



Socio-Economic Learning Framework

Community mapping guide

Exploring equity in fishing and aquaculture
farming supply chains

(SAMPLE)

Socio-Economic Learning Framework

Advancing seafood sustainability requires inclusive solutions that work for every member of the supply chain. The Monterey Bay Aquarium's Socio-Economic Learning Framework (SELF) is designed to gather insights about the lives and livelihoods of small-scale seafood producers to inform interventions that can improve both social and environmental outcomes.

[Learn more about SELF.](#)

About this guide

This is an example of how to use SELF to collect information through community mapping. This is not a blueprint or script and should be adapted to the local context. Users should add, omit, or rephrase activities as needed to ensure the concepts are meaningful, the process will work in the local language (if translated), and result will inform an ongoing strategy.

This community mapping exercise guide is designed to explore the nine elements of an equitable supply chain through visual and participatory group activities. This approach invites participants to collectively map their community's resources, relationships, barriers, and opportunities. It works well in group or workshop settings with diverse stakeholders.

Objective: To understand how equity plays out across different elements of local supply chains—visually and collectively—by mapping roles, systems, services, and challenges.

Materials needed:

- Large sheets of paper or posters
- Colored markers or pens
- Sticky notes
- Icons/pictures (optional)
- Stickers or colored dots
- Tape and wall space or multiple easels

Participants: Ideally, a mix of 8–15 fishers, farmers, workers, youth, women, and other community stakeholders.

Time: 2–3 hours

Facilitation steps

1. Introduction (10 minutes)

- Explain the purpose is to identify how different people and groups experience fishing/farming, and what supports or limits equity in the supply chain.
- Emphasize that there are no right or wrong answers—this is about community knowledge.

2. Mapping stations

Set up nine stations or sections (one for each element), each with a large sheet of paper/poster and supplies. At each station, pose a guiding activity and questions. Rotate participants in groups or conduct them sequentially.

Decent work

- **Activity:** Draw a household and fishing/farming scene.
 - Who does what work—men, women, boys, girls?
 - Are children involved? If yes, show how they are protected.
 - Show unsafe working conditions or safety equipment.
- **Prompt:** Use arrows to show movement and draw symbols for equipment and hazards.

Entry barriers

- **Activity:** Draw a pathway into fishing/farming with gates, walls, or bridges.
 - Who can enter easily? Who faces barriers?
 - Are any gates closed to women, youth, or other groups?
 - Can people exit the sector if they want to?
- **Prompt:** Use sticky notes for barriers and supports along the pathway.

Market access

- **Activity:** Map out where products go after harvest or catch.
 - Who are the buyers? What are their priorities (sustainability vs. price)?
 - Are there restrictions on who you can sell to?
 - What infrastructure supports or blocks market access?
- **Prompt:** Use arrows to show product flow. Add broken links for problems.

Access to inputs

- **Activity:** Create a visual of resources needed for production (e.g., money, gear, information).
 - Where do you get financing? Is debt a problem?
 - Where do you access information or innovation?
 - Are certain groups excluded from these inputs?
- **Prompt:** Use icons for tools, currency signs for funding, and books for knowledge.

Social services

- **Activity:** Draw community buildings (e.g., school, clinic, social services office).
 - Who uses these services? Who has trouble accessing them?
 - Do children attend school regularly?
 - Are social protection programs available and reliable?
- **Prompt:** Use different colors to mark accessible versus inaccessible services.

Voice and participation

- **Activity:** Map out local groups (e.g., co-ops, self-help groups, savings groups).
 - Who participates in which groups?
 - Are these groups helpful? Who benefits most?
- **Prompt:** Draw networks and use lines to show strength or weakness of connection.

Economic resilience

- **Activity:** Draw a calendar or pie chart of income and expenses.
 - When is income high or low?
 - Do families rely on loans for household needs?
 - Is the income enough for a decent lifestyle? Highlight months/times of the year when the family/people in the community struggle to pay basic expenses.
- **Prompt:** Use sticky dots to show income and spending per season.

Transparency

- **Activity:** Illustrate a contract or agreement (or lack of one).
 - Are sales agreements clear and fair?
 - Do you collect and share data about your work?
 - What tools (e.g., technology, records) are used?
- **Prompt:** Use checkmarks for clear agreements and question marks for those that are unclear.

Partnerships

- **Activity:** [Draw a web of actors](#) (e.g., buyers, nongovernmental organizations, government, suppliers).
 - Who do you work with?
 - Which relationships are strong, weak, or missing?
 - Are there resource conflicts? If yes, how are they resolved?
- **Prompt:** Use colored string or lines to show connection

3. Reflection and discussion (20–30 minutes)

- Bring the group together to reflect on the following questions:
 - What patterns do we see?
 - Where are the biggest barriers?
 - What surprised you?
 - What are priorities for change?

4. Prioritization (15 minutes)

- Give participants stickers or dots and ask them to vote on the:
 - top 3 challenges,
 - top 3 opportunities, and
 - most urgent need for change.

5. Wrap-up

- Thank participants and explain how the information will be used.
- Offer a chance for any final thoughts or additions.
- If needed, decide with participants how to share back information and/or next steps.