TOOL 1: NEIGHBOURHOOD MAPPING

INDICATOR

M1.a
% of participants are satisfied with the condition of their neighbourhood

WHAT IS IT?

Community members will make a map showing important places in their neighbourhood or parks where people socialize and meet

WHY USE IT?

- Identify which spaces are important in the community for gathering, and why
- Explore people's concerns about their communities and what they want to change
- When used in sequence (annually), can evaluate change
- Highlight different groups' views

WHAT YOU NEED

Equipment
- 1 flip chart paper per group
- 1 marker per person
- 3 dot stickers per person
- 1 anonymous 'quantifying statement' paper slip per person

No. of participants
- 4-6 peers per group

HOW TO USE IT

1. **Grouping**: Divide large groups into peer groups to make separate maps in order to compare different views of the community members.
2. **Mapping**: Ask each group to discuss and record where are important places for socializing and meeting. For example, participants might indicate public gardens, playgrounds, street corners, cafes etc. Ask participants to discuss and record notes on the map for each "place":
   - Why is this place important for gathering?
   - What makes this place welcoming/not welcoming?
   - Who spends time here?
   - What is this place like in different seasons?
   - What would you want to change about this place?
   - What significant changes has taken place in the past year?
3. **Prioritisation**: After the maps and recording are done, ask each group member to mark with a dot sticker a place/or discussion item that are most important to them on the map. People can stick the dots all in one place or distribute as they desire.
4. **Sharing**: If there are several groups, ask each group to present their observations to the rest of the groups. Groups can share why the dot stickered places are important. This is a learning and prioritization discussion that can reveal different perceptions of the neighbourhood for different group members.
5. **Quantifying Statement**: Provide for each person a paper 'quantifying statement' where they can complete the fill-in-the-blank statement below.

"I am ______ the current condition of my neighbourhood."
a) very satisfied with b) satisfied with c) neutral about
d) dissatisfied with e) very dissatisfied with

(FEEL FREE TO ADD CUSTOMIZED STATEMENTS TO THE ABOVE: DEPENDING ON THE AREAS OF FOCUS IN MAPPING DISCUSSION, THE QUANTIFYING QUESTION COULD BE FOCUSED ON SATISFACTION WITH DIFFERENT ASPECTS OF A PARK, I.E. INFRASTRUCTURE, PUBLIC SPACE, GREEN SPACE, ETC.)

The purpose of the quantifying statement is to give each individual person a chance to reflect and provide their overall impression about their neighbourhood or park. Also, it helps to provide a quick snapshot informed by the deeper, more fulsome discussions that have just taken place – a quantified summary for the session.

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TOOL 1: NEIGHBOURHOOD MAPPING

