

VOLUME

3

COMMUNITY MAPPING GUIDE



A youth community mapping toolkit for East Africa

VOLUME 3

COMMUNITY MAPPING GUIDE

A Youth Community Mapping Toolkit For East Africa

ACKNOWLEDGEMENT

Copyright © United Nations Human Settlements Programme
(UN-HABITAT) 2010

All rights reserved

United Nations Human Settlements Programme (UN-HABITAT)
P.O. Box 30030 00100 Nairobi GPO KENYA
Tel: 254-020-7623120 (Central Office)
www.unhabitat.org

HS/056/11E

Disclaimer

The designations employed and the presentation of material in this publication do not imply the expression of any opinion whatsoever on the part of the secretariat of the United Nations concerning the legal status of any country, territory, city or area or its authorities, or concerning the delimitation of its frontiers or boundaries regarding its economic system or degree of development. Excerpts may be reproduced without authorization, on condition that the source is indicated. Views expressed in this publication do not necessarily reflect those of the United Nations Human Settlements Programme, the United Nations and its member states.

Photos © UN-HABITAT

ACKNOWLEDGEMENTS

Principal Authors Doug Ragan, MM, PhD (Candidate)
 Daina Tindall, Tindall Consulting
 Meghan Muldoon Jane Bisanju
 The Sustainable Cities Foundation
 www.sustainablecities.net

Editors Melanda Schmid
 Dr. Nola Kate Seymoar

Design & layout: Karun Koernig

Publisher: UN-HABITAT

Any undertaking of this nature requires the participation and input of many people. We gratefully acknowledge the collaboration of the following members:

Staff and Volunteers of East African "One Stop" Urban Youth Centres:**Partners & Youth Branch of UN-HABITAT:**

Subramonia Ananthkrishnan,	Senior Advisor on Youth
Mutinta Munyati,	Programme Officer, Human Settlements
Hawa Diallo,	Programme Officer, Human Settlements
Inger Marie Jakobsen,	UN Volunteer and One-Stop Youth Centre Programme Coordinator

CONTENTS

UN-HABITAT, Municipal Partners and Urban Youth Centres	4	Example 1	30
A Brief Overview of the One Stop/ We Are the Future	4	Photovisioning in Mathare	30
“Urban Youth Centres” Concept	4	Example 2	32
The Global Partnership Initiative (GPI) and One Stop Centres	4	Photovisioning in Kampala	32
We Are the Future (WAF) Centres	5	Follow-up	34
Publications for Urban Youth Centres	6	Sharing your information	34
Introduction: Asset Mapping as a Planning Tool	8	Brazil Asset Mapping Guide	35
What is Mapping?	9	Check it Out – Youth Guide to the West Side of Vancouver	35
How to use this manual?	10	Dar es Salaam Youth Friendly City Guides	35
Why asset mapping?	11	Dawson Creek Asset Mapping Guide	35
Community Mapping: Steps and Processes	12	Evolving Partnerships in Community: Guide for Sex Trade Workers	35
Quantity vs Quality of mapping Data: How Best to Tell	12	Resource Guide for Immigrant and Reugee Youth	35
Community Mapping as Process and/or advocacy tool	13	Windows of Opportunity: Vancouver Youth Asset Atlas	35
Sources for Mapping in a Box	13	Youth Guide Creation	35
Sources for Mapping in a Box	15	Jobs within the mapping process	36
Mapping Activities	16	Dawson Creek Youth Guide	36
Documentation	17	Dar es Salaam Youth Friendly City Guides	36
A day in the life of an asset mapping project	18	Nairobi Youth Friendly City Guides	36
Gettting down to business - Community Mapping Workshops	19	Kampala Youth Friendly City Guide	36
Key factors linked to degree of youth engagement in mapping process	20	Youth Guide to Vernon and the Okanagan Indian Band	36
Mapping Fundamentals	21	Organization: International Centre for Sustainable Cities (Sustainable Cities)	37
Introduction to Mapping	21	Youth Guide Creation	37
15 minutes - AIMS Why are we doing this work?	22	Complete the mapping exercises to gather the data and content for the guide.	38
Workshop 1	22	Identify a name for the guide.	38
Introduction to Mapping	22	Work with local youth to design and layout the guide.	38
Personal Asset Mapping	22	Identify your key resource people for the assembly of the guide.	38
Workshop 3	23	You will need:	38
Practice Mapping	23	Lessons learned	39
Different approaches to mapping projects	25	Resources	41
Mapping of Community Assets	25		
Photovisioning and Mapping	26		
Workshop 1	27		
Photovisioning and Mapping	28		

OVERVIEW

UN-HABITAT, Municipal Partners and Urban Youth Centres

A Brief Overview of the One Stop/ We Are the Future

“Urban Youth Centres” Concept

The Global Partnership Initiative (GPI) and One Stop Centres

What is a “One Stop Youth Centre”?

A safe urban space in a developing country, devoted to youth-led development activities in thematic defined by and for local youth and in alignment with local and national development objectives, and which is:

- Run by municipal or local authority (government) OR a community-based organization/NGO in direct partnership with local government
- Implemented and maintained according to UN-HABITAT developed guidelines for Urban Youth Centres (which cover, generally, issues of governance, structure, minimum standards and programming)

The Global Partnership Initiative for Urban Youth Development (GPI) is collaboration between selected cities worldwide and UN-HABITAT, intended to address the growing need for the engagement of youth as full partners in urban development and governance issues. Youth comprise a significant and growing proportion of the world’s population, and indeed are the majority in many developing countries, most especially in their rapidly expanding urban centres.

In 2004, UN-HABITAT launched the GPI in Barcelona at the World Urban Forum, formalizing the agency’s commitment to engaging with youth across the world in shaping and achieving development and governance goals. Two years later, the World Urban Forum in Vancouver, Canada, had a strong focus on the role of youth in urban spaces, and on how youth in both developed and developing countries are already taking leadership roles and helping shape their own futures. The highly successful World Youth Forum, as part of the Vancouver World Urban Forum, saw the formalization of the Global Partnership Initiative and the beginnings of several innovative urban youth empowerment programmes by UN-HABITAT’s Partners and Youth Section.

One Stop Youth Centres, piloted in four East African cities (Nairobi, Dar es Salaam, Kampala and Kigali), are the first major activity of the GPI project. The concept of One Stop Centres grew out of a collaborative process with key stakeholders including youth, municipal leaders, and UN-HABITAT. The centres are envisioned to provide youth with safe spaces in urban settings where they can meet and take the lead in their own development as well as that of their urban environment, and be participants – through initiatives such as municipal and national Youth Councils, for example – in shaping policy related to issues affecting youth.

We Are the Future (WAF) Centres

What is a “We Are the Future Centre”?

A safe urban space in a post-conflict, developing country, devoted to youth-led and youth-to-child development activities in thematic defined by and for local youth and in alignment with local and national development objectives, and which is:

- Run by municipal or local authority (government) OR a community-based organization/NGO in direct partnership with local government
- Implemented and maintained according to UN-HABITAT developed guidelines for Urban Youth Centres (which cover, generally, issues of governance, structure, minimum standards and programming)

Launched in 2004, the We Are the Future (WAF) initiative is the result of a strategic partnership between the Glocal Forum and the Quincy Jones Listen Up Foundation with the support of a coalition of stakeholders, including the World Bank and major private sector companies. We Are the Future’s goal is to mobilize global resources for the benefit of children in post-conflict cities through the creation of municipally-owned WAF Youth and Child Centers that focus on youth-led activities in the five areas of Nutrition, ICT, Health, Sports and Arts.

The primary goal of this joint programme is the development and implementation of youth-led services for orphans and vulnerable children (OVC) and youth living in urban areas in order to promote a healthy start in life and improved living conditions. Youth benefiting from programs at the Centres have become community assets able to extend new services to peers, younger children and their communities at large. The Centres are based on partnerships with municipalities, the private sector, civil society organizations, development agencies and universities, in order to ensure sustainability and scale.

In the pilot phase, the intent has been to strengthen the capacity of six pilot cities (Addis Ababa, Asmara, Freetown, Kigali, Kabul, Nablus) to run and maintain youth-led WAF Centres through local capacity building training and city-to-city exchanges.

In 2005, the Glocal Forum and UN-HABITAT merged the WAF programme with UN-HABITAT’s One Stop Youth Centre model for urban youth development with the WAF program, and the two distinct models are now being harmonized to serve the interests of youth in both urban spaces across the developing world, including both post-conflict and developing countries.

Publications for Urban Youth Centres



This manual exists as one of a growing library of materials produced by UN-HABITAT for use by and in the One Stop and We Are the Future Urban Youth Centres.

Current titles in this series, at time of publication, include:

- Volume 1: Urban Youth Centre Setup Guide
- Volume 2: Information Work and Youth
- Volume 3: **Community Mapping Guide**
- Volume 4: Entrepreneurship Program Guide
- Volume 5: Program Planning and Evaluation Guide

To receive copies of these manuals, and to find out about additional manuals available from UN-HABITAT, please contact info@unhabitat.org.

