Introduction

The Community Mapping Toolkit is a practical and participatory resource designed for radio program producers to better understand the needs, wants, and preferences of their target audience, particularly marginalized and underserved communities.

By using this toolkit, producers can engage with community members to ensure that the radio content they create is not only relevant but also resonates with the listeners' lived experiences.

Use of the tool

The Community Mapping Toolkit is designed to be a flexible yet structured guide for engaging with communities effectively.

While it is recommended to follow the sequence of activities and steps outlined in the toolkit for optimal results, it also allows for adaptation, especially during community consultations.

Purpose of Pre-mapping

☞ To identify groups or clusters of individuals within the community radio's coverage area who are living in conditions of poverty.

☞ To select the most appropriate cluster for conducting community consultations.

Pre-mapping will answer the following questions:

A Which is the broadcast-community (interest-based or geography-based) within the coverage area of the radio?

B Where are the most poverty-stricken groups located within broadcast-community?

Pre-mapping Steps

1.1. Define your broadcast-community

Define the broadcasting community (in terms of geographic community or community of interest) on a physical map of the radio broadcasting area.

Instruction: The broadcasting community refers to the group of people, villages, or settlements that the radio intends to serve and maintain regular contact with for collecting voices, concerns, and issues. It is not necessarily the entire geographic area covered by the radio signal. If the radio has already identified this community formally, that should be used; if not, it should be formalized in consultation with key individuals from the community radio.

1 Published village profile (if available)
2 Local Governments
3 Radio Board and Management
4 Other published documents

Note that a program producer may only find partial information through secondary sources. In such cases, collect the available information, compile it into an incomplete profile, and highlight the need for further research to fill in the gaps.

Box 1: Preparation for pre-mapping consultation

➤ **Possible key informants**
  ● Local social workers/NGO workers
  ● School teachers or health workers
  ● Local politicians
  ● Radio workers
  ● Citizen watch groups (if available)
➤ **Pick up an appropriate venue, date, and time for the consultation**
➤ **Inform/Invite the Key Informants**
➤ **Get the logistics ready:** tea, snacks, materials, venue, board, chairs and table
➤ **Materials:** the map (in big size paper showing the boundary of the radio broadcasting area (the output of step **1.1.**), pen and pencils, markers, paper cards, sticking tape.

Brief about how we proceed (the process and ground rules) and the estimated amount of time the exercise will need.

1.4.2. Identify the poverty-stricken settlements/villages or clusters

Spread the map (of the broadcasting area as developed under step **1.1.**) in a visible place. And carry out the following activities:

▷ Ask the group:
Where do the poorest and most vulnerable people live within the broadcasting area? What is the approximate number of households in those areas?

1.4.4. Poverty ranking of the identified villages/settlements/clusters

▷ Based on activities under steps **1.4.1.** through **1.4.3.**, prepare a matrix as in **Table 1**)
▷ Ask the key informants to give poverty rank to the clusters as high priority, medium priority, and Moderate priority.

Note: Prioritization can be based on factors such as the number of people affected, their level of vulnerability, urgency, and the presence of multiple causes of poverty. For instance, a village or settlement with a large population, multiple poverty causes, and high vulnerability should be given top priority.

Pre-mapping

Pre-mapping is the initial phase of the community mapping process, aimed at identifying the most marginalized and poverty-stricken communities within the coverage area of the community radio station.

This phase of community mapping is conducted by the radio program producer with the assistance of knowledgeable individuals, including those from government and non-governmental organizations.

Community-centered content promotes a community radio as a trusted resource and an active participant in the community's development.

By addressing its audience's needs and aspirations, community radio can strengthen its role as a reliable platform, build lasting relationships with listeners, and attract partnerships with like-minded organizations and stakeholders.

1.2. Desk research

Gather background information on the characteristics and conditions of the people in the broadcasting area, including their livelihoods. This should cover, but not be limited to, details on population structure, languages, socio-ethnic groups, religious and traditional practices, health, education, occupation and income, as well as key administrative units.

