



UNLEASHING *youth* OPPORTUNITIES

A toolkit for community asset mapping

Toolkit



About us

The Fostering Resilience Initiative:

Our interdisciplinary team works to ensure positive outcomes for children and youth facing adversity.



By measuring and addressing risks and assets at the child-level, as well as within homes, schools, and communities, we promote a holistic approach to child and youth development. Our goal is to create environments that not only fulfill children's and youth's basic needs, but also promote nurturing relationships, socio-emotional skills, and civic engagement.

We work with non-governmental organizations, policy makers, communities and other stakeholders in seven countries: Colombia, Democratic Republic of Congo, Haiti, India, Kenya, Tanzania, and Peru. Our initiative focuses on three key areas:

1. Learning and Development

Improving learning and development of children and youth, both at school and outside of school.

2. Risk Measurement

Developing, validating and piloting measurement tools to assess risks, assets, and outcomes across several countries.

3. Global Network for Resilience

Building a global network of actors who foster systemic resilience.

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Director, Fostering Resilience Initiative

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A Toolkit for Community Asset Mapping

What is community asset mapping (CAM)?

How can it be used to foster youth resilience? How can communities be mobilized and engaged in the CAM process?

This toolkit shows how community assets (skills, services, infrastructure, knowledge, etc.) can be used to foster better opportunities for youth in rural communities.

Part of a larger effort to involve communities in assessment, it guides project partners through the CAM process to better understand how communities' existing resources can be capitalized to inform the development of new initiatives, with the aim of ensuring community ownership and sustainability.

It provides step-by-step instructions to developing and implementing different activities and exercises that help build a new project in a participatory way, taking into account the assets and needs of multiple stakeholders.

Photo by Wilfred Wachira

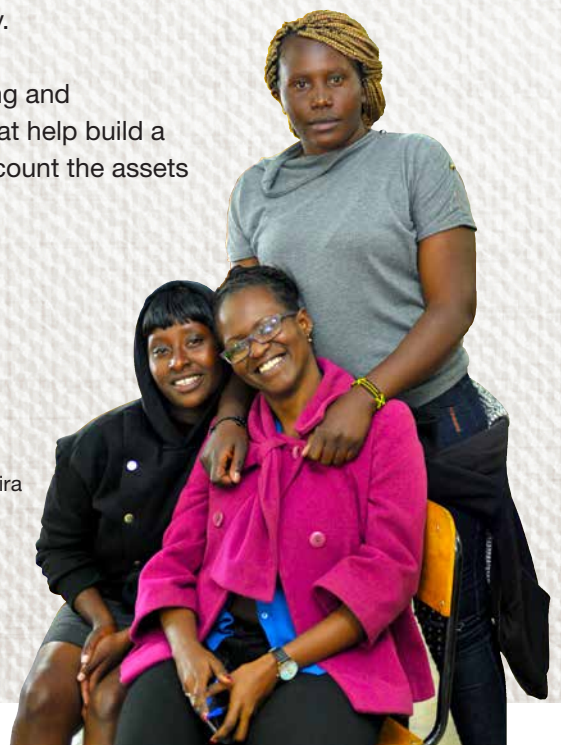




Photo by William Vazquez

Section 1

What is Community Asset Mapping?

Community Asset Mapping (CAM) is a participatory **process** that allows communities to **identify** and **mobilize** services, talents, skills, resources, organizational capabilities, and other assets that exist within the selected community (city, town, village, school, organization) or population (youth, elderly, people with disabilities, unemployed) at a given moment. The **mapping** process can then be translated into specific projects informed and built by the community to improve their living conditions.

Though CAM can serve to expose certain gaps or needs in the community, the primary focus is to identify existing resources, capacities, and **assets** upon which a community can capitalize. CAM is a bottom-up approach to community development where communities are the main protagonists in identifying and proposing new ideas, projects, and programs.

There are multiple techniques and exercises that facilitators can use to guide participants through the CAM process. The immediate result is often a physical map, paper document, or drawing that highlights the community assets and how they can be used. By visualizing what are often hidden assets, the CAM process serves as the starting point for planning future interventions. **Documenting** participants' testimonies and ideas is therefore a fundamental part of the planning process.

Three important characteristics of CAM

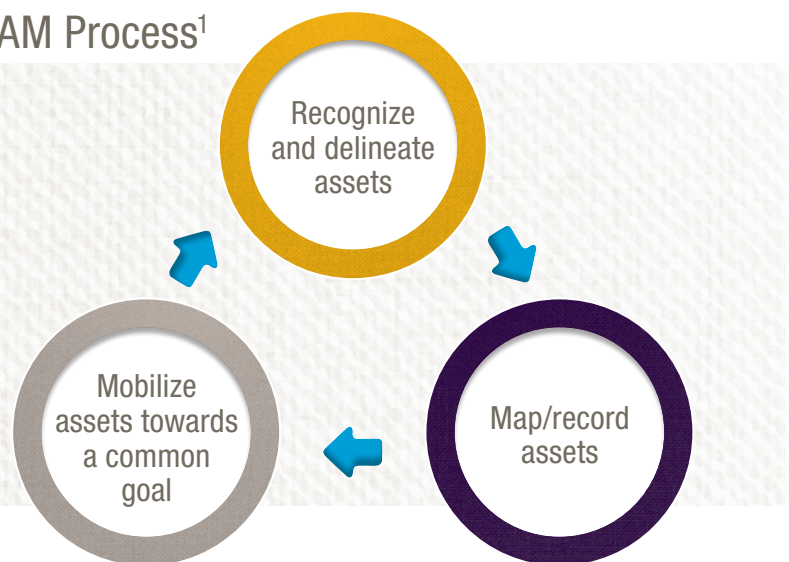
(Kretzmann y McKnight 1993, 9):

- **Asset-based:** Reveals services/talents/skills/resources currently existing in a community.
- **Internally focused:** Relies on the community's assets identified by community members, not on those found outside of it. Furthermore, it emphasizes the capacities and leadership of the local people informing and participating in the entire process.
- **Relationship driven:** Seeks to build connections among local people, institutions, and organizations.

Photo by Charles Wanjohi



CAM Process¹



¹ Kretzmann, J. P. & McKnight, J. L. 1993. Building Communities from the Inside Out: A path towards finding and mobilizing a community's assets. The Asset-Based Community Development Institute, Northwestern University.

There are several things that can be done with CAM results, such as creating a community resource guide, developing programs to tap the identified assets, and allocating scarce resources where it matters most to achieve greater impact. Before conducting CAM, it is important to determine the objective for bringing the community together to map its resources. This is central for setting the right expectations and ensuring positive and strong communication with all community members.

What are Assets?

An asset is any attribute that exists in a community that can be used to improve and maintain the quality of life of its members (Falls Brook Centre n.d.). The Community Capitals Framework outlines the types of assets that may be present in communities. These assets, detailed in Table 1, come in many shapes and forms (Flora & Flora, 2013).

Community Asset Mapping (CAM) allows communities to make an inventory of these different types of assets so that communities become aware of and can better visualize what they have available to build a better future together. Mapping community assets is about creating a list of the good things that already exist in the community, ranking the most valued assets for specific purposes, understanding why these assets are highly valued, and thinking through how they can be put to best use. CAM enables community members to come together and discuss the positive attributes in their community, and how they can be used to improve the quality of life of community members. CAM places the individual at the center of the process and values everyone's contribution.

Table 1. Capitals in the Community Capital Framework

Natural Capital	Elements of nature present in a community including land and water resources, weather, and biodiversity. Ex: water, wood, minerals, wildlife, fertile soil.
Cultural Capital	Festivals, language, heritage, and values. Cultural capital influences what voices are heard and listened to, which voices have influence in what areas, and how creativity, innovation, and influence emerge and are nurtured.
Human Capital	Education, skills, health, and self-esteem of community members. Personal assets that include skills, expertise, and willingness to volunteer and participate in working towards a common goal.
Public Capital	Health and educational services including hospitals, schools, municipal services and other opportunities/support provided by the government.
Social Capital	Trust, collaboration, and shared vision among community members. Values and culture of the community, including traditions and attitudes of sharing, cooperation and mutual support.
Financial/Economic Capital	Monetary resources. Ex: jobs and businesses which provide livelihoods (farms, matatus, private companies, etc.)
Built Capital	Facilities that contribute to infrastructural capacity of communities. Physical structures like buildings and public infrastructure. Ex: schools, churches, community centers, water/sewage treatment, etc.

(Adapted from Flora & Flora, 2013, and Fall Brooks Centre, n.d.)

