illustrate changes over time, or to use map drawing as a ‘visioning’ exercise to explore different groups’ desired futures.*

**questions to guide discussion**

* What natural marine resources are important to the community?
* What resources are abundant or scarce?
* Which resources are degrading? Which improving?
* What about the condition of the habitats associated with these marine resources?
* What (other) changes have there been in the last x (number of) years?
* Which resources are there most problems with? Why?
* Who makes decisions about fishing (or another specified resource) allocation?
* Does the village have land and marine waters (or another resource) held in common? How are decisions made about how common resources are used?
* Where do people fish?
* What other activities take place in the marine environment touch as tourism or shipping?
* Where to people gather resources from the intertidal?
* How does access to marine resources (or another specified resource) vary between households or social groups? Has access changed and if so, when, why and how?
* Which areas are most vulnerable to risk (including climate change impacts)?

Once the map has been completed, it can be used as a basis for conducting semi-structured interviews on specific topics of interest (such as how fishing practices and patterns have changed and why) or for collecting more statistical data (such as how catch yields vary from one area to another) or more in-depth participatory mapping of resource use boundaries using GPS.

**points to remember**

* This tool is most suitable for a geographically limited area such as the boundaries of an MPA or an embayment. For larger areas it may be appropriate to produce more than one map.
* Local participants should be encouraged to build as much of the diagram as possible without interruption and to suggest anything else that should be recorded.
* Try separate mapping exercises with men and women. You will likey find very different results based on what they each hold to be most important parts of the community.

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