

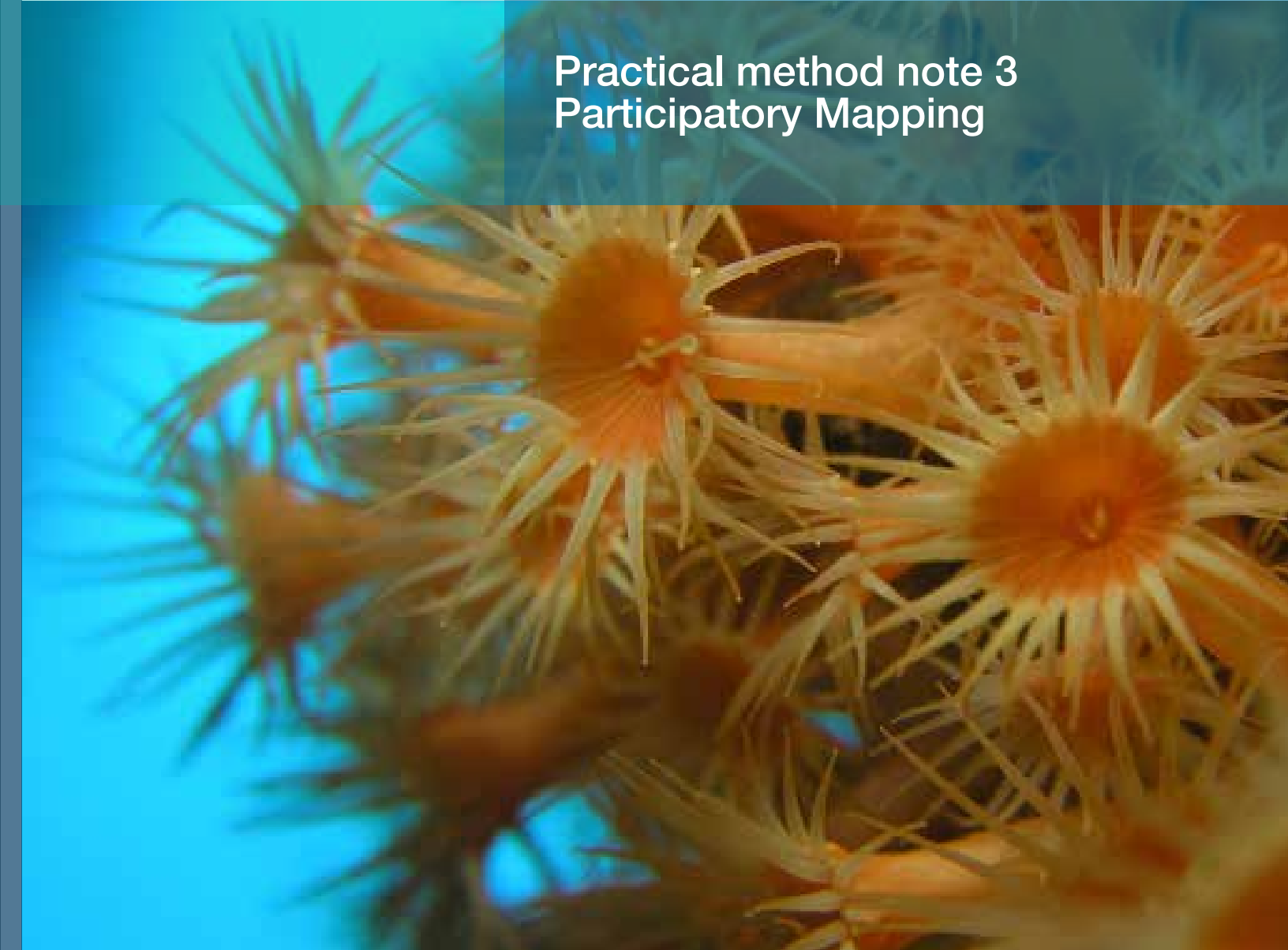


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The ERA-NET promoting European research on biodiversity

Annex 1

Practical method note 3
Participatory Mapping



PARTICIPATORY MAPPING

Creating a participatory map is a technique that can be used to explore how different groups of stakeholders perceive connections between people and places across landscapes and over time. It empowers stakeholders to express the issues and places that are most important to

WHEN TO USE PARTICIPATORY MAPPING?