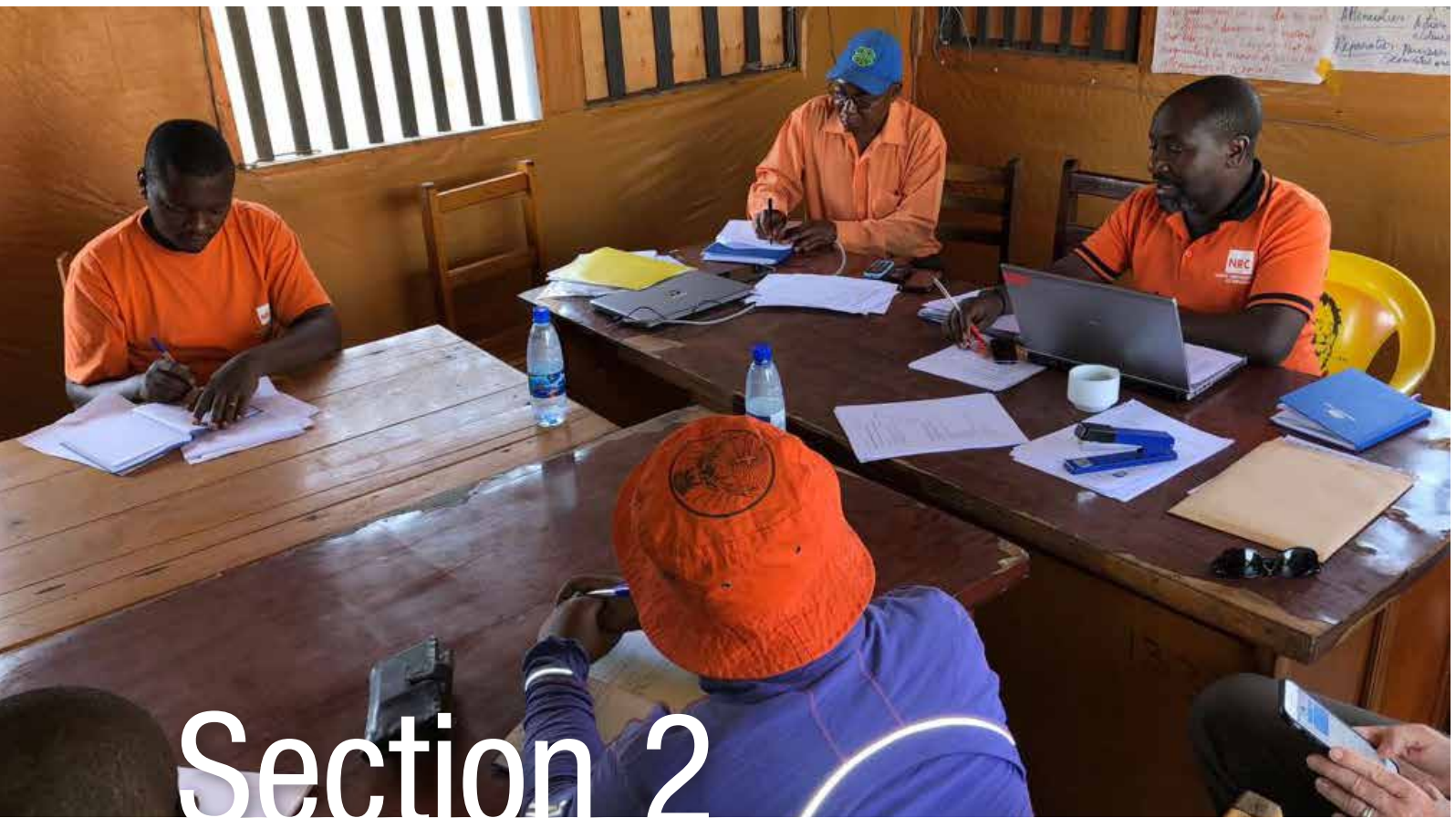


Photo by Neil Boothby

Section 2

Why CAM for Rural Youth?

In rural communities, youth (defined as individuals between 15-24 years of age) are often an underutilized resource. With few opportunities to study or work, youth are at high risk for unemployment and underemployment; criminal behavior; and migration to more urban areas in search of jobs and schooling.

It is estimated that up to two-thirds of youth in some developing countries cannot go to school nor find a stable job². The lesser educated end up either unemployed or working in irregular, poor-quality, low wage jobs, frequently in the informal economy.

There is a need for policymakers and practitioners to develop a strategy to foster economic opportunities for rural youth in low- and middle-income countries as they transition from childhood to adulthood. Youth in rural areas tend to be treated as full adults expected to generate income from early ages, despite lacking the skills, maturity, and networks necessary to do so. The challenges facing the current generation of rural youth are, in most places, compounded by the fact that agriculture is increasingly regarded as an unsustainable and/or undesirable career pathway. As part of the Fostering Resilience Initiative many rural Kenyan youth, for example, have expressed a strong propensity to remain in their rural homes if expanded opportunities for advancement can be provided.

Community Asset Mapping (CAM) is a mechanism for engaging people to think about their community, plan change, mobilize, organize, advocate, and communicate. Often it is a mix of all these activities.

This toolkit aims to help mobilize communities on behalf of rural youth. It sheds light on how asset mapping can be used to create opportunities for youth to become agents of change in their communities, ensuring youth involvement in the entire CAM process. CAM can improve several educational and resilience outcomes for youth by identifying and streamlining available services and resources towards a common goal. It is an effective way to organize information and give direction to meet a common community goal, in this case creating opportunities for youth-led action. CAM is particularly important as a strategy for improving outcomes for youth who have faced adversity in their early years and during adolescence. When collectively pooled, resources for youth can create a synergy that produces services well beyond the scope of what any single intervention can hope to mobilize³.

Photo by Wilfred Wachira



² ILO 2018 - https://www.ilo.org/global/about-the-ilo/multimedia/maps-and-charts/WCMS_212453/lang--en/index.htm

³ National Center on Secondary Education and Transition. University of Minnesota. http://www.ncset.org/publications/essential-tools/mapping/NCSET_EssentialTools_ResourceMapping.pdf

CAM for Rural Youth allows organizations and communities to: (a) understand the full range of services, talents, and infrastructure available to youth within a community, (b) improve the quality and efficiency of support services for youth by integrating or combining services from multiple systems, and (c) develop new services and programs based on identified assets to overcome existing gaps.

Rediscovering youth assets within the community

Kretzmann and McKnight (1993, 30-31) identified eight characteristics of youth that highlight the unique contributions they can make towards the development of their communities. These include:

- **Time:** Youth often have more time during the week after school or during vacation when other adults are commonly working. How can this underutilized time be transformed into opportunities?
- **Ideas and creativity:** Youth today are more informed than ever before. How can their ideas and creativity be used to find novel solutions to community challenges?
- **Connection to place:** As curious individuals, youth have a lot of information and knowledge about what happens each day in their community/neighborhood.
- **Dreams and desires:** Young people want to contribute to their communities in a meaningful way. They thrive when given the opportunity to do so. How can we better recognize youth aspirations and how can we better include youth as partners in creating a better future for their communities?
- **Peer group relationships:** Youth are well-connected and establish trusting relationships among themselves. How can we positively use these connections and relationships to mobilize youth as agents of change and community growth?
- **Family relationships:** Motivated youth can introduce new opportunities to family dynamics. They can be very persistent and mobilize their parents and other adults in their communities to participate more effectively in change-related activities.
- **Credibility as teachers:** Even as students, youth can be leaders and role models. This approach has been tested widely in Early Childhood Education settings where older children and youth serve as mentors for young children and provide learning support. Peer education not only helps young children develop but also motivates and boosts confidence in young people about their abilities to contribute to their communities.
- **Enthusiasm and energy:** Young people possess a unique willingness to try new things. In rural communities, this energy can bring new perspectives and ideas for solving problems locally instead of focusing on moving away to more urban areas.

There are many more attributes that make youth important assets in community development efforts. One of the most important is that they will become the future leaders of their communities and, when involved early on, can begin to shape change by advocating a less fragmented community development process.



Photo by Wilfred Wachira

Section 3

Who is involved in CAM?

As indicated by its name, the community is the owner of the Community Asset Mapping (CAM) process. However, identifying those community members whose participation is key to achieving the desired goal is an important step. The people invited to take part in the CAM process will likely vary depending on the end goal of the exercise.

For example, if the goal is to map services for young children in the pre-K age range, the key stakeholders would include parents and caregivers, teachers and education staff, health center staff, and some government representatives. Other actors, such as elders or private sector leaders, could also be helpful depending on community structures.

When it comes to CAM for Rural Youth, the main stakeholders must be youth. While there are many other stakeholders who can contribute to our knowledge of the local environment, youth must be actively involved in the process of identifying their own and their communities' assets.

Before inviting anyone, work with local leaders to clearly define the CAM goal. This helps to set a common vision for the exercise and to communicate to community members the reason behind coming together to think about youth development. It also helps to determine who needs to participate in the process in order to gain the best possible understanding of community assets related to the common goal. Box 1 includes a non-exhaustive list of potential CAM participants in any given community.

When conducting CAM for youth, it is fundamental that youth are well-represented and actively participate in the different exercises organized in the community. Part of CAM is helping participants become aware of the existing resources and how these can be utilized differently towards a new vision or goal.

Facilitators may choose to work with youth and community members on an individual basis, have a mixed group of participants with young people and adults from various settings mapping community resources, or work with youth and other community representatives in separate groups depending on community dynamics, the goal of the exercise, and the experience of the facilitators.

Regardless of how individuals are approached, or groups are structured, a significant cross-section of youth needs to be represented in mapping community assets. Moreover, even though the goal is to gather information to inform opportunities for youth, CAM builds on the assets around the entire community. For this reason, as many community voices as possible must be represented.

Box 1: Potential CAM participants

Common vision: Improve the situation of youth in a community.

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Youth community members (females and males) • Parents/caregivers and family representatives • Local leaders and elders • Elected officials in different capacities • Teachers, secondary and post-secondary education representatives | <ul style="list-style-type: none"> • School administrators and counselors • Workforce development officials • Representatives from human services agencies • Government officials • Representatives from community-based organizations | <ul style="list-style-type: none"> • Community development representatives • Representatives from faith-based organizations • Large and small employers and leaders from local businesses and industry • Law enforcement representatives • Others? |
|---|---|---|

Adapted from Crane & Mooney (2005)



Photo by Miradas.com.br

Section 4

When to Use this Toolkit?

Rural youth and their communities face huge challenges, such as poverty, environmental degradation, and unemployment. The problems seem insurmountable, and youth are often overwhelmed. When a community or an agency/organization working with the community wants to solve an issue or begin a new initiative, the question often asked is “**Where do I start?**”. At this point, there is a fork in the road and two paths become available.

The first, traditional path focuses on a community's *needs, deficiencies, and problems*. Begin with a needs assessment to identify the problems and then create a plan. This is by far the more common approach to community development, and where the most resources often go (Kretzmann and McKnight 1993, 1).