Instruction: The producer conducting the pre-mapping activity should gather information from secondary sources and create a profile of the broadcasting area. The following are possible sources of information:

C What characteristics indicate presence of poverty in the identified clusters?

Answers to the above questions will help in locating the most vulnerable cluster(s) within the broadcast-community of the radio station.

Who conducts pre-mapping?

☞ It is typically conducted by the radio program producer, who works closely with key informants to gather relevant data and insights.

☞ The key informants could be informed people from local government, NGOs, or board members and management of the radio station.

1.4. Conducting pre-mapping consultations

Pre-mapping exercise should identify poverty-stricken villages/settlements/clusters and the factors making those clusters poor. This step involves engaging informed people in small group work. Four sub-steps (steps **1.4.1.** to **1.4.4.**) are identified for this. The total time required is estimated to be 90 minutes (one hour and thirty minutes).

1.4.1. Introduce yourself and about the exercise

When the key informants are seated, give your own introduction, obtain an introduction of the attendees, and mention the purpose of the exercise and expected output.

1.3. Preparing for pre-mapping consultations

Group work must be conducted with informed stakeholders to find poverty clusters (villages/settlements). Consultations for locating poverty-stricken settlements/villages (as explained in section 1.4.) should be carried out in advance with a small but well-informed group. It is recommended to plan a 90-minute group work session with 6-8 informed participants. Details regarding the group of participants, materials, and other preparations are outlined in Box 1.

Instruction: Steps **1.1., 1.2., and 1.3.** can be initiated simultaneously.

Table 1: Outcome of the pre-mapping

SN	Name of Cluster/Location/Village/Settlement	Estimated population or no. of households	Poverty characteristics (mention all the poverty characteristics applicable) for the cluster/settlement/village)	Any special feature of the settlement/cluster/village
1.				
2.				

▷ Based on the group response, locate the clusters in the map and write down the number in the map itself.

▷ Ask them: In what respects did you find the people living in those locations poor?

▷ In the map itself, note down all the aspects/characteristics in which each cluster is considered as poor.

Instruction:
Step 1.4.2 will provide a general overview of poverty-stricken settlements, villages, or clusters in the broadcasting area. However, the information may be incomplete, as poverty is often viewed primarily through an economic lens. Since poverty is multi-dimensional, the program producer may need to ask prompting questions to the group. Suggested prompting questions and processes are outlined in Step 1.4.3.

Instruction: The matrix **(Table 1)** provides a general overview of the key characteristics of the settlements, villages, or clusters within the radio broadcasting area. These characteristics are typically considered as contributing factors to poverty or as part of the context or situational mapping. However, this information alone is not sufficient to fully understand poverty in a way that can effectively inform radio programming.

The matrix does not incorporate the perspectives of the poor themselves or capture the direct impact of these factors on their lives. To gain a deeper understanding of how these factors affect people experiencing poverty, radio program producers should engage directly with these individuals, as described in the following section.

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2.1. Identify the target community

To identify which settlement, village, or cluster to target for a community consultation, the radio program producer should use the pre-mapping table (Table 1) as the primary reference.

Instruction: In general, the village, settlement, or cluster with more causes of poverty and a higher population will be the primary target. However, other factors such as vulnerability, urgency, and practicality—considering time, resources, physical distance, and logistics—should also be taken into account when conducting the community consultation.

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❸ Identify and inform participants: Decide **who** to invite to the meeting and **how** to extend the invitation. Aim to invite about 12 to 15 participants ensuring that different population segments—such as men, women, ethnic or social groups, and vulnerable groups—are represented. Ensure that invitations are sent out on time using one or more effective media, such as phone calls, on-air announcements, or social media platforms.

❹ Make arrangements for logistics: tea, snacks, chairs and board, and materials.

❺ Collect the materials required: map, pens, pencils, markers, sticky notes, and stickers.

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▷ Clarify that local radio can amplify voices, raise awareness, and highlight community needs, but it cannot solve poverty issues alone. Therefore, unrealistic expectations from this exercise should be avoided.