Target Audiences for UN-HABITAT Urban Youth Centre Manuals

Manuals such as this one, published by UN-HABITAT for Urban Youth Centres, have a number of possible target audiences. This manual is intended primarily for the audiences noted on the next page.

Target Audience Description	This Manual Primarily For (✓)
<p>Municipal Employees:</p> <p>Leadership and staff members of the city department or division implementing the Urban Youth Centre.</p>	
<p>Local Authorities:</p> <p>Leadership and staff of offices responsible for specific communities or areas within the city, who are implementing a smaller (satellite) Urban Youth Centre for their community.</p>	
<p>Urban Youth Centre Staff:</p> <p>Typically city council staff seconded to the Urban Youth Centre, or staff assigned to a satellite community centre by the Local Authority. These staff work at the Centres full time, with youth, running programs and coordinating activities.</p>	✓
<p>Urban Youth Centre Volunteers:</p> <p>Youth volunteers engaged with activities at the Youth Centres with a formal agreement governing their activities and relationship to the Centre.</p>	✓
<p>Youth Beneficiaries of Urban Youth Centres:</p> <p>Youth, whether individual or members of youth groups, who use the Centre regularly, take part in programming and other activities.</p>	✓
<p>Partner Organizations and Stakeholders of Urban Youth Centre:</p> <p>Partner organizations under formal M.O.U.'s with the Centre, especially youth development related organizations. May also include stakeholders from civil society, private sector, and other levels of government.</p>	✓

CHAPTER 1

Introduction: Asset Mapping as a Planning Tool



MAPPING IN A BOX: YOUTH COMMUNITY MAPPING TOOLKIT

This manual is written for people wanting to engage youth in community-based planning. There is growing recognition that asset mapping can be a powerful tool for change, prompting youth to view their communities from an assets-based perspective and becoming advocates for the transformation of the spaces they live in. Researchers have found that engaging youth in planning raises youth's self-esteem, fosters a sense of environmental and community responsibility, and facilitates them to become more civically minded. Research has also demonstrated that engaging youth in planning is not only good for the youth themselves, but for their communities as well through supporting youth as advocates for positive change. This manual will provide planners, youth workers, and volunteers with all of the tools they will need to train youth and initiate asset mapping projects.

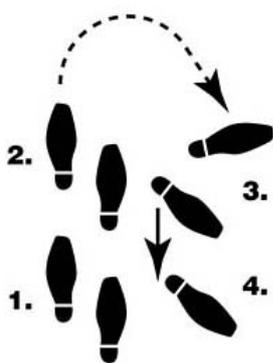
Development practitioners and policy-makers have increasingly come to recognize the importance of youth participation in decision-making and planning, particularly in Sub-Saharan Africa. In East Africa, youth constitute over 50% of the population. Excluding them from participation effectively impairs good governance and the sustainability of development initiatives. This is particularly true as many of East Africa's most pressing development challenges, including HIV/AIDS, unemployment, access to education and poverty are all disproportionately experienced by youth.

Youth in East Africa face multiple barriers to effective participation in decision-making in their communities. According to a 2009 survey of community asset mapping participants in East Africa, youth confront personal and systemic barriers to being a resource to cities. Among the personal barriers identified, 65% of youth said there was not enough time for participation due to school, while 46% and 34%, respectively, identified family and work commitments as barriers to the effective participation of youth. Among systemic barriers, a large majority of youth participants (79%) felt that a prevailing belief that youth are not capable limited the participation of youth in decision-making. Youth also identified classism (62%), a belief that youth are not civic-minded (54%), and a lack of political will (50%) as barriers to their effective participation in city planning.

Source: Ragan, Doug (2009 unpublished). "Youth as a Resource to Cities: Asset Mapping Pre-Survey".

1B

How to use this manual?



Finally in Section 4 we talk about outcomes, and some of the options that are available to you to help you share and promote the mapping work done by your group. These range from the very simple to more expansive ideas involving technology and political advocacy.

The overall aim of this manual is to allow you, as a youth leader, to be able to pick it up at any time, turn to the appropriate page, and have all the information you need laid out before you.



Why asset mapping?

Mapping is different from other community development processes because it is a participatory planning process that takes into account both the physical and social environment. Mapping allows communities to identify the assets of their community, whether that be key community services such as health centres, or an important community space such as playground or park. These assets are then put on a map, and these maps become tools for the community, planners, city councils and other interested parties to use to plan and improve where they live. What makes this manual unique is its focus in the African context. The workshops and examples are drawn from real experiences in delivering mapping programs with youth in cities in Kenya, Uganda and Tanzania. The overall purpose of this manual is to introduce mapping as a tool that can be modified and applied to suit the needs of any youth group in Africa. The authors as well hope that this manual can be used in other contexts and by other demographics globally.

DEMYSTIFYING GPS



GPS stands for Global Positioning System. The system is made up of several satellites orbiting the Earth and a handheld receiver (also known as a GPS unit). The job of the receiver is to locate 4 of the satellites that are in orbit. Once it has done so, it can measure the distance to each one and then use this information to calculate its own location on Earth. GPS provides information about the

location of the receiver (i.e. the site that is being mapped) in 3 dimensions, latitude, longitude, and altitude as well as time. What GPS essentially does is finds a location on Earth and then stores that information as a digital point.

DO I NEED TO HAVE A GPS TO DO ASSET MAPPING?

Absolutely not! GPS is a great tool because it lets you be very accurate in your mapping and it allows you expand and replicate your mapping project in all sorts of ways using digital technology. However, as you'll see throughout this Manual, there are lots of different ways to do asset mapping, many of which you can do with no more technology than a pen, paper and a map! There are 3 main ways that your group can do mapping:

1. Identify a point on a map using stickers or markers
2. Use a GPS unit
3. Map asset sites online using Google Earth or Wikimapia

Asset mapping is about getting out in your community, identifying what makes it special, and sharing that information with others. Technological devices like GPS units are great tools that can be used to help out with the process, but they are not essential in order to do an amazing mapping project!

1D

Community Mapping: Steps and Processes

At the beginning of this manual we talked a bit about the “asset” component of community mapping. The first step when undertaking a mapping project is to understand what we mean by an “asset” versus a “needs” based approach, because, though it may seem simple, it is key to the overall understanding of community mapping.

ASSETS VS. NEEDS BASED APPROACH

There can be little doubt that youth in East Africa and their communities face a huge range of challenges. From poverty to environmental degradation to unemployment, the problems seem insurmountable, and youth are often overwhelmed. When one starts a community process like mapping, the question often asked is “where do I start?”. It is at this point where a one reaches a fork in the road and two paths become available.

The first and more traditional path is to focus on a community’s needs, deficiencies and problems. A common first step is to do a needs assessment so as to figure out what the problems are, and from there create a plan. This is by far the more common approach to community development, and where most of the resources in community development go.

The second path is the one utilized by community mappers - the mapping or identification of the personal, local and institutional assets of a community. Though this is a road less traveled, most choosing to follow the traditional first path, it is a path that can bring about long-term sustainable solutions for a community.

The following section outlines this second “asset based” path.

The asset based approach quite simply starts with counting the personal, local and institutional assets of the community first, before one counts the needs. Though sometimes seemingly hard to find, people always have potential, there are always human relationships and community, and there are always institutions and economic activity. This does not mean that these factors are ideal, but they

must be recognized and worked with, or any form of development will have limited success or will fail.

Each community has a unique set of assets from which to build upon. The first step is to map and recognize those assets. In the physical act of mapping the assets acquire a whole new perspective and framing of one’s community can begin to happen.

It is important to note that focusing on the assets of marginalized communities does not mean that the communities do not need additional resources, and that if these internal resources are utilized more fully and recognized, outside resources will be better used.

Each of the workshops described in the toolkit link to the mapping of these three “domains” – the personal, local and institutional, which are represented in the above diagram from Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community’s Assets.

There is always a balance when collecting data about how much to gather, and what to gather. This is always a subjective choice, based on what your needs are, but here are a few tips to help you decide:

1. COMMUNITY MAPPING IS STORYTELLING

It is important to look at not only what data you are collecting, but what is your storyline. For example, Sustainable Cities worked with a youth group from the Mathare slums in Kenya, and they wanted to map all the entrepreneurship projects they were running. So, when they were mapping those sites, they also took photos and conducted interviews with people at the sites – so what may have been just a point on a map called “butchery” or “dispensary”, now has a face to it, as well as the story behind how that place came to be.

1E

Quantity vs Quality of mapping Data: How Best to Tell

1F

Community Mapping as Process and/or advocacy tool

1G

Sources for Mapping in a Box

2. GROUP YOUR DATA TOGETHER INTO DIFFERENT MAPS

When you are mapping, you will find that you can create one map with all the points on it, or you could create more than one map based on different criteria. Perhaps you are mapping communities or neighborhoods of your city, then you can group your mapping data that way. Or, perhaps you are mapping health centres, restaurants and cybercafés, then, depending on how much data you have (making a map with three points is not very effective) you might create 2 or 3 maps. Again, this is all up to you, but remember it is the end user who you want to use this map that is the most important, so, why not ask them?