Participatory mapping can be a useful ice-breaker for research teams who want to begin work with a new group of stakeholders, and can produce a tangible output from an initial workshop. It may be used during project planning to help identify locations for sampling, or to stratify a

HOW TO USE PARTICIPATORY MAPPING

The following steps may be followed:

1. Depending on the number of participants and the goals of the exercise, the group can be divided to produce a number of separate maps.
2. Groups can be divided depending on demographic categories such as age, gender, or length of time living or working in the focus area. In this way maps may be different depending on the daily experiences of the group living or working in the focus area.
3. Maps may be drawn on paper or on the ground (typically in developing countries). When using paper, it is important not to allow the size of the paper to constrain the map, adding adjoining pieces as necessary to enable more distant features to be included if these are deemed important.
4. Participatory maps may be drawn on an existing base-map of the area, which might show key features like roads, settlements and rivers. In some contexts, aerial photographs may be used for this purpose (typically in developing countries).
5. A preliminary map is drawn by each group. Commonplace objects (e.g. pens or stones) can be used to represent features on the map. If participants find it hard to draw everything in the area, it may be possible to ask different groups to focus on features to be mapped.
6. Good facilitation is necessary to ensure all group members are able to participate in the production of the map, so that all views are represented.
7. The map is then copied onto paper and/or photographed.
8. The paper copy of the map is then taken on a walk or drive of the area. Particular attention may be paid to the extent and boundaries of key resources or land uses, and to features that were disputed during the initial map drawing. During the reconnaissance, it will be possible to ask many questions about resources and land use that were not apparent during the initial drawing phase.
9. A Global Positioning System may be used to mark features and boundaries to improve the accuracy of the final map.
10. At the end of the exercise allow participants to view all maps and take note of the discussion that follows.
11. Throughout the exercise, it is as important to capture the discussion that leads to the creation of the map as it is to record the map itself.

them as a group, and through discussion can lead to new insights into the way those issues and places interact, and the ways that different groups perceive the same issues and places.

sampling strategy. It may be used as a qualitative data collection method. Maps may also be revisited towards the end of a research project to discuss project findings and possible actions that might arise from the research.

CASE STUDIES

EXPERIENCES FROM BIODIVERSITY RESEARCH

PARTICIPATORY MAPPING IN BIODIVERSITY RESEARCH



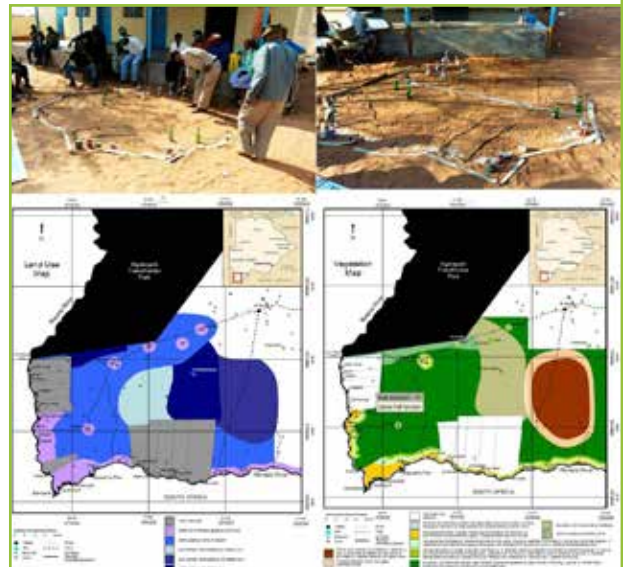
Stakeholders share knowledge on the HighARCS project.

Participatory mapping can capture information at a range of scales. The HighARCS project (see [Appendix 1](#) of the *Handbook*) used participatory mapping in Asian highland communities to look at the threats to aquatic resources at a river-catchment scale. This allowed participants to highlight both local threats, but also those located further away outside of the catchment. For example, in an Indian community, mining outside of the focus area was identified as a cause of excessive siltation in the river system. Although the results were not verified by biophysical measures in this case, it was a useful way of gathering local knowledge.

Maps are a good basis for sharing information. A stakeholder from another project (additional to the HighARCS case study projects), where participatory mapping of ecosystem services and biodiversity was used, explained that maps can be a good starting point for discussion. People are often accustomed to looking at maps, and discussing specific places can lead on to deliberation about complex issues. Additionally, mapping can be a very inclusive process where a broad range of knowledge and multiple perspectives can be captured and visualised.

The photographs and maps displayed here show the participatory mapping process for biodiversity research conducted in the Kalahari Desert, Botswana. In the top left photograph, members of the local community position familiar objects on the ground to denote different land uses and vegetation zones. The result is shown in the top-right photograph, with tin cans representing villages, ash representing calcrete outcrops, a dry river-bed in pieces of card, bottles for boreholes, and various patterns in the sand denoting different land uses and vegetation zones. The map is being transcribed to paper in the background of the top-left photograph, after which the transcription was taken along with community members in vehicles across the landscape for further discussion and refinement. It resulted in the maps below of land use (bottom left) and vegetation (bottom right).

For more information on methods used by the HighARCS project see : http://www.higharcs.org/topic/integrated_approach/



There are a number of excellent resources available that give more detailed explanations of how to do participatory mapping, for example the International Fund for Agricultural Development good practice guide

(http://www.ifad.org/pub/map/PM_web.pdf) and Tools for Integrated Conservation and Development from the Centre for International Forestry Research (http://www.cifor.org/conservation/_ref/research/research.3.2.htm).

Annex 1 of “*The BiodivERsA Stakeholder Engagement Handbook*. BiodivERsA, Paris (108 pp). © BiodivERsA, Paris, 2014”

The BiodivERsA Stakeholder Engagement Handbook is available online at <http://www.biodiversa.org/577>



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