The second path uses *community mappers* to map or identify the personal, local, cultural, social, and institutional assets of a community. This strength-based approach to community development “insists on beginning with a clear commitment to discovering a community’s capacities and assets” (Kretzmann and McKnight 1993, 1). Though less traveled, this path can bring about long-term sustainable solutions for a community, because it helps integrate existing resources and local knowledge about what works and does not work into new project proposals.

Community Asset Mapping (CAM) is primarily used at the beginning of a project cycle; however, it can also be used to track community changes over time. It is an important tool to identify what the community needs, but from a completely different perspective than the traditional approach because the objective of CAM is to build upon what is already available. The result of CAM for Youth are concrete project proposals that capitalize on existing resources. This is not to say that additional support is not needed or welcomed. CAM is in fact effective in attracting external support, because local ownership and sustainability are attractive features for external donors and organizations.

The asset-based approach begins by identifying all the community assets before identifying the needs. Though seemingly difficult to find, there are always many different human relationships, community institutions, and economic activities. They may not all be ideal, but they must be recognized and engaged for any kind of development to be successful.

Each community has a unique set of assets upon which to build. The first step is to map and recognize those assets. Through the physical act of mapping, individuals acquire a new perspective, and new linkages, partnerships, and interactions between systems that were not clear or understood before can begin to happen.

Focusing on the assets of marginalized communities does not mean that communities do not need additional resources. It means that if these internal resources are recognized and used more fully, outside resources will also be better used.



Photo by Catherine Wambui

Section 5

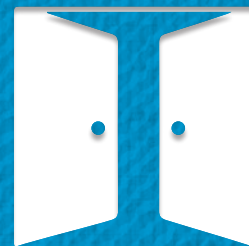
Phases for Implementing CAM

There are multiple ways for a community to discover and make better use of its assets. **Community Asset Mapping (CAM)**, however, is only useful if it can be translated into actionable steps that provide youth in rural areas with better opportunities. Develop and implement activities as part of a clear strategic plan. This section describes four different phases for implementing CAM for youth in rural communities.

Phase 1: Preparing for CAM

The following steps will help set the stage for the CAM process:

- A. Establish a strong team
- B. Set SMART goals
- C. Develop a clear communication strategy



A. Establish a strong team to conduct the process

The decision to use CAM can come from multiple contexts and types of organizations. Maybe you are part of a non-profit trying to start a program in a new area, a community leader that wants to mobilize members in a different way, a teacher trying to start a project with your students, a funder looking to provide support where it is more useful and sustainable in the long term, or part of a group of youth who want to find new opportunities in your community.

Regardless of your context or organization, the first step to starting something new or to improving an existing project/community activity is to find a team that can plan and implement the CAM process.

Form a *Task Force* with key community members as your core (Crane and Mooney 2005). The composition of your task force will depend on the issues you are trying to address (e.g. economic opportunities for youth, educational challenges, crime or violence reduction, etc.).

To select team or task force members, refer to Section 3 - *Who is Involved in CAM?* and make a list of key stakeholders in the community that need to be part of the CAM process for your particular cause. Conduct individual interviews

with some stakeholders in advance to get more referrals and to gain strong support before bringing everyone together as a group.

With your team, which should not comprise more than 5-9 members, determine the regions and sectors where you want to focus and the facilitators and supporters needed to conduct CAM meetings in the community. Facilitators may be task force members, or other community members with the skills required to facilitate group and individual interactions.

B. Set SMART goals

While the general project objective will be known when establishing the team and deciding to conduct CAM, it is only with the core team that goals and expectations can realistically be set. Community input is necessary to ensure that the CAM goals and expectations match the interests of the community.

Meet with task force members to generate ideas and information about what it is the group wants to achieve with the CAM process. Some of the *Liberating Structure* exercises detailed in Section 6.2 are useful for brainstorming about the overall goals. The team should reach consensus on what it wants, how to get what it wants, and how to measure and use what it gets (Crane y Mooney 2005, 9).

Though ideally goals should be **SMART** (specific, measurable, action-oriented, realistic, and time-constraint), at the beginning of the process, they are closer to goal areas, given that the knowledge and ideas about what is possible will be unveiled through the CAM process, with youth as the main protagonists. The objective is to have a clear set of goals by the end of the process that can be incorporated into proposals for specific projects.

Sample goal areas:

- Increase youth participation in vocational training that is valuable for the community.
- Identify economic opportunities for youth in the community and develop pathways they can follow to capitalize on these opportunities.
- Reduce violence and crime among youth and adolescents.
- Provide local alternatives for youth whose only aspiration is to migrate to urban areas.
- Provide better education opportunities for youth.

C. Develop a communication strategy

Communication is essential throughout the CAM process. It helps to manage expectations and to ensure that everyone is on the same page. Here are a few tips for communicating with different stakeholders:

Task force or core group members:

- Share important information and encourage continuous discussion

- Provide clear information regarding meeting times, activities, and other planned events (this can be done via email, phone, text messages, or the most appropriate medium of communication).
- Provide clear information regarding roles, assignments, and expectations. A shared calendar of events is a useful tool.
- Share success stories and provide briefings from community mobilization efforts and CAM meetings, when appropriate.

CAM facilitators and volunteers:

- Share important information and encourage discussion and questions
- Provide clear information regarding meeting times, activities, and other planned events.
- Provide clear information regarding roles, assignments, and expectations. A shared calendar of events is a useful tool.
- Provide clear information, guidelines, and materials necessary to document CAM activities.

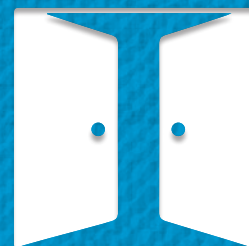
Community members and CAM participants:

- Share important and clear information about CAM goals and expectations for CAM participants.
- Encourage questions and participant feedback after every CAM gathering/interview.
- Encourage active participation and provide the contact information of Task Force members so participants can share additional ideas or concerns outside the CAM activity.
- Produce and distribute a flyer with key information, inviting people to participate and reminding them of CAM goals.

Phase 2: Identifying community assets and opportunities

The steps included in the CAM process do not necessarily have to take place in sequence, but all are important components and need to be conducted relevant to the community at hand. They are:

- A. Mobilize and engage community members
- B. Select mapping exercises and delivery method
- C. Conduct mapping exercises
- D. Document findings



A. Mobilize and engage community members

Once goal areas have been set, determine who in the community should take part in the CAM process. If the community is divided in sub-locations, villages, or various groups, select the locations you need to reach. Task force members will be familiar with the community.

With your task force, think about the following questions:

- What groups and people do you already know that you can reach out to?
- How can you find out about groups or people you don't yet know about?
- What do you think will go well with this process in your/this community?
- Which parts of this process will be a challenge in your/this community?
- How can you encourage youth voices throughout this process?

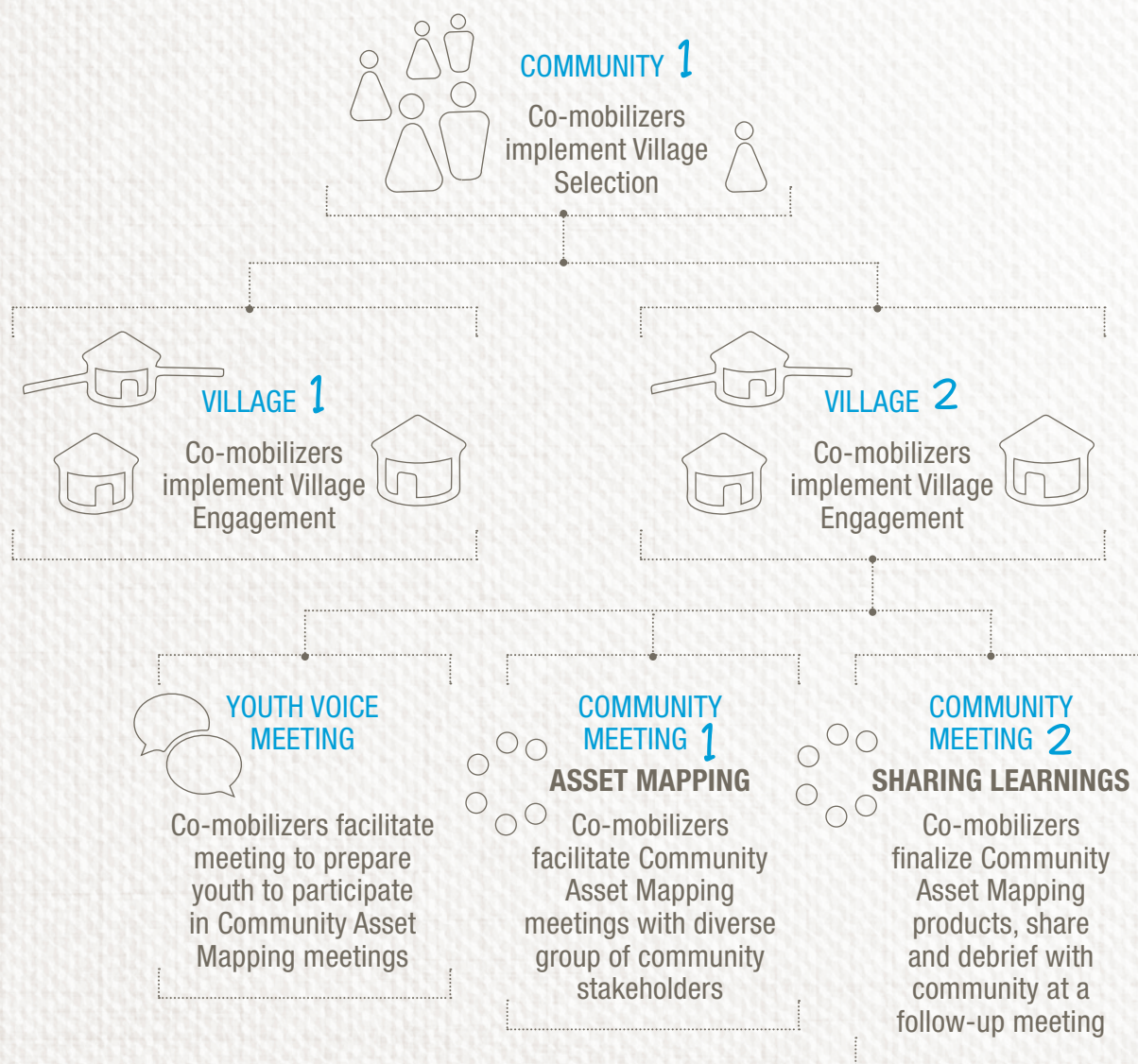
As you go out into the community, familiarize yourself with the community or sublocation/group, introduce the project, and select specific groups/communities to take part in the process. The community members are deciding whether they want to take part in this project. Building trust among participants and facilitators is critical to the CAM process. It is not possible to just show up in a community and “run” a CAM workshop. Communication and community engagement are part of the gradual lead up to the CAM process. Community members must understand why they are being asked to participate in the process, what benefits they will yield from their time investment, and how they are expected, if at all, to be part of the change process.