3. ENSURE YOU ORGANIZE YOUR DATA

You might think that you can remember every point you have mapped, but, really you won't. So, use the documenting sheets provided in this guide extensively (see page 14). If you have a group of volunteers, the data management is the one component you should spend a lot of time with them on.

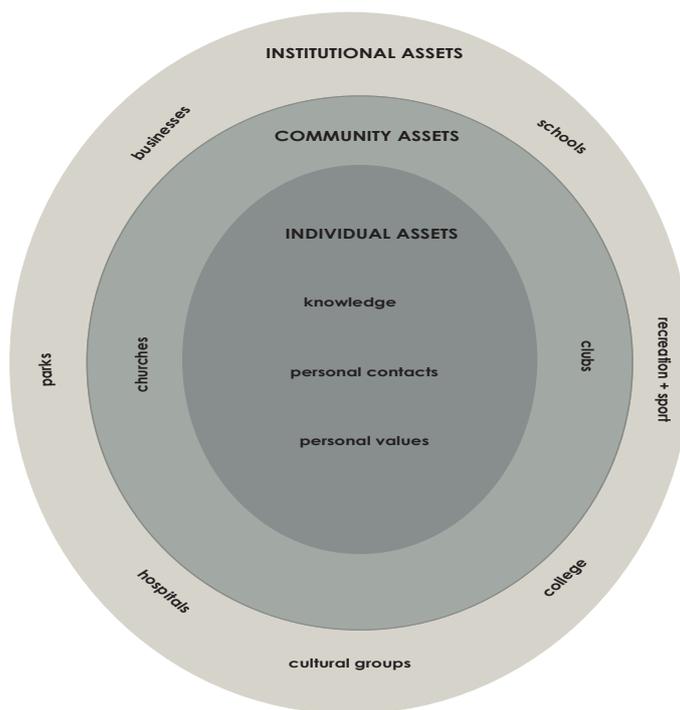
And lastly, have a good time!!

An often confusing issue in regards to mapping is what is the intended goal? For some, mapping is a great way to engage people to think about their community; for others, mapping is a way to effect change within their communities. Often, as we are sure you have surmised from this manual, the answer falls in-between – mapping is both a process and an advocacy tool.

What is unique, and has driven the need to produce this manual, is the level to which community mapping has become the participatory planning tool of choice for advocacy. This is primarily due to the advances in technology. What was once called "table-top" or "desk-top" mapping – where groups would gather around a basemap in a classroom or community centre and identify places important to them, hand drawing or placing icons down to represent these places – has now kicked into overdrive with the advent of easier access to GPS, and programs such as Google Earth, which allow global distribution, the ability to save and update data, and professional map based presentations.

This new leap in technology means that youth and other groups which had little access to these technologies in the past, are now able to "speak in the language" of planners and developers, and produce and disseminate professional quality presentations. This manual only scratches the surface of what can be done with GPS data – for example, other demographic and census data can be represented on a map – but this manual is a good start. So, if you think mapping can help you with whatever cause you are working on, advocate away!





1G

Sources for Mapping in a Box

Amsden, J., & VanWynsberghe, R. (2005). Community mapping as a research tool with youth. *Action Research*, 3(4), 357-381.

Amsden, J., Blanchet-Cohen, N., & Ragan, D. (2003). Children becoming social actors: Using visual maps to understand children’s views of environmental change. *Children, Youth and Environments*, 13(2)

Berglund, Ulla (2008). “Using Children’s GIS Maps to Influence Town Planning.” *Children, Youth and Environments* 18(2): 110-132. Retrieved March 20, 2009

Blanchet-Cohen, N. (2006). Civic engagement of young people in Vancouver. Victoria, British Columbia: International Institute for Child Rights and Development (IICRD).

Chawla, L., Blanchet-Cohen, N., Cosco, N., Driskell, D., Kruger, J., Malone, K., et al. (2005). Don’t just listen- do something! Lessons learned about governance from the Growing up in Cities project. *Children, Youth and Environments*, 15(2), 54-87.

Checkoway, Barry, and Katie Richards-Schuster. 2003. Youth participation in community evaluation research. *American Journal of Evaluation* 24(1): 21–33.

Corriero, J. (2006). Cross-Canada mapping of youth-led and/or highly youth-engaged initiatives: Final report. Toronto, Ontario: Taking IT Global.

Driskell, D. Growing Up in Cities (2002). Creating better cities with children and youth: A manual for participation. London: Earthscan.

Hutchinson, K., & Ragan, L. (2002). Youth led organization survey. British Columbia, Canada: Community Solutions.

International Institute for Child Rights and Development (IICRD), & Environmental Youth Alliance et al. (2005). In Blanchet-Cohen N., Ragan D. (Eds.), *Creative tools: Civic engagement of young people GROWING UP IN CITIES CANADA*. Victoria, British Columbia: IICRD.

Knowles-Yáñez, Kim. 2002. Concerns of children in landuse planning processes. Paper presented at the annual meeting of the Association of Collegiate Schools of Planning, Baltimore, MD.

Lynch, Kevin, ed. 1977. *Growing up in cities*. Cambridge, MA: MIT Press.

Merkle C., (2003) Youth Participation In El Alto, Bolivia. *Environment and Urbanization*, 15(1), 205-214.

Ragan, D. (2004). *Child and youth friendly cities dialogue paper WUF III*. Ottawa, Canada: Government of Canada.

Tupechka, T. (2001). *The power of maps and the politics of place: Community mapping in Vancouver's Grandview Woodland*. Unpublished Master of Arts, Simon Fraser University, Vancouver, British Columbia.

Wridt, P. (2004). Block politics. *Children's Geographies*, 2, 199-218.

Wridt, P. (2006). *A neighborhood guidebook by the students and teachers of columbine elementary school*. Boulder, Colorado: Children, Youth and Environments Center for Research and Design.

CHAPTER 2

Mapping Activities



LET'S GET STARTED ON YOUR MAPPING PROJECT!

This section is meant to help you do you plan and implement mapping project. First, use the space below to list different mapping project ideas

- List all different possibilities
- Sort into categories



For any mapping initiative you will need to have certain tools and materials in order to do your work. Because there are two fundamentally different tasks involved in conducting a mapping initiative, facilitation and mapping, this toolbox has been divided into two lists. The first contains the materials you will need in order to facilitate the training session(s), where youth from your group will meet and learn how to become excellent community asset mappers. The second list contains all of the tools you will need to go out and conduct the mapping in your community.

FACILITATION

- Felt markers
- Flipchart paper
- Maps! If you are mapping space (i.e. favourite places to go) you need the map that represents this eg. neighbourhood /city/regional maps
- Sticky notes or pins to mark sites on the maps
- Note pads and pens to write out ideas for places to map
- Additional supplies for energizers as you see fit

2A

MAPPING

- Maps of the area
- Sticky notes or pins
- Note pads and pens
- Water!
- GPS units
- Cameras (digital or film)
- Audio recorder
- Video camera
- Lots and lots of batteries if you are using GPS units and/or digital cameras

*n.b. The first 4 items on this list are essential to any mapping project. The latter items will help the youth collect more and varied information, but are not essential tools in order to be able to map.

Documentation

One of the most challenging aspects of mapping is ensuring that all of the information you collect is organized in a way that is meaningful and easily accessible once the mapping part of the project is complete. The amount of information that will need to be organized will depend on the number of different tools you use to collect that information, but making sure you have a reliable method of documentation is always essential.

One of the simplest way to ensure good recording of information is to assign one person in each mapping team to be a documenter. This person will be responsible for making sure that all of the information collected by each member of the team is recorded in one place. The following is a template that shows how information can potentially be recorded:

Site Name	Time	GPS Label	Pictures	Site Details

One technique that has been useful in keeping digital photos organized during a mapping project has been to take a photo of the time on a person's cell phone upon arrival at a new site. This is the time that is then recorded in the documenting sheet. That way, when the pictures are looked at later you can see that all the photos immediately after the time that was recorded for site A are from that site. The next time photo will have been taken at site B and all of the photos that follow will be of site B, and so on.

In the photo to the right, the mapping team arrived at the Kachibora Video Show (the name of the site) at 10:29. This is the time recorded in the documenting sheet.

At each new site that is to be mapped, the name is recoded, the time of arrival, the label used to identify the site in the GPS unit, the number of photos taken, as well as any details or information that will be important for anyone wishing to learn about the site to know. For instance, if the site being mapped were a health care centre, some important site details would be the hours of operation, the services available, and the fees they charge.

