

**Making Cities and Urban Spaces  
Safe for Women and Girls**  
Safety Audit Participatory Toolkit

Developed by Social Development Direct (SDD)  
on behalf of ActionAid International



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## Acronyms

AA	: ActionAid
CBO	: Community Based Organisation
FGD	: Focus Group Discussion
KII	: Key Informant Interview
METRAC	: Metropolitan Toronto Action Committee on Violence Against Women and Children
NGO	: Non Governmental Organisation
NGO	: Non Governmental Organisation
RSA	: Rapid Situational Analysis
SABI	: Sexual Autonomy & Bodily Integrity
SAT	: Safety Audit Toolkit
SIDA	: Swedish International Development Agency
WICI	: Women in Cities International
WSA	: Women's Safety Audit

## Introduction

### Background to ActionAid Programme

As part of its Sexual Autonomy & Bodily Integrity (SABI) Initiative, the International Women's Rights team at ActionAid International piloted work in 2011-2012 on guaranteeing women's safety in cities and other urban spaces in five focal countries: Brazil, Cambodia, Ethiopia, Nepal and Liberia. The goal of the work is to guarantee women's safety and mobility in their continuous movement between public and private spaces. As part of this pilot, each country has selected a particular focus area (e.g. safety issues concerning women factory workers and market traders at their place of work or when using public transport to travel between home and work). During the pilot, country offices and their partners carried out a participatory safety audit to understand women's key safety concerns in particular urban spaces and steps that can be taken to improve their safety in these areas. ActionAid International commissioned Social Development Direct to work with country offices and partners in the five countries to develop this Safety Audit Toolkit.

### Background to women's safety audits

The original women's safety audit (WSA) was developed in Canada in 1989 by the Metropolitan Toronto Action Committee on Violence Against Women and Children (METRAC) and since then has been used widely both nationally and internationally (WICI, UN Habitat, SIDA 2008). METRAC defines the WSA as a *method to evaluate the environment from the standpoint of those who feel vulnerable and to make changes that reduce opportunities for assault*. This Safety Audit Toolkit draws upon previous work conducted by METRAC, Cowichan Valley Women Against Violence Society, Jagori, UN Habitat, Women in Cities International (WICI) and the Huarou Commission, as well as SDDirect's own work on violence against women and participatory research and evaluation, drawing particularly on participatory research on urban social capital in South Africa and Sri Lanka and urban safety in the UK<sup>1</sup>.

The following are widely recognised as the benefits of safety audits (WICI, UN Habitat, SIDA, 2008):

- They can help to bring about improvements to physical environments such as improving lighting, cleaning up an area, removing hazards and adding security;
- They can also identify programmes, policies and practices needed to enhance safety;
- They can increase awareness and understanding of people's concerns and provide important information for planners and elected officials;
- They are an excellent tool for including people in community decision making processes. They may also prompt other groups to act on the concerns identified.

### About the Toolkit

The Safety Audit Toolkit (SAT) is designed to help ActionAid International and ActionAid country offices to carry out pilot safety audits in five pilot countries: Nepal, Cambodia, Liberia, Ethiopia and Brazil. The experience of using the Safety Audit Toolkit will be evaluated and refined for rolling out to ActionAid country offices globally.

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<sup>1</sup> A number of useful safety audit tools already exist. Some of these we have adapted for the ActionAid toolkit and these have been referenced. However, we found that some of these tools are either too focused on the global north for this purpose or do not relate to the very specific locations and issues that ActionAid country offices want to focus on (e.g. factories, bus journeys, university campuses). This has meant that we have also needed to develop a number of new tools for the Toolkit.

The Safety Audit Toolkit (SAT) is laid out in two sections.

- **Section A** provides guidance on the safety audit process, taking users through guiding principles and the four stages:
  1. Planning and design;
  2. Implementation;
  3. Analysis and report writing; and
  4. Monitoring and Evaluation
- **Section B** provides a selection of tools that can be used in carrying out the safety audit. The tools are drawn from experience elsewhere and adapted for the *Safe Cities Initiative*. The tools provided can be further adapted to match local needs and conditions.

## Terminology

Throughout the Safety Audit Toolkit we have referred to the broad range of violence that women and girls experience in urban public spaces as „sexual violence and ‘harassment’. This is intended to cover everything from verbal abuse (e.g. teasing) to physical and sexual violence (e.g. groping, rape, murder). We included “harassment” as this seemed to be the term best understood by staff from ActionAid country offices and partner organisations to cover verbal abuse and other less physical acts of violence against women and girls.

Also whilst some organisations refer to the safety walk as the “safety audit”, we have separated out the two so that the safety audit refers to the whole audit and the safety walk is just one of its components.