Trust not only enables increased participation, it also helps to reveal “hidden” assets, avoiding the replication of existing knowledge and structures.

With your task force, decide which community, village, or groups you would like and need to engage in the CAM process to accurately reflect true community assets relevant to your goal areas. Certain CAM exercises, such as *appreciative interviewing and positive deviance* can be particularly helpful for engaging and mobilizing communities.

The objective of community mobilization is to prepare youth and other stakeholders for the CAM process. Once participants understand why you are reaching out, how they can participate, and why this is important, you can begin to organize interviews, focus groups, and other CAM activities.

Practical example ➡ Planning community engagement in Kamiruri Village, Kenya



B. Select mapping exercises and delivery method

Based on insights from the community engagement process, the Task Force and facilitators can decide on the most appropriate exercises and delivery mechanisms. You may choose to start the process with personal interviews or conduct group activities. Ultimately, the type of exercise depends on the type of assets you are focusing on, the availability and interest of the community, and the best way to ensure youth representation. Below is a list of all the exercises presented in Section 6.1 based on the delivery method:



Individual Interviews

- Appreciative Interviewing
- Positive Deviance
- Mapping Individual Skills: An inventory
- Focus Groups/Gatherings
- Appreciative Interviewing



Positive Deviance

- Community Analysis of Success
- Mapping Individual Skills: Head, Hand, Heart
- Mapping Groups or Associations
- Mapping Institutions
- Mapping Physical and Natural Resources
- Transect Mapping
- Leaky Bucket



Community Walks

- Mapping Groups or Associations
- Mapping Institutions
- Mapping Physical and Natural Resources

C. Conduct mapping exercises

The number of interviews or group meetings that take place will depend on the number of CAM exercises you want to facilitate and the

information that you need to help the community discover and take advantage of existing assets. The following are some guidelines to keep in mind:

- Keep interview times to 30-60 minutes and gatherings to between 30-90 minutes. This may vary by culture but try to keep them short to make sure people are engaged.
- Group exercises should be limited to 30 participants. Ideally up to 20.
- Conduct no more than 2 CAM exercises per group gathering.
- Show appreciation for people's time and participation.
- Be conscious of people's time and limit the number of gatherings/interviews
- Be conscious of specific needs of certain groups (e.g. childcare, school attendance, cooking, and other chores) to ensure that everyone, including minority groups, gets an equal chance to participate.

D. Document findings

CAM often unveils a number of “hidden” assets that can be leveraged by communities. However, the process is only useful if the discovery of assets can be shared with everyone, and if this new knowledge can be translated into action. Documenting what takes place—the messages, ideas, and discussions of each interview or group activity—is fundamental to the process.

It is a common reaction to get excited while conducting CAM exercises and working closely with the community. However, documenting the findings is an important part of the process, necessary to ensure accountability and build trust. Expectations naturally arise when people commit their energy to developing new initiatives. In order for the Task Force and the community

to deliver results after the CAM process, it is necessary to document the entire experience through pictures, written reports, maps, etc.

Annex 2 includes a sample form to document findings. Be sure to record all pictures of maps

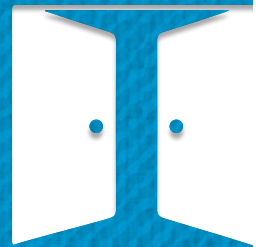
and boards, post-its, and flipcharts so that everyone's voice is heard. When facilitating group activities or individual interviews, ask people whether you can record conversations (if you have the resources available). Recordings may be helpful to analyze information afterwards.

Phase 3: Developing an action plan

A. Analyze and communicate results

B. Create an action plan

C. Draft project proposals



A. Analyze and communicate results

Once the CAM exercises have been finalized, the Task Force and facilitators are responsible for digesting this information and presenting it back to the community. What is done with the information from the CAM process must also be a participatory process so that communities own the entire process and can act based on the findings. While project proposals for outside support can be a targeted result of the CAM exercise, it is also important for communities to act regardless of whether the CAM process results in outside support. There is a misconception that CAM finishes after the workshops or individual exercises are completed, but CAM is of little use if it cannot be translated into specific action.

Communicating the results with participants and other community stakeholders and obtaining feedback and ideas is helpful to prioritize ideas and activities and create a written action plan that will guide the community forward. This is a collectively owned action plan that does not only include a clear proposal for external support,

but also identifies activities, connections, and opportunities that community members can put forward on their own.

Present the physical maps, narratives, and other information from the meetings and interviews to the same groups that took part in the meetings and ask them to prioritize the main ideas and activities.

B. Create an action plan

The action plan should be organized around the goals identified in the mapping preparation stage and may restate the goals in a smart way based on the assets, resources, and opportunities identified in the CAM exercise.

Identify and document the person(s) or organization(s) accountable for a particular action, the targeted date for completion of the action, and how you will measure success.

C. Draft project proposals

In the action plan, identify how external resources from donors could support the process and how different types of needed resources will be utilized by the community.

Phase 4: Implementing an Action Plan

Collective action plans that involve many stakeholders can be challenging to implement. Furthermore, when actions do not have a clear “owner,” they risk being abandoned as it is “no one’s responsibility” to get things done.



Not following through on the promise to identifying assets to improve a community’s well-being is one of the biggest challenges. This is why it is so important that community members feel attached to and own the entire process. Community ownership helps to limit frustrations, maintain trust, and build momentum around what communities can achieve together.

Establish an organizational structure that allows for ease of implementation of the CAM action plan. This organizational structure must incorporate community members and may be composed of the same group or task force that led the CAM implementation or by members and organizations identified by the community in the CAM process.

Photo by Ollivier Girard/CIFOR



There are three critical roles that must be assigned within the community to facilitate the implementation of an action plan (Crane and Mooney 2005, 28):

- The **leadership** role is typically filled by an individual with decision-making power in their organization and clout in their community. Leaders in the mapping process can bring on new partners by communicating the vision. These individuals can also implement changes in policies or practices if need be.
- Another key function is that of **planning**. Those on your task force responsible for planning manage the day-to-day implementation of the action plan. Planners advocate change and secure additional resources to make change happen.
- Finally, the **implementation** role focuses on designing and implementing strategies to help carry out the action plan.

These responsibilities are not mutually exclusive. It is possible for one person or organization to work across more than one of these functions. Make sure when assigning roles that you include all stakeholders. As a result, you will be able to implement your map with more ease and, perhaps, cultivate the skills of your partners.



Case Study:

Photo by Bryon Lippincott

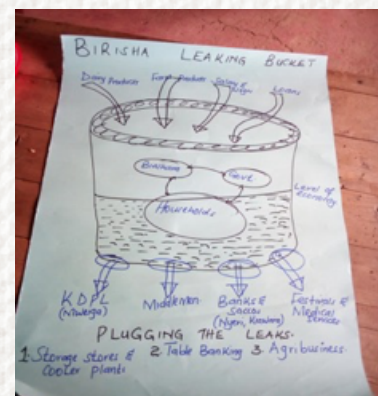
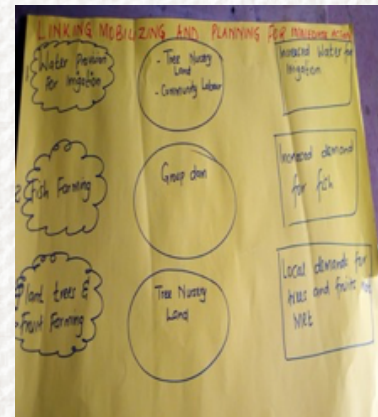
Community Asset Mapping for Youth in Mugunda Ward, Nyeri County, Kenya

In partnership with Logos Consult, a local consulting company, the Fostering Resilience Initiative introduced a CAM approach to improve quality of life in the 70 villages in Mugunda. Because this initiative was new to the area, the first step was to build the Task Force with local representatives.

Pre-Mapping

The Task Force comprised 2 experienced community trainers who recruited 14 volunteer community facilitators to lead and develop the CAM exercises. Facilitators received training and started to mobilize and engage the community around the concept of CAM during August and September 2018.

Through community walks, consultations with local leadership, and observations of village readiness, the volunteers selected 14 sub-locations in Mugunda Ward covering 2 villages.



Mapping

The mapping process was conducted in three stages:

1. Through informal community meetings and word of mouth, an exploratory meeting was organized to recruit participants for the CAM exercises.
2. At CAM exercise meetings, community members participated in focus groups to map community assets.
3. A follow up CAM meeting was held to discuss results, rank priorities, and discuss the creation and implementation of an action plan.