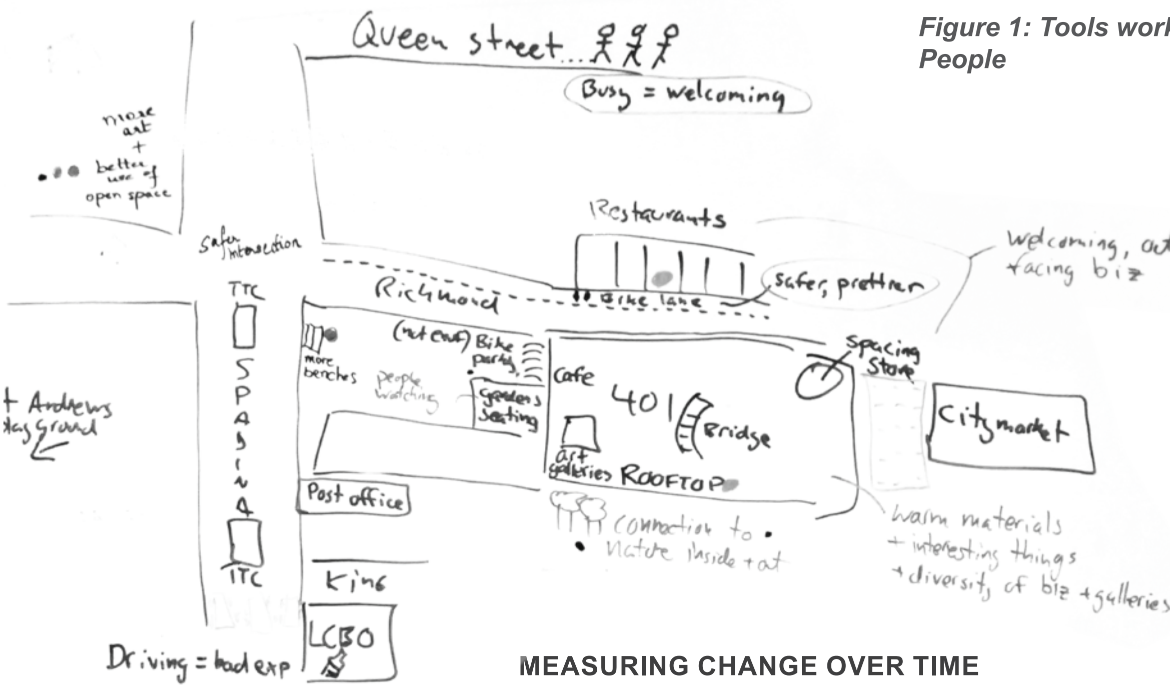

Figure 1: Tools workshop Park People

MEASURING CHANGE OVER TIME

- **Document**: Facilitators should ensure that the maps and prioritisations are documented and preserved. Calculate the 'average satisfied' and 'very satisfied' %s from quantifying statement slips.
- **Learn and make decisions**: The maps should help park groups learn and make decisions about the type of programming or change that constituents desire. The quantifying statements provides only an indication of the fulsome discussions.
- **Use annually**: Run this tool in a year's time, ideally with same groups or group types, and then compare the maps and ratings.

WHEN TO ASSESS

- **Baseline**: Use tool for the first time before a planned intervention begins, or during a period where you are designing an intervention.
- **Short term change**: The second time, use the tool after an intervention has taken place. Think about what the value of learning would be immediately after an intervention and/or after some time has passed (i.e. after 1 year).
- **Medium term, long term change**: To understand how changes have evolved 2-5 years after an intervention, run the tool on an annual basis with similar group types.

UTILIZING RESULTS

Apply your observations to guide future activities or intervention design. Some examples include:

- **Identify stakeholders**: A variety of stakeholders to a neighbourhood will emerge through mapping. Make a list and keep track of expected and unexpected stakeholders. (Use list in **Tool 2** Relationship Mapping and **Tool 3** Participation Matrix.)
- **Public engagement**: Include a variety of groups in this exercise to engage the public to share learning on how different people experience a space (i.e. more longer-term residents and newcomers to neighbourhood).
- **Needs assessment**: Use this tool as part of a participatory needs assessment when projects are co-created.

TOOL 2: RELATIONSHIP MAPPING

INDICATORS

S2.b
% who reported that their social networks are strong

S4.a
% of park groups reported that their social networks are strong

WHAT IS IT?

Relationship maps show connections that are important to a person, peer group, or organisation

WHY USE IT?

- Planning for collaboration, by an organization or group
- Learn what types of relationships are in a community and what is their importance
- Understand how people communicate in a community
- Understand divisions and isolation within a community

WHAT YOU NEED

Equipment
- 1 flip chart paper per group
- 1 marker per person
- 1 anonymous 'quantifying statement' paper slip per person

No. of participants
- 4-6 peers per group

HOW TO USE IT

1. **Grouping:** Divide large groups into peer groups (i.e. staff in an organization, a park group, a community group, etc.) to make separate maps to compare different views.
2. **Mapping:** Ask the group to discuss and agree on whose relationship to map.
   - **For community members**: agree on who the "typical" person found in the community, such as an older adult, or newcomer, or a person especially affected by social isolation. Show this person at the centre of the map.
   - **For park groups**: the "typical" group at the centre is the park group themselves.
   - Show other people, groups, organisations, institutions, etc. with whom the "typical" person/group has important relationships on the map. Use lines and arrows to indicate relationships. Use different coloured lines, or lines of different shapes to show different kinds of relationships.
   - Use distance between people and the person/group in the centre of the map to show the importance of the relationship. The closer to the person/group, the more important.

TYPES OF RELATIONSHIPS

- Program partner (exchange resources)
- Advocate
- Collaborator (no permanent commitments)
- Resource
- Decision maker
- Beneficiary
- Conduit / information channel
- Obstacle
- Strategic alliance (shared decision-making)
- Positive / Challenging

3. **Sharing**: If there are several groups, ask each group to present their observations to the rest of the groups.
4. **Quantifying Statement**:
   - For community members: Provide for each person a paper 'quantifying statement' where they can complete the fill-in-the-blank statement below.
   - For park groups: the group collectively decides on filling out one slip of paper

"***My social networks are _____.***"
a) very strong b) strong with c) average d) weak e) very weak

The purpose of the 'quantifying statement' is to give each individual a chance to reflect and provide their overall impression about their neighbourhood or park. Also, it helps to provide a quick snapshot informed by the deeper, more fulsome discussions that have just taken place – a quantified summary for the session.

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TOOL 2: RELATIONSHIP MAPPING

Figure 1: Tools workshop Park People

MEASURING CHANGE OVER TIME

- **Document:** Facilitators should ensure that the maps and prioritisations are documented and preserved. Calculate the average strength of networks for groups and individuals.
- **Learn and make decisions:** The maps should help park groups learn and make decisions about the type of programming partnerships they desire. The quantified statement provides only a snapshot of the fulsome discussions.
- **Use annually:** Run this tool in a year's time, ideally with the same groups or organizations, perhaps during strategic planning. Compare against your maps and quantified statements from last year to assess change.