2B

A day in the life of an asset mapping project

All this theory and background is fine, but what does it actually look like to do an asset mapping project? As mentioned in the toolbox section, there are two parts to any mapping process: facilitation and mapping. At the beginning of the mapping project there will always be a period of facilitation. This is where the youth participants come together, share their expectations and understandings, and learn what it is to do asset mapping. The details of how you can help them to learn this process are laid out in the following pages. When training something new the best way for people to learn is through explanation, demonstration and experience. In other words, tell them how to do it, show them how to do it and then let them practice doing it. Allow plenty of time for the youth to practice so that they become really comfortable with the technique. Once the youth have learned all the skills they need, then it is time for them to off into the community and start mapping!

KEY ELEMENTS TO ANY MAPPING DAY:

- Always start any facilitation day with an energizer. These exercises allow participants to have fun, relax and get to know one another better.
- Prepare a list of expectations, both from the perspective of the facilitator and the participants, that you all have for this project.
- Brainstorm a list of group norms at the outset. These are rules and expectations that all the participants agree to follow (for instance, no interrupting, and/or, arrive on time).
- Schedule time for a break every 1½ hours or so.
- Schedule in twice as much time for practicing the mapping as you think you will need.
- Mapping involves a lot of walking, often in the hot sun. It is physically demanding and should only be planned for half a day. Break up your project so that the youth are never out mapping in the community for more than 3 or 4 hours at a time, and provide lots of water!
- Always allow time at the end of the day for the youth to regroup and discuss and share their experiences in the community.
- Always take time at the beginning of the day (after Day 1) to discuss the activities of the day before.
- If you are using GPS units, remember that on a cloudy day GPS readings might be hard to take.

A sample schedule over a few days of a mapping project could look something like this:

DAY 1:

- Welcome and Introductions
- Goal Setting and Expectations
- Energizer
- What is mapping?
- Body tracing and personal mapping
- Introduction to similar mapping initiatives
- Mapping technique training
- Presentation of mapping exercise
- Practice mapping exercise in the community
- Regroup and debrief

2C

Getting down to business - Community Mapping Workshops

DAY 2:

- Welcome and Energizer
- Recap of Day 1's exercise and learnings
- Group discussion of mapping categories and sites
- Mapping planning
- Mapping in the community
- Regroup and debrief

DAY 3:

- Welcome and Energizer
- Recap of Day 2's exercise and learnings
- Group discussion of additional sites to be mapped
- Mapping planning
- Mapping in the community
- Regroup and debrief

The following section outlines three mapping workshops that have been utilized by UN HABITAT and Sustainable Cities. These workshop outlines are meant to give you some examples and ideas on what your mapping project might do. Please feel free to modify and change as you see fit!

BEFORE YOU GET STARTED

Before you jump into doing these workshops, there are a few suggestions we would like to give to help along the way.

DEFINE WHO IS GOING TO DO THE MAPPING

Identify the specific group of youth that you will be working with on the project. This could be a student council, a school classroom, a Youth Council or a community youth group. A new group could be formed to engage in the mapping process, but working with existing groups makes the process easier to establish and facilitate. You may also want to include community stakeholders and adult-allies in the mapping workshops.

If you work with an existing group, it is important that you speak to either the group's coordinator, the teacher, the community volunteer or whomever has worked with the group in the past. This person represents an important resource to help provide facilitators with a "pulse" of how the group has met before, what some of the topics are they have discussed and what they hope to garner from an initial mapping workshop.

DEFINE YOUR PROJECT

Next, define your project. This could be done either as a participatory process where you ask the youth who you are working with what they would like to map, or it could be a more directive process where you are engaging a group to map something specific. Whatever the case, after determining what your focus is write down and share with everyone your goals and objectives for the project, and how you will measure your success in the end.

NOTE: A rule of thumb in mapping, as in most community development processes, is that the more meaningfully youth are engaged in the development of the project, the greater the personal and community developmental outcomes of the project.

2D

Key factors linked to degree of youth engagement in mapping process

- A. How much time do you have to do the project? If it is a one day project, youth will be less engaged than if it is 2 months.
- B. What are the resources you have to do the project? Resources can be money, time and space to do the mapping, and in-kind/donated resources and mentorship.
- C. Your engagement of youth as leaders in the project. Asset mapping identifies youth as assets, and you as the leader of the project, youth or adult, must as well recognize them as assets. (some resources on this can be found at the Centre of Excellence for Youth Engagement at www.engagementcentre.ca)

The more honest and upfront you are in regards to these three questions, with yourselves and the youth you are working with, the better you will be able to define your project and the greater chance of your success.

The following workshops will give you some ideas on what you can do.



CHAPTER 3

Mapping
Fundamentals

Introduction to Mapping

This first workshop is presented as an introduction to the concept of mapping. The intention is to get youth thinking about what meaning maps have in their lives and what sorts of things can be represented on a map.

The purpose of this workshop is to identify the group's objectives and aims, determine the initial level of understanding of mapping in the room, and create a plan for next steps around your topic.

The first phase of this workshop will help you learn about how much the youth in your group understand about maps. Facilitate a discussion, starting off by asking how many people in the room have ever seen a map before. How many have seen a map of the community they live in or of their city? Has anyone ever used a map before? What did they use it for?

This discussion can lead you to talk about how maps are used differently by different people around the world. Examples that may be relevant are maps of local water sources, a map of all the different recreation sites in a given area, or a city map showing all local government offices.

The youth will learn throughout this discussion that anything of value that exists in space can be represented on a map. Where mapping was once only done by universities and big businesses, access to new technology now means that it is possible for anyone to map the space they live in. All that is left is for them to prioritize what they would like to map.

15 minutes - AIMS
 Why are we doing this work?

Introduction to Mapping

Lay out 2 or three guiding questions for the group. Divide the group into teams and ask them to discuss and write down their answers. Some sample questions could be: What specifically do you wish to learn? Who is this information for? Write the answers on a flipchart paper and discuss the results as a group. What are the main themes from everyone? Are there 2 specific aims that everyone can agree on?

The purpose of this exercise is to learn what everyone wishes to learn and accomplish in this project and what skills are present in the room.



3A

Workshop 1

Personal Asset Mapping

Each youth participant will get an opportunity to think about what they consider to be their own personal assets and what impact these assets have had on their personal development.

The purpose of this workshop is to get youth to begin thinking from an asset-based perspective. Getting them to identify personal assets of their own will help them to branch out and begin seeing assets from the larger local and institutional perspectives.

Before the workshop begins, prepare a sheet of paper (or several sheets of flipchart paper taped together) that is large enough for a person to lie down on.

Lay the paper down on the floor and have all of the youth gather around it. Ask a volunteer to lie down on the paper and another volunteer to trace the outline of their body with a felt marker. Once the outline is complete (and the person has gotten up from the floor), ask the youth to think about what skills and strengths they possess that make them special. In this manual we consider skills and strengths to be "personal assets". Ask them to write out these assets anywhere within the body outline.

3B

Workshop 3

Next ask the youth to think about relationships that are important to them such as people and institutions that exist in the community that have helped them become the person that they are. These can range anywhere from family, school, spiritual supports, different sports activities that have been beneficial to them, youth groups they have been members of, etc. Have the participants write these answers down on the outside of the body outline. Invite a few volunteers to identify what they wrote on the sheet and why this is important to them. We consider these relationships to be “external assets”.

This activity is intended to show the youth that everyone has assets and supports that make them special. Likewise, every community has assets and strengths that can be built upon to make it a better place to live. Those community members who are able to identify and promote those assets are in a powerful position to begin to effect change.

Practice Mapping

Having the youth participate in a ‘practice’ mapping exercise is an excellent way for them to learn about some of challenges and opportunities that may occur in any mapping project. This exercise is especially valuable if the youth present will be expected to train other youth in mapping in the future.

Divide the youth into teams and provide them with small maps of the area they are in. Depending on the number of participants and the tools that you have at your disposal, you may want to provide each team member with a specific ‘job title’ and list of tasks that they are responsible for during the mapping exercise. This ensures that there is no overlap in roles, each person is being actively engaged in the process, and no tasks are being overlooked. For example, different youth can act as documenter, time keeper, GPS mapper, photographer, etc. (for a sample list of job titles and their descriptions see the Appendix).

Assign each group to map a different type of service/site. This could be health care facilities, entertainment/recreation, education, etc. Allow the youth to define the characteristics of sites that would fall into the category they have assigned. Give them a time to regroup and send them out into the community.

Once they have returned, allow each group a small amount of time to present on the information they mapped. Facilitate a discussion of what they were able to accomplish and what challenges they faced. What instructions would they have liked to have had in advance of going out into the community? What tools could they have been provided with that would have made the process easier for their group? This discussion will assist the group on how to best plan the actual mapping sessions.