Implementing

Each of the 14 participating sub-locations discovered a new set of assets in their communities, resulting in the identification of projects and programs that the communities can implement, as well as an opportunity to highlight how external support from projects such as the Fostering Resilience Initiative can be best utilized by the local resources that already exist in the community.

Ideas and assets from the CAM exercises:

- “Youth can start engaging in the onion business.”
- “We want to revive the stalled Community borehole project as a priority to have sufficient water for irrigation.”
- “Unexploited economic activities include bee keeping and poultry farming.”
- “Our director helps young people struggling with drug and substance abuse.”
- A business lady expressed her desire to replicate the individual skills mapping with other community groups and her church.
- “The majority of youth focus on Boda Boda (motorcycle taxi service) as an economic activity.”
- “There is an organized dairy co-op, Kamutana welfare, which collects milk and other dairy products to sell as a group.”
- “The group is concerned mostly with disabled people and helping them with food, education, shelter, and other necessities.”

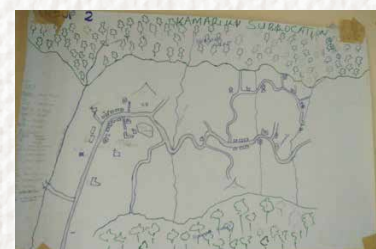
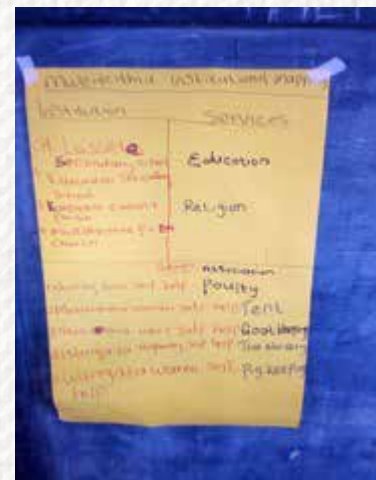




Photo by Beth Rubenstein

Section 6

CAM Tools

Many different techniques and tools have been developed to conduct asset mapping at the community level. The most common method is gathering community members in **focus groups** for 45 to 90 minutes to participate in guided exercises. Groups usually include 15 to 20 people, so that everyone has an opportunity to talk. Depending on group size and experience, one or two facilitators can help lead the sessions. Depending on the selected exercise, participants may break into smaller groups during the sessions to discuss and map assets.

Other CAM tools include (Burns, Pudrzynska and Paz 2012, 11):

- **Personal Interviews:** Personal interviews are a common way to collect quantitative and qualitative information from different audiences. Because they take place on a one-to-one basis, they help obtain more in-depth information about community assets.
- **Individual Surveys:** Surveys involve asking community members to list community assets. Conducted via phone, electronically, or in person, they can quickly obtain an overview of community assets.
- **Community Walks:** Community walks are guided by community leaders or other stakeholders to help facilitators collect information about community resources and dynamics. Community walks help give a sense of the location of assets and build rapport with different community members. Photographs can be taken along the way to be placed on the asset maps.

When conducting CAM, these tools can be combined, depending on the objective of the specific CAM. The following exercises can be

used to guide the CAM process. Each exercise description includes a summary of its objectives and methodology, the most appropriate delivery method, and the supplies needed for implementation. Once your team has completed the initial pre-mapping and community mobilization phases listed in Section 5, this list will help you to select the appropriate exercise for unveiling community assets and engaging youth. The second part of this section lists additional exercises to help facilitate group meetings and ensure everyone's voice is heard.





6.1 Conducting CAM Exercises

The following exercises are drawn from *Kretzmann and McKnight's Building Communities from the Inside Out* and the Coady International Institute at St. Francis Xavier University Manual for Village Organizers produced for the Self-Employed Women Association (SEWA) in India. Some exercises have been slightly modified to fit the rural context and to target youth as the center of the intervention.



6.1.1 Appreciative Interviewing⁴





Appreciating villagers' achievements and strengths as an initial step for relationship building.

	<ul style="list-style-type: none"> • Enable participants to recognize existing strengths and assets. • Allow project leaders to recognize the village's strengths, assets, and community capacity to drive its own development. • Analyze the community's achievements and use these as reference points when collaborating with community members to design further action. • Develop confidence in the community's youth and in their capacity to drive their own development.
	<p>(a) Start informally, talking to people about their past achievements when working together as a village.</p> <p>(b) Focus conversations by suggesting specific topics such as:</p> <p>“Tell me a story about a community activity that you consider having been successful” or “Tell me about a time when this community mobilized to get something done without help from outsiders.”</p> <p>(c) Probe to gather more detailed information by asking:</p> <p>“What was it about you that made the activity successful?”</p> <p>“What was it about others that made the activity successful?”</p> <p>“What was it about the situation that made the activity successful?”</p> <p>(d) Help villagers to analyze their successes by facilitating group discussions.</p>
	<p>Appreciative Interviewing are individual interviews that serve to build rapport with the community. The technique can also be used to build relationships in a group setting. It can be used as an initial ice breaking exercise to introduce the concept of CAM and to build relationships with participants.</p>
	<p>Papers and pencil to take notes or, if available, recording device/mobile phone to record interviews.</p>

⁴ SEWA

6.1.2 Positive Deviance⁵





In every village there are success stories. Despite difficult situations, some people find ways to succeed where others have not. Their success could be better health, higher crop production, or a more successful livelihood. The strategies used by these people are likely appropriate and acceptable to others in their village. Identifying and learning from this “positive deviance” can help shape a village’s development.

	<ul style="list-style-type: none"> • Identify people, families, or groups that are achieving above average results in general, as well as in specific areas of interest. • Understand the strategies that they have used to overcome challenges. • Use these ideas to plan how other youth and families in the village may adopt similar attitudes, initiatives, and strategies for wider village development.
	<ul style="list-style-type: none"> (a) Ask questions about what is “normal” or “average” in the village. Ask what challenges prevent most people from prospering. (b) Ask if there are people doing better than “average”, even though they also face these challenges. Be persistent – there will always be people doing something very well. For example, one household may have a particularly productive farm, another household may have managed to have running water, some youth may have managed to enter university, etc. (c) Encourage people to identify the specific behaviors and circumstances that explain the success. (d) Discuss how those same circumstances and behaviors could be accomplished by others in the village.
	<p>The process of identifying positive deviants can be done through group activities, personal interviews, and community walks. The input from positive deviants can be used in other CAM exercises to motivate and showcase existing capabilities in the community.</p>
	<p>Papers and pencil to take notes, camera, or if available, recording device/mobile phone to record interviews.</p>

⁵ Save the Children

6.1.3 Community Analysis of Success⁶





Encouraging people to discover the reasons behind a local success can help them understand how to create successful village development initiatives in the future.

	<ul style="list-style-type: none"> • Encourage participants to think critically about the factors contributing to past successes in the community. • Highlight the connections between the strengths and assets of the community and the community's achievements.
	<p>(a) After conducting many appreciative interviews, bring community members together to do a collective analysis of their past successes. For example, they might talk about how they recovered from a recent drought or how they came together to build housing for some families.</p> <p>(b) As people discuss stories of past success, encourage deeper analysis by using simple probing questions.</p> <p>(c) Continue to probe the “whys” of the story – discovering the people, policies, environment, assets, and connections that led to these successes. In addition to “why”, probing questions can include “how”, “who”, and “who else”. For example, if a youth has successfully established a business in town, continue to ask how did he do it? Why is he successful? Why are people willing to invest in these goods/services vs. others?</p>
	<p>Community Analysis of Success must be done in a group setting. Participants may be asked to break into smaller discussion groups or to work together as a large group. It is important to encourage everyone to participate, for which small groups are often useful.</p>
	<p>Whiteboard, board, or paper to write down participants' contributions for everyone to see.</p>

⁶ SEWA

6.1.4 Mapping Individual Skills: Head, Hand, Heart⁷





This exercise helps people recognize the variety of individual strengths by brainstorming and grouping skills in three categories: head (intellectual), hand (physical), and heart (emotional). Everyone possesses skills and qualities in each of these areas. By identifying everyone's strengths, participants will be able to see how one person's skills complement other peoples' skills. Many people do not even realize all the skills they possess. By understanding their strengths, they may feel more confident contributing to development projects in their community.

	<ul style="list-style-type: none"> • Identify individual skills and capacities for community building. • Strengthen the confidence of youth and participants in their own skills and capacities. • Encourage individuals to see potential connections between individual skills and the work of local associations, institutions, and businesses. • Provide an opportunity for people with “hidden” skills and talents to be recognized.
	<p>(a) Ask a group of individuals to think about what they do well. It might be their work or something else they are known for within their community.</p> <p>(b) Explain that these skills and capacities can fall into different categories, including intellectual (head), physical (hand), and emotional (heart).</p> <p>(c) Give examples of each type:</p> <p>Head: analysis, organization, writing</p> <p>Hand: cooking, farming, dancing</p> <p>Heart: compassion, humor, teamwork</p> <p>(d) Ask people to brainstorm about their own skills and capacities in these areas. Have people share their lists and continue to build them. People who know one another can add to each other's lists.</p> <p>(e) List the skills on separate charts for each category.</p>
	<p>Mapping Individual Skills is also done in a group setting. However, participants must be given time to individually think about their own skills and write them down on paper. As stated above, people who know one another can add to each other's lists.</p>
	<p>Paper and pens for each participant.</p>

⁷ Kretzmann, J. & McKnight, J. (1993)

6.1.5 Mapping Individual Skills: An Inventory⁸

The Inventory Mapping Tool is divided into four parts: Skills Formation, Community Skills, Enterprising Interest, and Experience and Personal Information. This CAM exercise is based on individual interviews between a facilitator and various community members. Originally designed to identify capacities in disadvantaged neighborhoods in the United States, it has been widely used and can be adapted to rural areas around the world as long as it is carefully reviewed and adapted by local people.