▷ Encourage an open, non-judgmental approach. Let's respect all ideas, avoid criticism, and be honest in sharing our opinions.

▷ Mention the estimated time for this consultation and request that all participants actively engage in the process. Please minimize distractions to ensure a productive session.

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▷ Ask participants to write their answers on small pieces of paper. Mention that if any participant prefers not to write (or cannot), the moderator or co-moderator will assist by writing on their behalf.

❷ Stick the notes on the flip chart, grouping similar-sounding cards together in clusters. Alternatively, you can ask a team of 3-4 participants to help organize the issues and problems into clusters.

▷ Either way, the possible key clusters could be poverty dimensions related to: **income, housing, education,**

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Instruction: Alternative ways can be adopted instead of the steps and processes mentioned here. Depending on the education level of the participants, one can ask them to speak only or symbolically indicate the issues and problems. The key is to make each participant comfortable, freely think over their situation, and actively engage.

Sometimes it is found useful to start with a positive question first, such as, "What are good things about your village/community/cluster?" and then only ask, "What are the issues or problems that you are facing despite so many good things?"

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❸ Give three to five minutes to put the pieces on the issues/problems. When all the participants have placed the pieces, tell them to take their seats.

❹ Count the number of objects that each issue has obtained. Announce the score. This will provide a priority order for the issues/problems prevalent in the community.

Instruction: Instead of giving priority as first, second, or third, etc., you can give priority as high or medium so that more than one issue can be grouped as high or medium priority.

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❷ Provide orientation on the template for analysis.

▷ Inform: Each group will take two to four main issues/problems identified and carry out the analysis. We have developed a template for analysis (**Table 2**).

▷ Show the template and explain it.

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Pre-mapping requires understanding the poor's situation from their perspective, achieved through consultations to uncover their experiences, challenges, and aspirations.

Purpose

👉 Understand the root causes of poverty within the community cluster.

👉 Understand the issues, challenges, needs, and aspirations of the poor and vulnerable, including areas such as education, healthcare, income/employment, social tensions, and violence.

2.2. Carry out preparatory works

The radio program producer should carry out the preparatory activities as below:

❶ Identify support for moderation: The support can be a radio staff member or someone from the community itself, capable of assisting. It is preferable (if possible) to have a gender-balanced team for moderation.

❷ Determine date, time, and venue: A venue within the community is desirable. It should have arrangements for 12-15 persons to sit and interact. Give due consideration to the fact that the date and time should be appropriate for the community to gather and spend two hours for the consultation process.

2.3. Conduct the consultation exercise

The activities and processes are described hereunder. Estimated time is two hours (120 minutes).

2.3.1. Setting an open, honest climate for discussion/sharing (10 minutes):

▶ Welcome and give thanks for the presence. Introduce yourself, get an introduction of the participants.

▶ Mention why we are gathered here: Highlight it is for increased understanding about poverty (or the situation) in the cluster, its dimensions, the reasons, and the possible ways to address it.

Note: A team piloting the tool found it useful to ask the question, "If you have experienced good changes taking place in your life because of the community radio, if yes, what are they?" prior to moving further to step **2.3.2.** This was helpful to create an open environment for discussion.

2.3.2. Bring out the issues and problems facing the community (45 minutes)

❶ Put the question: What are the most important issues and problems you are facing in your daily lives?

▶ Have the question written in big letters; read it out; and post it.

▶ Ask the participants to give a serious thought for a while on this question.

health, public services, infrastructure, violence, women, governance.

▶ Prompt the participants to reflect on the issues and problems they face in relation to other social groups (social problems), access to government services (governance), and challenges related to superstitions, traditional practices, discrimination, oppression, violence, and similar matters.

▶ Let the participants add new points as they feel appropriate.

❸ Ask the participants to give priority to the issues and problem.

2.3.3. Group prioritization of the issues and problems (10 minutes)

❶ Tell the group: People face numerous problems in life, some of which are more specific, severe, and distressing than others. The challenges vary from person to person and group to group. To identify the most relevant and serious issues affecting many in this community, we recommend conducting a prioritization exercise as outlined below.