INTRODUCTIONS AND LEARNING

- Introduce the mapping process, time frame and your objectives (include an agenda for the day)
- Play an ice breaker game for you to learn about the youth you will be working with and for them to
- Learn more about their peers
- Pass around a sign in sheet to get everyone’s contact information – this way you can send out the
- Notes from the meeting when you are done

DREAM TREES: VALUES & VISIONING EXERCISE

In this exercise, you will divide participants into small groups of 4-5 people

They will be given construction paper, flipchart paper, and felts to create a ‘Dream Tree.’ The Dream Tree represents their hopes for an ideal future in their community. Eg. What does a youth-friendly Vernon look-like? What does a sustainable Victoria look-like?

Steps:

- Provide participants with sticky notes to write down at least 3 hopes for the future of their city. Eg. inclusive, sustainable, youth friendly, safe, culturally diverse
- As a group share these hopes for the future and use them to create a 'Dream Tree.'
- Each part of the tree will represent different values they have for the 'ideal future' in their community.
- For example: The roots may represent large values such as culture, sustainability, poverty alleviation etc. The trunk of the tree may represent programs or resources in the community that could help to achieve these values (eg. Youth Resource Centre), and the branches could be specific outcomes (eg. More late night activities for youth). For an example of a Dream Tree (see Appendix 1).
- You may choose to use another symbol in place of a tree. For example, in Iqaluit, Nunavut a stone Inukshuk (right) was used as a symbol as trees are not geographically appropriate for that part of the Arctic.

COMMUNITY MAPPING EXERCISE

- This is where you teach the youth how to do community asset mapping hands-on.
- Provide the youth with maps of the area in the community - these maps are often called "base maps", as they are the base of your work. For example, if you are mapping resources for youth in your city, provide them with a map of the city. These maps must be large format, i.e. the size of a table. They can usually be requested from the city, or from a cartographic store. Maps can as well sometimes be printed off the internet through Google Earth and blown up to a larger desktop size.
- Ask the youth to use sticky dots or pins to mark the spaces in the community that fit under your theme. For example, if they are mapping youth friendly services and spaces, they may use different colored dots to code different categories. Eg. Blue for recreation, yellow for programs and services, green for safe spaces for youth, red for no-go-zones, and orange for cheap/youth-friendly places to eat.
- Ask the youth what they notice about their community. What are the assets in their community? What is missing that would make their community a better place to live?

PART B: PEER TO PEER FACILITATION

As a group, review the mapping exercises completed in Part A of the workshop

- Discuss possible challenges and strengths of facilitating this process with their peers
- Have youth brainstorm the materials they need for facilitating mapping and the preparation they need to do for their workshops

As a group answer key questions

- Who will the workshops be for?
- When will the workshops be held?
- What arrangements need to be made for the mapping?
- How many youth will be included? Ages?
- How will they assure youth with a diverse range of backgrounds are included?

CHAPTER 4

Different approaches to mapping projects

Mapping of Community Assets

To identify and describe assets in the local community.

The steps in this workshop will be essentially the same as those undertaken in the practice exercise (see page 31). The amount and detail of the information collected by your group will be determined by the amount of time you are able to devote to the project, the group's resources, and the inclusion criteria determined by the group.

The first task to be done by the youth will be to decide types of sites will be included in the mapping process. If you are mapping youth friendly spaces, these can include (but are not limited to): recreational spaces, education, employment opportunities, and health care. Draw up a list of these categories and then brainstorm some of the sites that the group is aware of that fit into each of these categories. Locate these sites with pins or sticky paper on a map of the area. Provide each mapping team with a map and the list of sites and determine how you are going to split up the sites to be mapped between the teams.

Note: In using the technological method be aware that you will need the support of a person with extensive knowledge of how to translate the GPS data into maps you can use. If there is no such person within the group, or if you do not have access to the software that is needed, you may have to hire a GPS technician. This cost should be factored in to your project planning at the beginning. Mapping technologies are changing rapidly, for the most up-to-date information on mapping, go to organizations such as openstreetmaps.org or the Children, Youth and Environments Centre and Journal, University of Colorado (<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/discover/centers/CYE/Pages/index.aspx>).

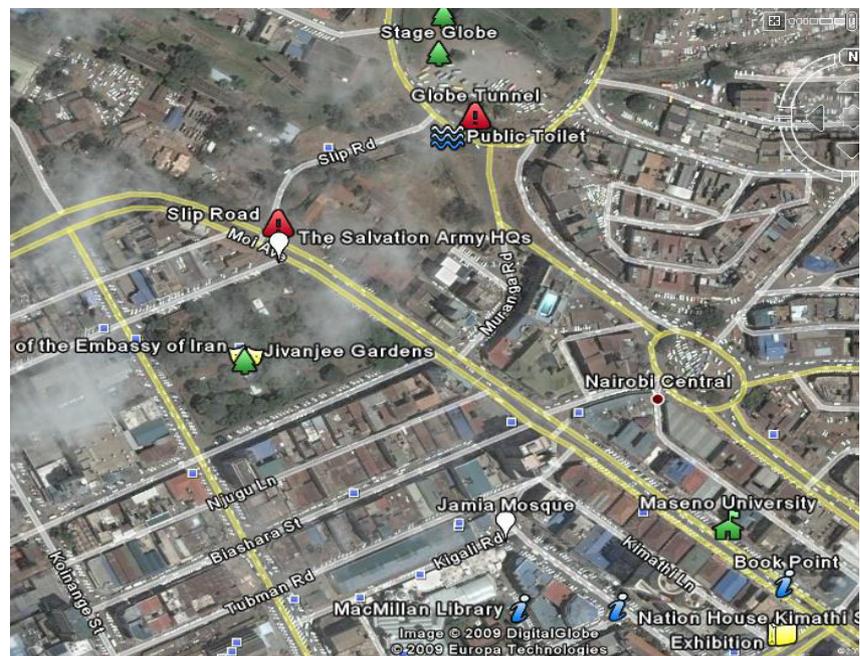


TABLE-TOP MAPPING

Each team will be responsible for marking the sites they map with a sticky dot or a felt marker on the base map. Each team should include at least a documenter, a mapper, and team leader/time keeper. Make sure that each point is clearly identified on the map and corresponds easily to the information that is recorded on the documenting sheet. Give each team a set time that they need to regroup.



After the day's mapping is done and all teams have returned, give them some time to sit together and talk about the information that they have gathered. You may also choose to let them take a few minutes to present their results to the rest of the group. Once this is finished, lead the larger group in a facilitated discussion about their next steps in the mapping process.

TECHNOLOGICAL MAPPING

Provide each team with a GPS unit and make sure that they each have sufficient time to practice with it. It is beneficial for every youth participant to take a turn learning and becoming comfortable using the GPS, however during the actual mapping one person should be designated as the GPS mapper. This ensures consistency in marking the points and recording the data. Each team should also include, at least, a documenter and a team leader/time keeper. At each site that is mapped, make sure that the label code that is used to mark the site in the GPS unit is clearly recorded on the documenting sheet along with the other information.

After the day's mapping is done and all teams have returned, give them some time to sit together and talk about the information that they have gathered. You may also choose to let them take a few minutes to present their results to the rest of the group. Once this is finished, lead the larger group in a facilitated discussion about their next steps in the mapping process.

Photovisioning and Mapping

OVERVIEW

Photo visioning is an excellent tool to engage youth in thinking about the future of their community and their values. Through walking tours of their community, neighbourhood or parks, the youth photograph things that have meaning and significance to them and the things and areas that they would like to see changed. The photos are then used to form the basis of discussion around a youth vision for the community.

Workshop 1

PURPOSE

Photo visioning can be used to enhance community mapping projects as youth visually engage with their community through photo walking tours. These photos can then be incorporated into the youth guides that are created through the mapping process.

To engage youth in developing a vision for their community, and to use creativity to imagine the ideal community in the future.

ACTIVITY INTRODUCTION

Explain to the youth participants that the objective of this activity is to capture their community through photos. Ask them to take photos of places and things that have meaning and significance to them or that they think are important to their community. Ask them to also take photos of places and things that they would like to see changed. They are also free to photograph places they feel safe and places they do not feel safe.

Divide the participants into teams (maximum 5) to share a camera and ask them to make sure that each person has equal time with the camera. One person should also be assigned the role of documenter in order to take notes that will explain and provide meaning to all of the photos they take.



Photovisioning and Mapping

BRIEF PHOTOGRAPHY WORKSHOP

Photo visioning is an excellent tool to engage youth in thinking about the future of their community and their values. Through walking tours of their community, neighbourhood or parks, the youth photograph things that have meaning and significance to them and the things and areas that they would like to see changed. The photos are then used to form the basis of discussion around a youth vision for the community.

Photo visioning can be used to enhance community mapping projects as youth visually engage with their community through photo walking tours. These photos can then be incorporated into the youth guides that are created through the mapping process.

PHOTOVISIONING WALKING TOUR

To engage youth in developing a vision for their community, and to use creativity to imagine the ideal community in the future.

Explain to the youth participants that the objective of this activity is to capture their community through photos. Ask them to take photos of places and things that have meaning and significance to them or that they think are important to their community. Ask them to also take photos of places and things that they would like to see changed. They are also free to photograph places they feel safe and places they do not feel safe.