	<ul style="list-style-type: none"> • Gather information about a specific person in order to help that person contribute to the community. • Help participants identify their personal assets and contribute to the project/cause in their community.
	<ul style="list-style-type: none"> (a) Identify people you would like to interview to discover how they can contribute to the project/cause. (b) Create a plan to connect interview participants with other residents, associations, institutions, or enterprises based on the CAM results. (c) Adapt the Inventory Mapping Tool to the local context (See Annex 1).
	<p>Mapping Physical and Natural Resources is also done in a group setting. A large group can break into smaller groups to do several maps, and then construct one final map as a group. This can help identify certain gaps that certain groups may have missed.</p>
	<p>Large size papers, pencils, and color markers for drawing.</p>

⁸ Kretzmann and McKnight 1993, 14-16

6.1.6 Mapping Groups or Associations⁹

Identifying assets usually begins with an inventory of voluntary groups at the local level as they are already mobilized around some form of community activity. These groups are sometimes called “associations” to differentiate them from institutions, which are organizations whose members are employees.





Associations help people organize around a particular task. They can often stretch beyond their original purposes to become full contributors to the development process, even if that is not their original mandate. For example, a youth group that gathers to play sports could get involved in an income-generating activity.

	<ul style="list-style-type: none"> • Discover the informal and voluntary groups or associations that are active in a community. • Understand the various relationships between these associations. • Identify opportunities for collaboration among associations.
	<ul style="list-style-type: none"> (a) Invite interested community members to a meeting. Include women, men, youth, and elders. Make the group as representative as possible. (b) Ask participants to list their personal connections to associations. Describe the role of these associations and list leaders' names. (c) Expand the list to other associations. Ask each of the participants to identify other associations that he or she knows. If possible, list the leaders and name the people in your group who are best connected to these leaders. (d) Talk about opportunities for collaboration among associations. (e) Draft a comprehensive list of the associations in the village and illustrate their relative size (membership) and importance to overall community life.
	<p>Mapping Individual Skills is also done in a group setting. However, participants must be given time to individually think about their own skills and write them down on paper. As stated above, people who know one another can add to each other's lists.</p>
	<p>White board or large size paper and markers.</p>

⁹ SEWA

6.1.7 Mapping Institutions¹⁰

Make a list of local institutions to uncover potential community assets not previously considered to support development efforts.

	<ul style="list-style-type: none"> • Discover the full range of institutions. • Identify which assets these institutions could offer for community development. • Understand the links between local institutions and local associations.
	<p>(a) Ask people to identify local institutions including:</p> <ul style="list-style-type: none"> - Government institutions such as agricultural extension offices, health clinics, schools, and libraries - NGOs - Religious institutions such as temples, mosques, and churches - Private sector institutions such as cooperatives, banks, and private businesses. <p>(b) For each institution list its potential assets including:</p> <ul style="list-style-type: none"> - Services and expertise - Space and facilities - Materials and equipment - Purchasing power - Employment practices and personnel - Links to institutions outside the community.
	<p>Mapping Institutions is also done in a group setting. Participants can be asked to brainstorm in small groups and fill out an institutional mapping chart with the different types of assets listed above.</p>
	<p>Whiteboard, board, or large paper and markers.</p>

¹⁰ SEWA

6.1.8 Mapping Physical and Natural Resources¹¹

Draw a map of the community to help participants better understand the diversity of physical assets (roads, buildings, etc.) and natural assets (tree cover, land conditions, water sources, etc.). Maps provide a visual image of community conditions that is easy for all members (even those who are illiterate) to understand.





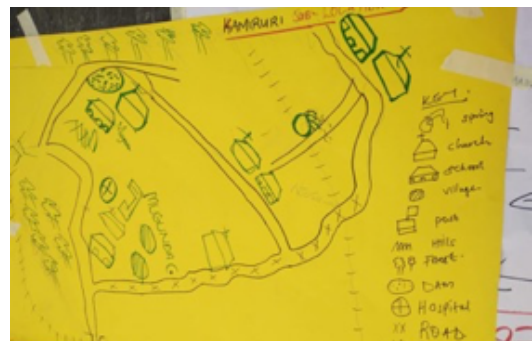
	<ul style="list-style-type: none"> • Identify the physical and natural assets that exist within a community. • Show living conditions within the community (i.e. types and location of houses, access to services). • Promote inclusiveness in the process of asset mapping. • Generate baseline information against which future changes can be analyzed over time.
	<ol style="list-style-type: none"> (a) Gather a broadly representative group of community members. (b) Explain that you would like them to draw a map of the community including all physical and natural resources. Give examples for what might be included in each category. (c) Ask people to start drawing, using symbols to represent different kinds of assets (i.e. squares for houses, circles for water sources, triangles for tree cover). (d) Once a first draft of the map is created, invite more villagers to come in and add to or correct the map. (e) Post the map in a public location within the village so that people can continue to add to it.
	<p>Mapping Physical and Natural Resources is also done in a group setting. A large group can break into smaller groups to do several maps, and then construct one final map as a group. This can help identify certain gaps that certain groups may have missed.</p>
	<p>Large size papers, pencils, and color markers for drawing.</p>





Photo: Community Asset Map of the Kamiruri sub-location, Kenya



¹¹ SEWA

6.1.9 Transect Mapping¹²





Transect Mapping is another participatory exercise for mapping physical assets and natural resources. Following the general community mapping process, a transect is an effective way to document natural and physical assets in more detail. A transect is an imaginary line across an area to capture as much diversity as possible. By walking along that line and documenting observations, an assessment of the range of assets and opportunities can be made. For example, by walking from the top of a hill down to the river valley and up the other side, it will be possible to see a wide range of natural vegetation, land use, soil types, crops, land tenure, etc.

	<ul style="list-style-type: none"> • Document the diversity of community assets in detail, including what and how resources are used. • Identify opportunities for development based on the natural and physical assets that exist in the community.
	<ul style="list-style-type: none"> (a) A village map should be drawn by villagers to show land use, land tenure, water sources, buildings, facilities, roads, and boundaries. The map from Mapping Physical and Natural Resources can be used if both exercises are conducted. (b) The villagers should then decide where to draw a transect line through the village. The line should cross a diversity of areas including homes, water sources, agriculture, and roads. (c) As a group, participants should then attempt to walk through the village following the imaginary transect line. (d) As they walk, participants should make observations about land use, trees, animals, soil, and resource tenure in different areas. (e) As a final step, participants should also try to identify opportunities for development based on their observations.
	<p>Transect Mapping is done in a group setting. A large group can break into smaller groups to draw several maps, especially if the areas covered are large. Smaller groups can cover more of the community simultaneously. The large group can then come together to construct one final transect map. This can help identify any gaps that other groups may have missed.</p>
	<p>Large size papers, pencils, and color markers for drawing.</p>

¹⁰ SEWA

6.1.10 Leaky Bucket¹³

The “Leaky Bucket” is a useful exercise for understanding how a local economy works. By imagining the community’s economy as a bucket with money flowing in and leaking out, people can understand the importance of retaining money within the community. They can start to identify ways of increasing the flow of income into the community and preventing the leakage of money out of the community when goods and services are purchased outside.

	<ul style="list-style-type: none"> • Identify money and other resources for goods and services flowing in and flowing out of the local economy. • Identify opportunities for income generation for youth in the community. • Understand the local economy and its relationship to the larger economy.
	<p>(a) Brainstorm:</p> <ul style="list-style-type: none"> - Goods and services that are bought and sold within the village and outside the community. - Money that flows in and out of the community. - How money circulates within the community through the sale of goods and services. <p>(b) Draw the bucket indicating inflows, outflows, and circulation.</p> <p>(c) Identify opportunities to increase inflows and circulation of money within the community. For example, demand for high quality dairy products may be an opportunity for organizing a dairy coop. These are inflows – money coming into the community from outside.</p> <p>(d) Identify opportunities to plug leaks. For example, improving agricultural production in the community might decrease the need to spend money on food outside the community. Composting might decrease the need to buy fertilizers not available locally. Money spent on food that is produced and sold outside of the village is a “leak” in the local economy.</p> <p>(e) Keep the picture of the bucket in the village and encourage people to draw new ones to show the changes.</p>
	<p>Leaky Bucket is done in a group setting. A large group can break into smaller groups to identify the different inflow and outflow sources.</p>
	<p>Large size papers with a bucket drawn on it, pencils, and color markers for drawing.</p>

¹³ SEWA

6.2 Facilitating Group Activities

As can be seen above, most CAM exercises require bringing a group of people together to pool local knowledge and ideas in favor of community opportunities. When working with groups, facilitators need to make sure that everyone's voice is heard and that the conversation in small groups and as a larger group is inclusive of the ideas and opinions of all participants. This can be challenging as leaders and extroverts naturally emerge, and people who are more introverted tend to be shy about sharing. However, it is important to be mindful that everyone has unique knowledge and experiences to contribute.






The following techniques come from Keith McCandless and Henri Lipmanowicz's work on *Liberating Structures*¹⁴. These are just a few of the many techniques that can be explored and used to encourage participation and to work more efficiently with groups. Liberating Structures are methods designed to include and engage everyone. They are meant to help people interact and work together to achieve better results than what is possible with more conventional methods.



¹⁴ <http://www.liberatingstructures.com/>

6.2.1 1-2-4-all

Engage Everyone Simultaneously in Generating Questions, Ideas, and Suggestions (12 min.)

