

1a Big Mapping Task

Objective: for the evaluation team to understand the area and get background information from a 'core group' of people, about the context where the CBR programme works.

Clarify the area/district/ to be evaluated before you start the mapping.

Materials:

- *Large double flipchart paper either on a large table or stuck on a wall. Needs to be accessible to everyone to see and write/stick on.*
- *Coloured pens & pencils*
- *Sticky coloured papers or paper and glue/tape*
- *Notepad – to note down important elements that emerge from the discussion*

Time: *about 2 - 3 hours*

Procedure: *The evaluator(s) facilitates this activity with the CBR manager and their team of closest colleagues, a group of 4-6 people who may include the following:*

- *Other staff based in the CBR office/centre (Some Core team members maybe not all)*
- *CBR Volunteer coordinator*
- *Heads of local DPOs and representative from local government/council or equivalent*
- *Chair of CBR management committee or similar (preferably gender/age/disability balanced).*

1. We are going to make a map/picture of the district/area. It does not have to be accurate like an official map. It is to help us get to know the area and have some discussion about what and who is important here. We want to hear your ideas. It doesn't matter if you have never made a map before. We will do it together with pictures, colours and words. Everyone please feel free to join in and suggest things to include. (The discussion is as important as the final map so make sure you write notes. Encourage the conversation to flow and probe for more information.)

First let's draw a rough outline of the shape of the district.



2. Now let's add in some important things

(Use different colours/shading or stickers with symbols to indicate as relevant)

- **physical features of the land** (rivers/lakes/coastline/ mountains/forests/ swamp, uninhabited/dangerous areas)
- **major manmade infrastructure** such as roads and railways, major junctions
- **cities, large towns and major villages** (maybe off the map but show direction)
- **government facilities and buildings** (schools/colleges,health facilities, com offices etc)
- **non government (NGOs) and other community (civil society) organisations**
- **religious buildings** – church/temple/mosque etc.
- **other important facilities** –e.g. play and sports grounds, meeting places, burial/cemetery
- **shops & markets, trading centres**
- **particular industries/crafts or livelihood activities & types of agriculture/crops**
- **areas inhabited by different tribes/language groups** (eg by shading in different colours)

** note - some of these features may be more or less important in your context - you can be selective - you don't have to mark all of those suggested or your group may come up with others.*

3. Now let's discuss if there any specific areas or facilities that PWDs go to particularly

(mark them with a symbol eg a tick or smiley face ☺)

4. Finally are there any places that disabled people definitely don't go tom perhaps because the are difficult to access or they feel unwelcome or don't want to go? (mark with a X or ☒)

5. *Take a photo of the map! Keep your notes from this session to use in the report. If possible stick the map on the wall and keep it there during the evaluation – add to it as you find out more and refer to it during other consultations e.g. with different groups.*

6. **Thanks everyone for your contribution. Some of you will be meeting us again later. There will be a community meeting in a few weeks time, where we will all talk about the findings and discuss recommendations for the future. We hope you will attend.**