❷ Distribute three to five pieces of an object (e.g., matchsticks, stickers, or flowers) equally to each participant. Then, instruct everyone to place these objects on the issues they consider most important.

2.3.4. Issue Analysis (30 minutes)

❶ Form sub-groups

▶ Give a break if the group wants.

▶ Inform: Tell the participants we are now going to analyze the poverty situation in the community. For this, we will work in smaller groups.

▶ Divide the participants randomly into groups of three to five, forming four to five groups. Ensure that there is a separate group of women and, if possible, create distinct groups for specific social or demographic segments, such as the elderly or ethnic communities.

Table 2: Issue Analysis

Issue/Problem: ……………….	
Who is most affected (social or ethnic group, age group, gender group) in the community?	
How it has affected the poor (how it contributes to poverty) in this community?	
How can the situation be improved?	

3 Give instruction to the groups.

▷ Have several pages of paper printed with **Table 2**. Distribute three blank template pages to each group. Tell them that the groups can obtain more such pages if they want to analyze more issues.

▷ Distribute the factors/dimensions/causes for analysis among the group. Give at least three factors to each group. And, allow if more than one group wishes to analyze a factor.

▷ Inform the total time available for this exercise, and show the workplaces to the groups. Ask the groups to nominate their group leader and rapporteur.

4 Announce the start time and let the groups work.

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3 After all groups have presented, thank everyone for their thoughtful contributions. If necessary, summarize the key highlights from the analysis of the groups' presentations. Invite the participants to join the concluding session for a debriefing.

2.3.6. Debriefing (10 minutes)

1 Debrief (reiterate and summarize) the major point that emerged or manifested from the group discussion.

2 Explain that the information will help improve future radio programs, making them more relevant and impactful. Present a roadmap showing how these programs can raise awareness, promote solutions, and empower the community to reduce poverty.

Ways Forward: Findings and Recommendations

This section presents the results of the pre-mapping and community consultation, including the major findings and recommendations. The guide for preparing these findings and recommendations is outlined below:

3.1. Prepare summary of findings

1 Take the following as the main basis to summarize the findings:

▷ The matrix and priority factors of poverty of the different poverty clusters (pre-mapping, **Table 1**),

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Table 3: Key Findings

Poverty issues	Affected population segment	How the factor affects the community	Possible means and ways to address with priority	Idea for radio programming

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Table 4: Recommendations

Aspects	Issues for radio program
What are the information needs of the community?	1. 2.
What are the empowerment needs of the community?	1. 2.
What is the voice (raising the voice on behalf of the community) needs of the community?	1. 2.
Other	1. 2.

2.3.5. Presentation of small group works (30 minutes)

❶ Ask each group to present what they did. Here the group rapporteur reads out the content of the analysis table. S/he does not need to explain or justify. But s/he can clarify if other participants want a clarification.

❷ Allow other groups to react/add or suggest points after the group has presented. Other groups can ask questions for clarification or suggest their points of view (or express their differences on any idea/point), but cannot demand to change the analysis altogether.

Note: If differences in opinions come, then the researcher should take note of those differences.

❸ Give suggestions to the community people as to what kind of actions they can take and how.

❹ Invite participants to present their views, opinions, and experience of the consultation exercise.

❺ Thank them for their active participation, and enthusiasm. Close the session.

3.2. Provide recommendation

❶ Drawing information mainly from the third column of **Table 3**, the researchers' recommendations should be provided.

❷ Provide the recommendation in **Table 4.**

▶ The issue analysis tables where the factors and suggestions for improvements are identified by group.

▶ Your (facilitators') observation and experience about radio programming

❷ When presenting the major summary, the researcher should focus on the key poverty factors, their prevalence, and severity, highlighting only those that are relevant and actionable. The goal is to present the factors that can be addressed through community radio efforts or other local organizations. A simple tabular format, like Table 3, can be used to present the poverty factors, causes, and prevalence in a clear and concise manner.

COMMUNITY MAPPING
TOOLKIT
FOR COMMUNITY RADIOS

POCKETBOOK