	<ul style="list-style-type: none"> • Engage everyone simultaneously in generating questions, ideas, and suggestions (get everyone to think about community assets). • Create safe spaces for expression, diminishing power differentials. • Enrich the quality of observations and insights before expression. • Tap the know-how and imagination that is distributed widely in places not known in advance. • Build naturally towards consensus or shared understanding.
	<ul style="list-style-type: none"> • Unlimited number of groups • Space for participants to work face-to-face in pairs and foursomes • Chairs (optional) • Paper for participants to record observations and insights • Post-sticks for steps 2 and 3 (optional).
	<ul style="list-style-type: none"> • First individually, then in pairs, then groups of 4. • Everyone in the group is included, except the facilitator. • Everyone has equal opportunity to contribute.
	<p>(a) Select the CAM exercise you want to conduct.</p> <p>(b) Create groups of four that are sitting face-to-face. Participants in the groups start alone, then in pairs, then foursomes, and finally the whole group.</p> <p>(c) Ask a question related to the assets you are trying to map (e.g. leaky bucket components, physical and natural resources, institutions, groups and associations' skills, community successes, positive deviants).</p> <p>(d) Follow the sequence:</p> <p>Step 1: Silent self-reflection by individuals on a shared challenge, framed as a question (e.g. What are individual assets/skills that community members have?) 1 min.</p> <p>Step 2: Generate ideas in pairs, building from the self-reflection. 2 min.</p> <p>Step 3: Share and develop ideas from your pairs in foursomes (notice trends, similarities, and differences). 4 min.</p> <p>Step 4: Ask, "What assets/ideas stood out in your conversation?" Each group shares one important idea with all. 5 min.</p> <p>(e) Repeat the cycle as needed for different questions/CAM exercises.</p>
	<ul style="list-style-type: none"> • Firmly facilitate quiet self-reflection before paired conversations. • Ask everyone to jot down their ideas during the silent reflection. • Use bells for announcing transitions. • Stick to the precise timing, do another round if needed. • In a large group during "All," limit the number of shared ideas to three or four and use a facilitator or harvester to record output not shared. • Invite each group to share one insight but not to repeat insights already shared. • Maintain the rule of one conversation at a time in the whole group. • Do a second round if you did not go deep enough.

6.2.2 Appreciative Interview (AI)¹⁵

Discover and build on the root causes of success. In less than one hour, a group can generate the list of conditions that are essential for its success. You can liberate spontaneous momentum and insights for positive change from within the community as “hidden” success stories are revealed. Positive movement is sparked by the search for what works now and by uncovering the root causes that make success possible. Groups are energized while sharing their success stories instead of the usual talk about problems. Stories from the field offer social proof of local solutions, promising prototypes, and innovations while providing data for recognizing success patterns.



- Generate constructive energy by starting on a positive note.
- Capture and spread tacit knowledge about successful field experience.
- Reveal the path for achieving success for an entire group simultaneously.
- By expecting positive behaviors, you can bring them forth (Pygmalion effect).
- Spark peer-to-peer learning, mutual respect, and community building.
- Give permission to explore complex or messy challenges.
- Create a new exciting group narrative, e.g., “how we are making order out of chaos!”
- Repeating interviews in rapid cycles may point to *positively deviant* local innovations.





- Unlimited number of groups.
- Chairs for people to sit in pairs face-to-face; no tables needed.
- Paper for participants to take notes.
- Flip chart to record the stories and assets/conditions.



- First pairs, then groups of 4.
- Everyone in the group is included.
- Everyone has equal time and opportunity to contribute.






¹⁵ Note that this technique is included both as a CAM exercise and is part of *Liberating Structures*. In this section, we provide more guidance to ensure that everyone in the group is participating.

◀ 6.2.2 Appreciative Interview (AI) (cont'd)

	<p>(a) Describe the sequence of steps and specify a theme or what kind of story participants are expected to tell. Think about the kinds of assets that you would like to collect information and knowledge about as you set the theme/story. 3 min.</p> <p>(b) In pairs, participants take turns conducting an interview and telling a success story, paying attention to what made the success possible. 7–10 min. each; 15–20 min. total.</p> <p>(c) In groups of 4, each person retells the story of his or her pair partner. Ask participants to listen for patterns in conditions/assets supporting success and to make note of them. 15 min. for groups of 4.</p> <p>(d) Collect insights and patterns for the whole group to see on a flip chart. Summarize if needed. 10–15 min.</p> <p>(e) Ask, “How are we investing in the assets and conditions that foster success?” and “What opportunities do you see to do more?” Use 1-2-4-All to discuss the questions. 10 min.</p>
	<ul style="list-style-type: none"> • Encourage groups to be diverse. • Flip malaise and negative themes to “When is it that we have succeeded, even in a modest way?” • Start with, “Tell me a story about a time when....” • Ask people to give a title to their partner’s story. • Invite additional paired interviews before building up to patterns. • Invite participants to notice when they form a judgment (about what is right or wrong) or an idea about how they can help, then to “let it go”. • Make the stories and patterns visible to everyone.






6.2.3 15% Solutions

In 20 minutes, discover and focus on what each person has the freedom and resources to do now. With 15% solutions, you can reveal the actions, however small, that everyone can do immediately. At a minimum, these will create momentum and may make a BIG difference. 15% Solutions show that there is no reason to wait around, feel powerless or fearful. They help people pick it up a level. They get individuals and the group to focus on what is within their discretion instead of what they cannot change. With a very simple question, you can flip the conversation to what can be done and find solutions to widespread problems. Shifting a few grains of sand may trigger a landslide and change the entire landscape.

	<ul style="list-style-type: none"> • Move away from blockage, negativism, and powerlessness. • Have people discover their individual and collective power. • Reveal bottom-up solutions. • Share actionable ideas and help one another. • Build trust. • Remember unused capacity and resources (15 percent is always there for the taking). • Close the knowing-doing gap.
	<ul style="list-style-type: none"> • Unlimited number of groups. • Chairs (optional).
	<ul style="list-style-type: none"> • Groups of 2-4 participants. • Everyone is included. • Everyone has an equal opportunity to contribute.
	<p>In connection with their personal challenge or their group's challenge, ask, "What is your 15 percent? Where do you have discretion and freedom to act? What can you do without more resources or authority?"</p> <p>(a) First alone, each person generates his or her own list of 15% Solutions. 5 min.</p> <p>(b) Individuals share their ideas with a small group (2 to 4 members). 3 min. per person and one person at a time.</p> <p>(c) Group members consult one another (asking clarifying questions and offering advice). 5 to 7 min. per person and one person at a time.</p>
	<ul style="list-style-type: none"> • Reinventing the wheel is okay. • Each 15% Solution adds to understanding of what is possible. • Clear, common purpose and boundaries will generate coherence among many 15% Solutions. • While introducing the idea, tell a story about a small change made by an individual that sparked a big result.

6.2.4 Nine Whys

Nine Whys helps clarify for individuals and a group what is important in their work, quickly revealing when a compelling purpose is missing. When a group discovers a clear, shared purpose, the foundation is laid for spreading and scaling innovations. Nine Whys can be useful for defining the vision and objective of the CAM process and getting everyone on the team on the same page.

	<ul style="list-style-type: none"> • Discover what is truly important for group members. • Lay the groundwork for the design that will be used. • Ignite momentum through the stories that emerge. • Move forward together with clarity. • Provide a basis for progressive evaluation. • Generate criteria for deciding who will be included.
	<ul style="list-style-type: none"> • Unlimited number of groups. • Chairs for people to sit comfortably face-to-face; no tables or equipment needed.
	<ul style="list-style-type: none"> • Everyone has an equal opportunity to participate and contribute. • First pairs, then groups of four, then the whole group (2-4-All).
	<p>(a) Each person in a pair is interviewed by his or her partner for 5 minutes. Starting with “What do you do when working on ____?” the interviewer gently seeks a deeper answer by repeating the query: “Why is that important to you?” Switch roles after 5 minutes. 10 min total.</p> <p>(b) Each pair shares the experience and insights with another pair in a foursome. 5 min.</p> <p>(c) Invite the whole group to reflect by asking, “How do our purposes influence the next steps we take?” 5 min.</p>
	<ul style="list-style-type: none"> • Create a safe and welcoming space; avoid judgments. • Have fun with it: you can invite participants “to channel their inner toddler” while they ask why repeatedly. • Keep going. Dig deep. Vary the ways of asking “why?” For example, ask, “If last night, while you slept, your dream came true, what would be different?” • Make sure the question asked is, “Why is it important to YOU?” (not the community or system, but you personally). • Share the variety of responses and reflect on differences among group members. What common purpose emerges? • If someone gets stuck ask, “Does a story come to mind?” • Maintain confidentiality when very personal stories are shared.

6.2.5 What, So What, Now What? W³

Together, review progress and decide what adjustments are needed. W³ can help groups reflect on a shared experience in a way that builds understanding and spurs coordinated action while avoiding unproductive conflict. It is possible for everyone's voice to be heard while simultaneously sifting for insights and shaping new directions. Progressing in stages makes this practical—from collecting facts about **WHAT HAPPENED** to making sense of these facts with **SO WHAT** and finally to what actions logically follow with **NOW WHAT**. The shared progression eliminates most of the misunderstandings that otherwise fuel disagreements about what to do.



- Build shared understanding of how people develop different perspectives, ideas, and rationales for actions and decisions.
- Make sure that learning is generated from shared experiences through constant feedback.
- Avoid arguments about actions based on lack of clarity about facts or their interpretation.
- Eliminate the tendency to jump prematurely to action, leaving people behind.
- Get all the data and observations out on the table first thing for everyone to start on the same page.
- Honor the history and the novelty of what is unfolding.
- Build trust and reduce fear by learning together at each step of a shared experience.
- Make sense of complex challenges in a way that unleashes action.
- Experience how questions are more powerful than answers because they invite active exploration.