WHEN TO ASSESS

- **Baseline:** Initially, use tool before a planned intervention begins, or ideally as part of your organization's strategic planning process to help determine current and desired partnerships and relationships.
- **Short term change:** Subsequently, use the tool after an intervention has taken place. Think about what the value of learning would be immediately after an intervention and/or after some time has passed (i.e. after 1 year).
- **Medium term, long term change:** To understand how changes have evolved 2-5 years after an intervention, run the tool on an annual basis with similar group types.

UTILIZING RESULTS

Apply your observations in some of the following ways:

- **Guide** partner engagement strategies
- **Identify** areas where program or stakeholder collaboration is weak and needs further attention
- **Identify** future project partners
- **Design** a project for a new beneficiary group

TOOL 3: PARTICIPATION MATRIX

INDICATORS

S1.a
% of park groups that have identified and shared with their stakeholders their participation matrix

WHAT IS IT?

This tool helps park groups to identify who should participate in a project at what stage and to what degree

WHY USE IT?

- Plan projects considering stakeholder participation
- Identify all the different people, groups or organisations who should participate in a project
- Agree which stages of a project people should be involved
- Agree how people should be involved
- Strengthens the project through engaging diversity of stakeholders

WHAT YOU NEED

Equipment
- 1 flip chart paper per group
- 1 marker per person
- A stack of cue cards or sticky notes

No. of participants
- 4-6 peers per group

HOW TO USE IT

1. **Grouping**: This tools is meant for park groups or organizations during their internal project or program planning process. Groups can be split by functional teams.
2. **Terminology**:
   - **'Stakeholders'** are people who have an interest in the outcome of a project. Discuss who the primary stakeholders of the project are – the groups, communities who are expected to benefit the most from the project.
   - **'Gatekeepers'** are people who control access to communities or groups who will be involved in the project. Discuss who the gatekeepers are in the project
   - **'Project Cycle/Stage'** consists of various steps within the creation, design, planning, implementation, and evaluation of a set of interventions. Key here is to focus on stages in the project that require decisions to be made.
3. **Cards/sticky notes:** Write/draw each stakeholder and gatekeeper on cards/sticky notes. Make 5 copies of each card/note. (List of stakeholders could be generated from **Tool 3** Relationship Mapping.)
4. **Matrix:** Draw on the flip chart paper a table with 7 columns (project cycle) and 5 rows (level of participation). Discuss the meaning of the words to be used for column and row headings (see **Figure 1** example).
   - **'Informed'** means stakeholders are just told that an activity is going to take place
   - **'Consulted'** means stakeholders are asked about their opinions on an activity
   - **'Joint decision-making'** means stakeholders make decisions about an activity together
   - **'Self-mobilisation'** means that stakeholders take responsibility for doing the activity independently without other stakeholder support.
5. **Matching**: Using the cards of stakeholders/gatekeepers, assess one column at a time and discuss how each stakeholder should be involved. Agree what type of involvement they will have.
6. **Repeat** the matching for each stage of the project with each of the different stakeholders and gatekeepers
7. **Overview**: Look at the matrix once completed and discuss if the whole matrix makes sense. Move cards/notes if necessary.
8. **Record**: Summarize the matrix and record the main points of the discussion.
9. **(Separately) Share**: Present the matrix with stakeholders and discuss their thoughts on the matrix. Adjust their type and degree of participation based on their input.

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park people

trellis

TOOL 3: PARTICIPATION MATRIX

MEASURING CHANGE OVER TIME

- **Facilitators** should ensure that the matrix and key discussion points are documented and preserved.
- The matrix should be **shared and discussed** with stakeholders to ensure they agree with their involvement
- **Run this tool** in a year's time to see what has changed in terms of type and degree of participation of stakeholders.
- This tool will also help determine the **data source** (people to survey) for indicator **S1.b** *% identified stakeholders who reported that they are satisfied with their participation in decision making*

WHEN TO ASSESS

- **Baseline**: Use tool for the first time during a period where you are designing an intervention, program design or planning process.
- **Medium term, long term change**: to understand how changes in participation have evolved 2-5 years after an intervention, run the tool on an annual basis.

UTILIZING RESULTS

- The matrix is valuable as a tool to discuss amongst your project partners and/or stakeholders about the level of participation of key stakeholders or beneficiaries.
- It can be used by staff to identify **capacity building** needed to move beneficiaries or stakeholders along the spectrum of participation.

Stage of project / Degree of participation	Starting together?	Assessing together?	Planning together?	Implementing and acting together?	Monitoring together?	Evaluating together? (including impact assessment)
Self-mobilisation						
Involved in joint decision-making	NGO	Community NGO	NGO Local government	Community NGO		Community NGO Local government
Consulted	Community Local government		Community	Local government		
Informed		Local government				

Figure 1: Tools together now p. 201