Divide the participants into teams (maximum 5) to share a camera and ask them to make sure that each person has equal time with the camera. One person should also be assigned the role of documenter in order to take notes that will explain and provide meaning to all of the photos they take.

Provide the youth with cameras and give them brief overview of how to operate a camera and compose good photos. Emphasize the creative process (funny angles, interesting composition styles). If possible, ask a local photographer or journalist to volunteer their time to come in and speak to the youth about their experience using photography to tell a story. This is also an opportunity for the youth to meet a community role model and learn about his or her job. Having a photographer show a few examples of 'creative' photos that he or she has taken may spark some interest and ideas among youth.

Assign each team a specific area in the community (to avoid overlap) and allow them to go out and photograph sites in their community. Give them each a set time to return to the centre.

As a facilitator make sure:

- All of the teams have spare batteries to keep the cameras working, but that the youth are aware that the cameras should be turned off when not in use to conserve battery life.
- The youth photographers must obtain consent from a person before taking his or her photo. It is also good practice to speak to a person in charge before taking photos of schools or government buildings.
- Sending youth teams out with name tags or letters of introduction to the project will help facilitate the cooperation of community members who may be reluctant to allow photography at their sites.



After each team has returned, upload the digital photos to a computer so that the group can share them. Provide each team with some time to sort through their photos and present the best from each site, explaining why they are important and what they represent to them. Once each of the teams have presented their photos facilitate a discussion with the large group about the meaning of these photos and how the youth would like to see them shared with the larger community.

After completing the photo exercise, you can now support the youth in creating a vision statement for their community. Provide the youth with sticky notes and ask them to write down 3 keywords that come to mind for something that is important to them for the future of their community. Ask them to stick these words onto a flipchart paper or the wall and then have one person group together the words by key themes (eg. Safety, the environment, good housing, etc). Lead the group in coming up with common words to describe these key values/themes. Next, as a group, string together the words into a brief vision statement. For example: The youth of Rileyville envision a community that is a clean city, peaceful, provides a range of economic activities and has plenty of recreation space. Keep the descriptive words that the youth wrote onto the sticky-notes and use them as part of the details underlying the youth vision.

The photos and vision statement can be utilized to mobilize city council to take action on youth issues and to leverage funding and support for youth initiatives in your community.

4B

Example 1

Photovisioning in Mathare

OVERVIEW

The Mathare Youth Talent Organization is a community-based organization in Nairobi’s Mathare slum. In addition to performing music and dance at cultural events around the city, they have also come together to operate a school for the poor children in their community, and create a revolving fund that allows the group’s members to start their own businesses. Their activities have recently expanded to include offering loans to widows and other low-income community members not affiliated with MYTO so that they too can start a business. Several youth from MYTO participated in a photo mapping exercise in September 2009 to demonstrate the impact of the activities of the group in the community.



MYTO member Josiah Otieno started his business in 2008 cooking medazi (fried dough) on the side of the road. He now sells sweets, sodas and groceries in his shop. He was also the recipient of MYTO start-up funding.

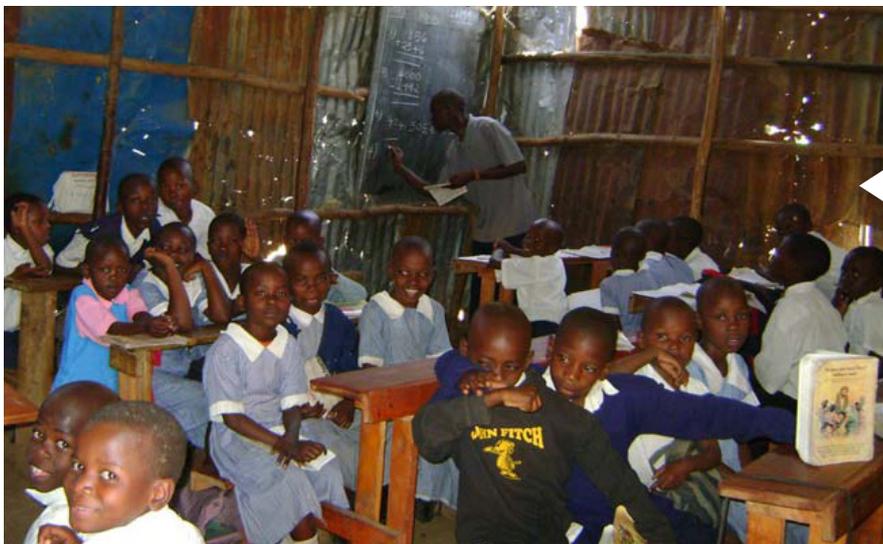


Lobedus Olik is a member of MYTO. He received funding in 2006 to establish his shoe repair business.



The MYTO office in Mathare, Nairobi, Kenya.

Eska Achieng lives in Mathare. She was granted a micro-credit loan from MYTO in 2009 which allowed her to establish her business, selling Nile perch on the main road.



The primary classroom at the MYTO school. The students mainly come from low-income families that are not able to afford the fees at the government school.

4C

Example 2

Photovisioning in Kampala

OVERVIEW

The Kampala One-Stop Youth centre was established in November 2008 with the support of the Kampala City Council and UN-HABITAT. Youth come to the centre for training on entrepreneurship, reproductive health, ICT, and the environment, as well as to participate in sporting activities. Recently the youth undertook a photo mapping exercise throughout the neighbourhood of the One Stop centre. Their aim was to identify assets for local youth in the area known as Kabalagala, a slum on the periphery of Kampala. Throughout the process they also had the opportunity to map their own businesses as well, as evidence of some of the entrepreneurial opportunities that are available to youth.



The football field at St John the Baptist Primary School is freely open to the public evenings and weekends.



The Kisimenti Needy Children Organization was founded in 1993. The founder, Mr. Semakula, wanted to create a space where youth could come and be safe, learn new skills, and have fun. It provides free programming to over 300 local youth.



The X-Link Video Library was started in 2000 by Rashid Semanda, one of the youth who participates in One-Stop programming. In addition to providing video rentals and playstation use, X-Link also assists youth with computer literacy and ICT training.

The Compaq Computer Centre houses the local internet café. It also offers computer training and helps youth create documents such as resumes.



The Zebra Youth and Women Artists collective was founded in 2007. There are two locations in the City of Kampala, and they provide women and youth an opportunity to show case their work and earn an income.



The Child Life Network Centre is a program of Childlife Network International. The Centre's programs are for children in three age groups, 3-6 yrs, 7-10 yrs and 11-15 yrs. They focus on children at risk such as those affected by AIDS, orphans, abused children, street children and those living in extreme poverty. Programs include homework assistance, communication skills, managing and preventing HIV/AIDS, conflict resolution, and life skills.

CHAPTER 5

Follow-up

Sharing your information

Now that your group has gone out and mapped all of the asset sites in the area, you need to decide how best to share that information with the group and the community at large. A map is not very useful if no one ever sees it, and can be used in many different ways to support the lives of youth in your community.

The first step is to brainstorm with the youth who have participated in the mapping. What would they like to see happen with the information they have collected? Who is your target audience? What type of project will your resources and timelines allow for?

HERE ARE SOME OF THE OPTIONS FOR SHARING YOUR MAPS:

Large poster-sized printouts of the sites you have mapped. These maps are an excellent way to showcase the work of your group. They can be displayed on the walls of a youth centre or classroom and are easily updated with pushpins. If you have conducted a table-top mapping exercise, print or purchase a large map of the area and identify your site using coloured pins or sticky-dots. If your map has been produced on a computer (in Google Earth for instance), simply select the image you would like to display, save it, and have it printed at a local print shop.

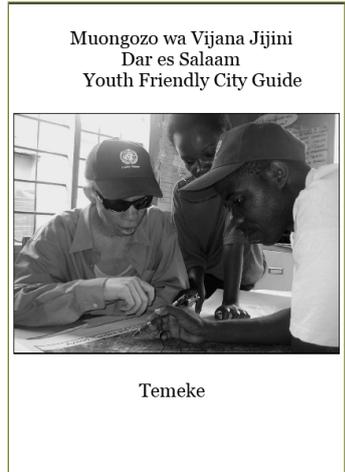
Brochures: brochures are a great accompaniment to poster maps. They can contain all of the important information collected during the mapping process (location, hours of operation, fees, etc.) and be handed out freely to youth looking for information. They are simple to produce, with very little text, and inexpensive to print. These reasons also make brochures easy to update.



Youth Guides: Youth-Friendly City Guides can contain much more information than you would be able to share through a brochure or printed map. Youth Guides are generally small booklets that have several maps with points, usually created with GPS, that identify the sites of interest to youth. The text contains detailed information about the services available at each of the sites. Guides provide a wealth of information to youth in the community and are a valuable resource. However, they require additional work on the part of the mapping team, are relatively expensive to produce, and are not as easily updated as a brochure would be.