- Unlimited number of groups.
- Chairs for people to sit in small groups of 5-7 (optional).
- Paper to make lists.
- Flip chart may be needed with a large group to collect answers.
- Talking object * (optional).



- Everyone is included.
- Everyone has an equal opportunity to contribute at each table.
- Small groups are more likely to give everyone a voice if one person facilitates and keeps everyone working on one question at a time.
 - Individuals
 - Groups of 5-7
 - Whole group
 - Established teams or mixed groups.



◀ 6.2.5 What, So What, Now What? W³ (cont'd)

	<p>Describe the sequence of stages below. If the group is 10-12 people or smaller, conduct the debrief with the whole group. Otherwise, break the group into smaller groups.</p> <p>First stage: WHAT?</p> <ul style="list-style-type: none"> • Individuals work 1 min. alone on “What happened? What did you notice? What facts or observations stood out?” • Then 2–7 min. in small group. 3–8 min. total. • Salient facts from small groups are shared with the whole group and collected. 2–3 min. <p>Second stage: SO WHAT?</p> <ul style="list-style-type: none"> • People work 1 min alone on “Why is that important? What patterns or conclusions are emerging? What hypotheses can I/we make?” • Then 2–7 min. in small group. 3–8 min. total. • Salient patterns, hypotheses, and conclusions from small groups are shared with the whole group and collected. 2–5 min. <p>Third stage: NOW WHAT?</p> <ul style="list-style-type: none"> • Participants work 1 min. alone on “Now what? What actions make sense?” • Then 2–7 min. in small group. 3–8 min. total. • Actions are shared with the whole group, discussed, and collected. Additional insights are invited. 2–10 min.
	<ul style="list-style-type: none"> • Check with small groups to clarify appropriate answers to each question (some groups get confused about what fits in each category) and share examples of answers with the whole group if needed. • When sharing with the whole group, collect one important answer at a time. Don’t try to collect answers from each group or invite a long repetitive list from a single group. Seek out unique answers that are full of meaning. • Don’t jump over the So What? stage too quickly. It can be challenging for people to link observations directly to patterns. It is the most difficult of the three Whats. • Appreciate candid feedback and recognize it. • Build in time for the debrief—don’t trivialize it, don’t rush it.

As stated above, these exercises are meant to inspire facilitators to use participatory techniques to unleash the power of youth as well as the ideas, dreams, and existing assets they can provide to improve their communities. Additional resources and exercises can be found at www.liberatingstructures.org.



Photo by Beth Rubenstein

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Annex 1

Capacity Inventory (Kretzmann and McKnight 1993, 19-25)

Hello. I am with (local organization's name). We're talking to local people about their skills. With this information, we hope to contribute to improving opportunities available for youth in the community, so they can find jobs, start their own business, or create new ways to contribute meaningfully. May I ask you some questions about your skills and abilities?

Part I – Skills information

Now I'm going to read to you a list of skills. It's an extensive list, so I hope you'll bear with me. I'll read the skills and you say "yes" whenever you get to one you have. We are interested in all your skills and abilities. They may have been learned through experience in the home or with your family. They may be skills you've learned at church or in the community. They may also be skills you have learned on the job.

Health

Caring for the elderly	
Caring for someone with a mental disability	
Caring for someone with a physical or developmental disability	
Caring for someone who is sick	

If yes answered to items 1, 2, 3, or 4, ask the following:

Now I would like to know the kind of care you provided:

Bathing	
Feeding	
Preparing special diets	
Exercising/escorting	
Grooming	
Dressing	
Making the person feel at ease, keeping company	

Office

Typing (words per minute ____)	
Taking phone messages	
Typing/writing business letters	



◀ Part I – Skills information (cont'd)

Receiving phone orders	
Keeping track of supplies	
Entering information into a computer	
Bookkeeping	
Word processing	

Construction and repair

Painting	
Porch construction/repair	
Tearing down buildings	
Knocking out walls	
Wall papering	
Furniture repairs	
Repairing locks	
Building garages	
Bathroom modernizations	
Building room additions	
Tile work	
Installing drywall & taping	
Plumbing repairs	
Electrical repairs	
Bricklaying & masonry	

(Stop here if no affirmative response by this point).

Cabinetmaking	
Kitchen modernizations	
Furniture making	
Installing insulation	
Plastering	
Soldering & welding	
Concrete work (sidewalks)	

Maintenance

Food



◀ Part I – Skills information (cont'd)

Child care

Transportation

Operating equipment and repairing machinery

Supervision

Sales

Music

Security

Other

Are there any other skills that you have that we have not mentioned?

Priority Skills

1. When you think about your skills, what three things do you think you do best?
 - a)
 - b)
 - c)
2. Which of all your skills are good enough that other people would hire you to do them?
 - a)
 - b)
 - c)
3. Are there any skills you would like to teach?
 - a)
 - b)
 - c)
4. What skills would you most like to learn?
 - a)
 - b)
 - c)

Part II – Community Skills

Have you ever organized or participated in any of the following community activities? (Check mark if yes)

	Participated	Would like to participate
Boy scouts/girl scouts	<input type="checkbox"/>	<input type="checkbox"/>
Church fundraisers	<input type="checkbox"/>	<input type="checkbox"/>
Bingo	<input type="checkbox"/>	<input type="checkbox"/>
School-parent association	<input type="checkbox"/>	<input type="checkbox"/>
Sports team	<input type="checkbox"/>	<input type="checkbox"/>
Camp trips for kids	<input type="checkbox"/>	<input type="checkbox"/>
Field trips	<input type="checkbox"/>	<input type="checkbox"/>
Political campaigns	<input type="checkbox"/>	<input type="checkbox"/>
Book clubs	<input type="checkbox"/>	<input type="checkbox"/>
Neighborhood organizations	<input type="checkbox"/>	<input type="checkbox"/>
Other groups or community work?	<input type="checkbox"/>	<input type="checkbox"/>

Let me read the list again. Tell me in which of these you would be willing to participate in the future (Check mark if yes)

Part III – Enterprising Interest

A. Business interest

1. Have you ever considered starting a business? If yes, what kind of business did you have in mind?	Yes	No
2. Did you plan to start it alone or with other people?	Alone	Others
3. Did you plan to operate out of your home?	Yes	No
4. What obstacles kept you from starting your business?		

B. Business activity

1. Are you currently earning money on your own through the sale of services or products?	Yes	No
2. If yes, what are the services or products you sell?		
3. Whom do you sell to?		
4. How do you get customers?		
5. What would help you improve your business?		

Part IV – Personal Information

Name	
Address	
Phone	
Age	
Sex	

Thank you very much for your time

Source/date	
Place of interview	
Interviewer	

Annex 2

Documenting the CAM process

One of the most challenging aspects of mapping is ensuring that all of the information collected is organized in a way that is meaningful and easily accessible once the mapping is complete.

This tool is meant to support volunteers and facilitators in the Juhudi Program as they conduct Community Asset Mapping for youth in selected villages in Kenya.

Tips:

- ☐ Assign one person in each mapping exercise to be a documenter.
- ☐ Write down participants' ideas as they are sharing with the group.
- ☐ Take pictures of the location with a clock (or a phone) at the beginning and the end of a mapping exercise to record start and end times.
- ☐ Count the number of participants or have them sign in at the beginning of the session.
- ☐ End the session with key lessons learned or points discussed in the meetings so that everyone is on the same page.

Community Asset Mapping Documentation

Community name			
Date		Meeting location	
Facilitator(s) Person leading the mapping exercise			
Volunteer(s)			
Meeting start time		Meeting end time	
Documenter Person selected to record meeting activities/lessons			
# of attendees How many people participated in the session?			
Meeting # / phase	Phase #1 (Identify individual participants for CAM)	Phase #2 (Plan, schedule, and conduct mapping exercises)	Phase #3 (Finalize product and present for feedback)
What activity/activities were conducted?	<input type="checkbox"/> Appreciative Interviewing <input type="checkbox"/> Positive Deviance <input type="checkbox"/> Community Analysis of Success <input type="checkbox"/> Mapping Individual Skills: Head, Hand, Heart <input type="checkbox"/> Inventory Mapping <input type="checkbox"/> Mapping Groups or Associations <input type="checkbox"/> Mapping Institutions <input type="checkbox"/> Mapping Physical and Natural Resources <input type="checkbox"/> Transect Mapping <input type="checkbox"/> Leaky Bucket <input type="checkbox"/> 1-2-4-All <input type="checkbox"/> 15% Solutions <input type="checkbox"/> Nine Whys <input type="checkbox"/> What, So What, Now What? W ³ <input type="checkbox"/> Other:		



◀ Community Asset Mapping Documentation (cont'd)

<p>Why was this activity or set of activities chosen?</p>	
<p>Include a picture of the final product(s) here</p>	
<p>Main findings/ideas</p> <ul style="list-style-type: none"> • What are some common topics/themes that participants talked about during the exercise? • What new ideas did they suggest? Write down participants' suggestions and ideas they express during the meeting. • Mark with a star (*) the most popular ones or the ones considered to be more important by the participants and explain on Page 3. 	
<p>Challenges</p> <p>Did you have any difficulties with participants or other aspects of the mapping exercise? How did you solve the problem? Please explain.</p>	
<p>Next steps</p> <p>What are some of the next steps agreed with participants? How can you address some of the challenges described above?</p>	



◀ Community Asset Mapping Documentation (cont'd)

Explain top ideas with more detail

Finding/Idea #1

Explain the idea proposed in more detail and write down why participants think it is important for the village.

Finding/Idea #2

Explain the idea proposed in more detail and write down why participants think it is important for the village.

Finding/Idea #3

Explain the idea proposed in more detail and write down why participants think it is important for the village.



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