5A

Youth Guide Creation



Online Maps: If you have done your mapping using a GPS unit you may want to consider posting your maps on the internet. This is an excellent way to share information beyond your immediate group and educate people about the work that has been done by the youth. Your data could be plotted in Google Earth and submitted to them for online publication or you could send your data directly to a map hosting website, such as www.youthcore.ca, who will plot your data and host it online for a fee.

If you conducted a table-top mapping exercise you can still submit to have your sites published online. Google Earth allows users to identify sites on their satellite maps using icons and then adding in information. Likewise, on Wikimapia.com users can trace the outline of a site on a map and add in information. Lastly, you can use sites developed through [openstreetmaps](http://openstreetmaps.org) (OSM). Go to mapkibera.org to see how this technology can be utilized. All of these sites accept the submission of information and review its accuracy before it becomes visible online

One possible output of the mapping process is the creation of a Youth Friendly City (YFC) Guide. The concept of the YFC Guide had its roots in Child Friendly Cities Initiative (CFCI), launched in 1996 as part of the United Nations Conference on Human Settlements (Habitat II) to make cities liveable places for all. The CFCI is a movement that focuses on “gathering together a wide range of partners, advocates for governance approaches and participatory urban management promoting the realization of the rights of the youngest citizens.” EYA and other youth agencies have expand the child focus of the CFCI movement to include youth.

Community mapping has been shown to be an excellent tool for engagement of youth in governance and participatory urban management. It as well advances youth rights, as it concretely respects and reflects what they believe should be a health city.

The Environmental Youth Alliance (EYA) created the Youth Friendly City guides as way to further the ability of youth to communicate what they find as important in their community, and from this basis, be better able to affect change. These guides reflect how youth view their cities – everything from safe and unsafe spaces, to the best and cheapest places to eat, to health services, to where to access this internet. These guides are important because there is rarely a place where you can find youth perspectives on their cities, in easily accessible information. These guides also can be helpful to service providers, city staff and planners, who are needing to better understand where youth access services, and what is important to them. Please contact the Environmental Youth Alliance and Sustainable Cities to get the most up-to-date access to these guides.

The EYA has created 6 Youth Friendly Guides:

Brazil Asset Mapping Guide

Check it Out – Youth Guide to the West Side of Vancouver

Dar es Salaam Youth Friendly City Guides

Dawson Creek Asset Mapping Guide

Evolving Partnerships in Community: Guide for Sex Trade Workers

Resource Guide for Immigrant and Reugee Youth

Windows of Opportunity: Vancouver Youth Asset Atlas

5B

Jobs within the mapping process

The International Centre for Sustainable Cities has created 5 Youth Friendly Guides:

Dawson Creek Youth Guide

Dar es Salaam Youth Friendly City Guides

Nairobi Youth Friendly City Guides

Kampala Youth Friendly City Guide

Youth Guide to Vernon and the Okanagan Indian Band

YOUR JOB TITLE: MAPPER

Your Job Description: Your role will be to mark each site that you identify on the map. You must be as accurate as possible because you will need to reproduce this information on the larger map and will be used by others to access these locations.

Your Job Responsibilities: For each site that your group decides to mark, you will need to determine what label you will attach to that site on your map. Once you have located this point on the map and have labeled it clearly, you will need to collaborate with the Documenter to ensure that s/he has recorded this information.

Your other very important responsibility is to help direct the group and make sure that everyone stays within the bounds of the identified area to be mapped.

YOUR JOB TITLE: PHOTOGRAPHER

Your Job Description: Your role will be to take pictures of each of the sites visited by your group. These pictures must be of the highest quality because they will need to be reproduced many times. The pictures that you take must go along with the information that is being collected by the other members of your group.

Your Job Responsibilities: Your most important responsibility as the photographer is making sure that you take the best possible pictures. This means knowing what setting your camera is on at all times to make sure the pictures come out clearly. This also means framing your picture well so that the subject is in the centre of the shot and that no foreign objects (especially fingers!) are blocking your subject.

Your Job Tasks: As the photographer, you will need to keep a record that goes along with the pictures that you take. At each site/shop that you visit you must:

- Take a picture of the time on your cell phone/watch first in order to record the exact time you arrived at the site
- Take a picture of the site/storefront second. If the site has a sign its name on it, please take a picture of that.

The rest of the pictures will depend on the specific activities of the site and what is going on while you are there. Remember to be creative and have fun!

YOUR JOB TITLE: DOCUMENTER

Your Job Description: Your role is to ensure that all of the information that you collect during mapping is recorded and kept in a way that is organized and easy to access. You will need to keep track of the label code that is used to mark each site in the GPS, how many pictures are taken at each site, and which points recorded on the map correspond to each site. You will also be responsible for writing down any other important information that you learn about this site, for example the hours of operation, the year it was established, who owns/runs the site, what service(s) is(are) available, the cost of the service, etc.

5C

Youth Guide Creation

You can use the table shown on page 14 to record all of this information, or you may design your own format that works best for you. You will need to work very closely with the other members of your team to ensure that all of the information you gather is recorded properly. Remember that you will need to come back to this information later in order to be able to present what you have learned to the larger group.

Organization: International Centre for Sustainable Cities (Sustainable Cities)

OVERVIEW

Community mapping and visioning processes are often used to produce guides for the localities involved in the projects. These guides include maps of the community with numbered dots identifying places in the community relevant to the mapping exercise (for example a recreation centre, a park or a business). Generally these maps are created using city or regional maps and digitizing the numbered points onto the maps to correspond with a service, location, or place in the community, which are in turn identified by a legend. These maps can also be created with GIS programs or in many locations through using Google Maps.

TYPES OF GUIDES

Community mapping can be used to create a wide range of guide books for youth and project stakeholders. If the intent behind the mapping process is to engage youth in creating a long-term vision for the community and identifying youth friendly services and spaces, the project would likely result in a Youth Friendly Service Guide. Other types of guides may be thematic according to particular community issues or challenge.

For example a mapping project could result in:

- a Green Guide (identifying green spaces and programs, businesses, recycling facilities, used-item stores, initiatives to tackle climate change, renewable energy etc.)
- a Guide to Services for Immigrant and Refugee Youth
- a Young Mom's Guide (identifying services, spaces and programs for young mothers)
- a Recreation Guide (identifying parks, community centres, trail systems, skateboard parks, outdoor equipment rental facilities etc.)
- a Guide for Sex Trade Workers (for resources, safe places, inexpensive food etc.)

For further examples of types of guides, please refer to page 45 in this Toolkit .

MATERIALS/RESOURCES

high resolution maps (neighbourhood, city or regional level depending on your scale) – these maps should be 600 dpi minimum and in the format of a jpeg or in a vector format such as eps, ai, or pdf (*If you use pdf make sure it is saved in vector format.)

photos for inclusion in the guide must be 300 dpi or more in printable size (200 K or larger for a 4x6 photo) copies of maps created through youth mapping exercises and the corresponding legends identifying locations a computer with Publisher, Adobe Illustrator, In Design or Corel Draw or a City GIS Program and a person with basic knowledge of use of one of these programs

Tip: Do not download maps online to use for this guide unless they are of high resolution as listed above because they will not print clearly.

STEPS

Complete the mapping exercises to gather the data and content for the guide.

Identify a name for the guide.

Work with local youth to design and layout the guide.

Identify your key resource people for the assembly of the guide.

You will need:

- A person with experience in layout & design to assure the guide looks professional. This may be a design student or a person with expertise from the organization/city that you are partnering with on the project.
- A person that understands the use of a computer publishing program as listed above. Do not try to create the guide in basic programs such as word or basic brochure programs. You will find it difficult to create high enough resolution images for a quality guide.
- Consider developing the guide primarily in black and white for printing affordability and be sure to develop it to print double sided.
- Assure that you produce draft copies of the guide for the project team to review and allow ample time for review and revisions.
- When you print the guide, print a test copy before you begin a large copying process. This will ensure that the pages line up properly and that if there are any last minute changes needed in quality or resolution you can make them adequately.
- Don't forget to include logos of sponsors, funders and project partners.

DISSEMINATION

- Decide how you are going to distribute your guide. You may want to make copies available through community facilities and organizations including community centres, resource centres, youth centres, libraries and the City or community.
- Be sure to provide the people engaged with your project with copies of the guide (eg. youth facilitators, schools, community organizations, sponsors and partners).





5D

Lessons learned

This section identifies some of the key lessons-learned in youth community mapping projects. Please contact LifeCycles Project Society or the International Centre for Sustainable Cities for more details.

PARTNERSHIPS

- Identify and engage key stakeholders from the initial project planning stages. For example, in the LifeCycles Project Society 'Youth Legal Literacy Project,' they would have liked to engage the City of Victoria and the Victoria Police Department earlier on in the project. Their involvement was really sparked after the schools became involved with the project.
- Engage with the City Council in the area you are developing the project. Make sure that the project fits with their needs and objectives and they are willing to support the project. Define what their role will be in the project and the type of commitment you need from them.
- Build upon existing initiatives in your community. For example, in the Sustainable Cities project with Vernon and the Okanagan Indian Band, we partnered with existing youth organizations and a Global Education class that was looking for projects to engage its students in their community.
- Consider inviting core-funders to the table at the beginning of the project so that they are actively engaged throughout the project. Identify potential funders for the project's next steps before commencing the project.
- Creating community ownership requires following the pulse of the community and letting the target group take the lead. Youthcore.ca was youth-led and youth-created. It built ownership, capacity and created a relevant starting point for really terrific work by young people in the community.
- In international projects, make sure that the project partners have clearly defined roles and understanding of the support needed for the project. Conference calls and regular updates involving all of the project partners should be set-up or outlined from the beginning of the project.

PROJECT DEVELOPMENT

- Identify a project coordinator and a project champion that will provide support for this project as it develops and after it is completed. These may be the same people or may be two different people depending on the nature of your project.
- Make sure that you do not have too many objectives for your project (a concise, complete project that includes web and media coverage, photos, lessons learned).

- Realistic time-frames are important and always allow at least 10% more time than you think is necessary to complete the project.
- Project leaders must have resilience and determination. In the LifeCycles Project Society 'Youth Legal Literacy Project' there was a lot of skepticism that youth could contribute significantly to the legal and rights landscape locally. This was extremely frustrating but also built a stronger sense of purpose and determination among some of the youth engaged.
- If you are doing your project internationally, make sure that you have the language training and experience necessary to complete the project. If you are not fluent in the local project, work with a local youth or adult-ally who can co-facilitate the process.
- After your initial project is completed, there is often a next part. This may include focusing on some of the needs or ideas identified by youth for your community and creating concrete action projects. From the beginning of your project, have a strategy to keep the adult allies involved in the project after its initial timeline has been completed. If you can, identify project champions from among the adult allies/organizations in the community.

PROJECT DOCUMENTATION

- Plan from the beginning to take photos for the documentation of your project. Assure that your photos are high resolution and where necessary, participants have signed consent forms allowing you to use their picture in publications, reports and online.
- Capture quotes from youth and project partners about your project. These quotes make a big difference for funding applications and reports. They provide evidence of the impacts of your project.
- Document the successes and the lessons learned of your project so that others can learn from you.
- Keep track of media coverage associated with your project. This is great for reports, websites and future funding.
- Make sure that you incorporate a debrief and celebration with all of your project stakeholders and participants. If you can, piggy-back on other events. If you are working with facilitators who are doing the community mapping process, make sure that you are on the same page about your objectives, deliverables and time-frame for the project.

PROJECT DISSEMINATION & EVALUATION

- Develop a strategy for disseminating your youth guides and information created by the project. Carefully planned dissemination is a key part of assuring the project's long-term success. Consider who, what, where, when, why and how, when planning your dissemination strategy. Include youth, service providers, City Counsellors, funders, and other communities and organizations that may be interested in learning from your project.
- Approach your local media. If they are too busy to cover your project, write your own press-releases and supply them with photos. Media coverage raises awareness about your project and creates profile.
- Consider working with a Developmental Evaluator or external evaluator from the initiation of the project to provide a critical eye for the project. This will assure that your project maximizes the ability to build capacity.
- Often evaluation is hard to include in short-term projects as project wrap-up encroaches faster than anticipated. Include evaluation methods as an integral part of your project. The project is not over until it has been evaluated. Ask yourself: "How will we evaluate this project in 6 months, in 1 year and in 5 years?"

Resources

- LifeCycles Project Society has found that email surveys do not always work. However, if you do decide to do email/electronic surveys as part of your project evaluation, you may want to follow-up with phone-calls asking people to complete the surveys. Assure the surveys are complete, but concise.

ASSET MAPPING: A HANDBOOK

Government of Canada

http://www.rural.gc.ca/conference/documents/mapping_e.phtml

This handbook is focused on three different approaches to asset mapping: The Whole Assets Approach, The Storytelling Approach and The Heritage Approach. Each approach tends to identify different types of assets, which is explained in the handbook along with step by step instructions for facilitation.

ASSET MAPPING GUIDE

Victoria State Government, Australia

Designed to support individual communities as they engaged in a state wide asset mapping initiative, this document provides an overview of asset mapping and a step by step description of the process as prescribed by the State Government.

COMMUNITY ASSET MAPPING: A CRITICAL STRATEGY FOR SERVICE

The Bonner Foundation

http://www.bonner.org/resources/modules/modules_pdf/BonCurCommAssetMap.pdf

Part of the Bonner Curriculum, this document is a training guide designed to provide guidance on how to uncover community assets and create a map of them. It provides a step by step instructions for facilitating a three day asset mapping workshop for university students.

CREATIVE TOOLS: CIVIC ENGAGEMENT OF YOUNG PEOPLE

International Institute for Child Rights and Development (IICRD)

“The primary purpose of this document is to help municipalities increase the social inclusion of young people, especially those at risk. It also seeks to improve the effectiveness and sustainability of city planning.” It begins by outlining the theory behind youth engagement. It then describes the preparation that will need to take place in order to use the four tools presented in the tool kit (Mapping, Visioning, Photo-Frame and Jenga with a Twist.)

Place Mapping with Teenagers: Locating their territories and documenting their experience of the public realm Penny Travlou, Patys Eubanks Owens, Cathrine Ward Thompson and Lauraine Maxwell

Children’s Geographies Vol. 6, No. 3, August 2008, 309–326

The purpose of this paper is to present, analyse and critique a research method, ‘place mapping’, used to document and understand teenagers’ experience, use and perception of public spaces. Researchers in two case study sites, Edinburgh, and Sacramento, CA, employed conventional street maps as a basis for eliciting and recording young people’s spatial experiences. This method offers an effective mechanism for generating and structuring discussion – through dialogue – by the participants about their dynamic and shared experience of place, geographically recording places and ensuring equitable participation.

USING CHILDREN’S GIS MAPS TO INFLUENCE TOWN PLANNING

Ulla Berglund, Department of Urban and Rural Development, Swedish University for Agricultural Science, Children, Youth and Environments 18(2) 2008

In a research project carried out in various neighborhoods in Stockholm, Sweden, we have developed a method for facilitating children's influence on spatial planning. Our goal was to construct a vehicle for communication that could work in practice for both children and teachers as well as for planners. The method uses computerized GIS maps—a common tool in spatial planning. With little assistance,

10- to 12-year-old children map their routes and special places, mark activities and write comments. Teachers can also map routes and places used for education. The results have proved reliable and accessible by planners. Use of the mapping method within the school curriculum and in the planning process is broadly discussed in the paper.

YOUTH COMMUNITY ASSET MAPPING INITIATIVE REPORT

Environmental Youth Alliance

Provides an overview of asset mapping as a strategy for youth engagement and describes a number of projects the Environmental Youth Alliance completed using this approach.

YOUTH COMMUNITY ASSET MAPPING MANUAL - DRAFT

Environmental Youth Alliance

This is a draft version of a manual that was never completed. Originally it was to include a theory section, a story section (case studies) and a model section designed to guide practice of asset mapping. Only the theory section was completed.

Resources worth looking at from Doug's bibliographies:

Aberly, Douglas. *Boundaries of Home: Mapping for Local Empowerment*. New Society Press, 1993

BiodiverCity Handbook: *Practical Actions for Restoring Urban Ecologies*, LifeCycles, 1996.

FROM WORKSHOP 2 Balloon Values Game (You may also choose to use the Balloon Values Game in the Appendices). This is where you teach the youth how to do community asset mapping hands-on.

- Provide the youth with maps of the area in the community. For example, if you are mapping resources for youth in your city, provide them with a map of the city.
- Ask the youth to use sticky dots or pins to mark the spaces in the community that fit under your theme. For example, if they are mapping youth friendly services and spaces, they may use different colored dots to code different categories. Eg. Blue for recreation, yellow for programs and services, green for safe spaces for youth, red for no-go-zones, and orange for cheap/youth-friendly places to eat.
- Ask the youth what they notice about their community. What are the assets in their community? What is missing that would make their community a better place to live?
- Divide the youth into small groups (4-5 youth) and number the groups (even and odd).
- Have youth in even numbered groups brainstorm the qualities of a good facilitator (have them write them on flip-chart paper and stick at the front of the room; have a youth read through them)
- Have youth in the odd numbered groups brainstorm the key elements of facilitating asset mapping with their peers. (Have them write them on flip-chart paper and stick at the front of the room; have a youth read through them).

URBAN YOUTH CENTRE TRAINING MANUALS

HS/056/11E

UN  **HABITAT**

United Nations Human Settlements Programme

P.O. Box 30030, GPO Nairobi, 00100, Kenya

Telephone: +254 20 762 3120

Fax: +254 20 762 3477

infohabitat@unhabitat.org

www.unhabitat.org