## Section A

# Guidance on Safety Audit Process

## 1. Guiding Principles

### General Principles

According to *Women's Safety Audits, What Works and Where?* (UN Habitat, WICI, SIDA, 2008) the key practices that work and lead to successful safety audits include:

- Focusing on the local level
- Engaging government support
- Involving professionals and key decision-makers
- Researching women's security
- Creating a collaborative community structure
- Representing the community, especially the most vulnerable
- Establishing a dedicated team and clarifying responsibilities
- Confidence-building and education
- Setting realistic goals
- Timing for change – change may take a long while and need patience
- Making follow-up meaningful

### Participation

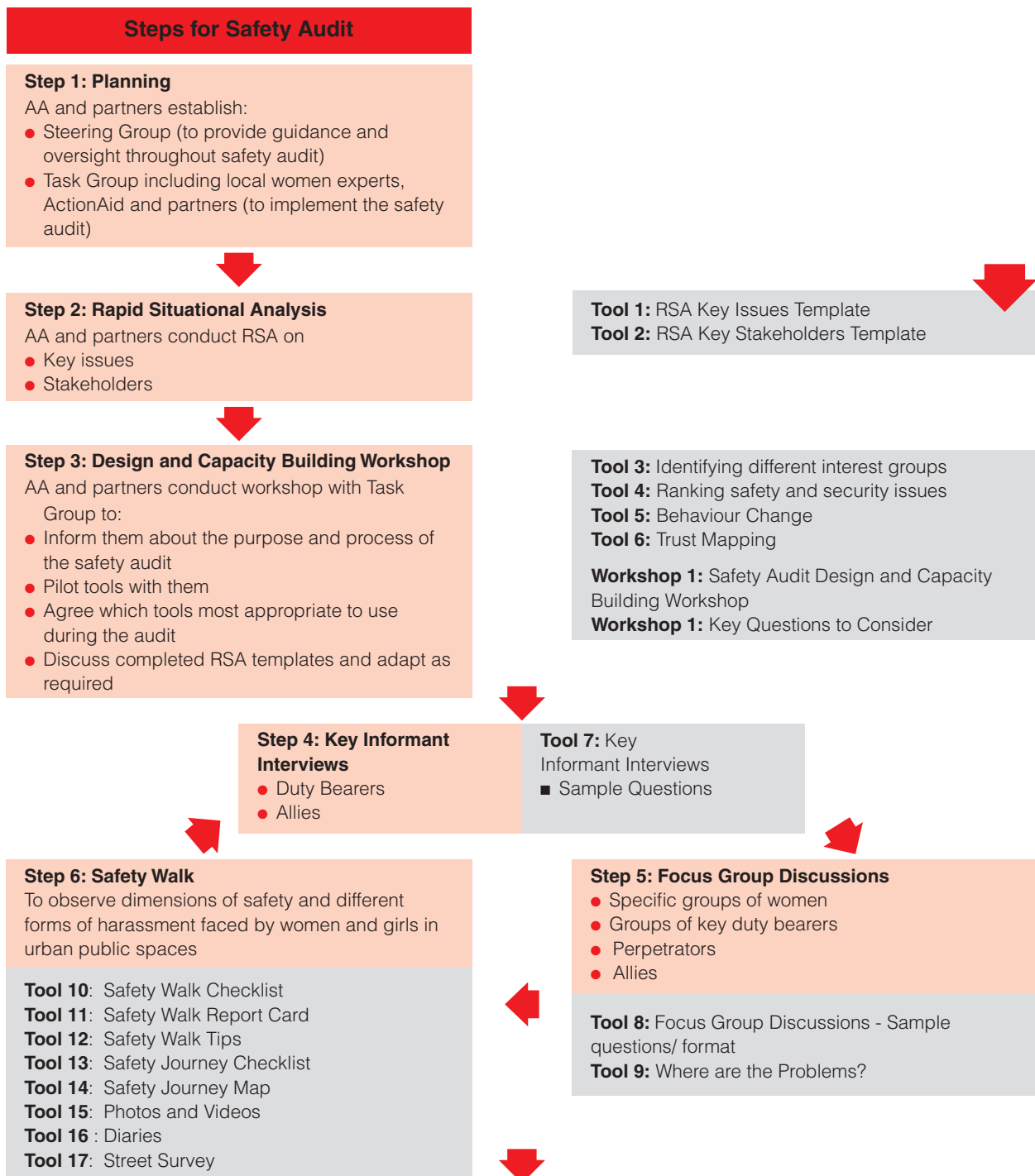
Alongside the principles above, the participation of local women and girls is very important. A particular characteristic of this SAT is the strong emphasis that is placed on women's participation. This approach is grounded in ActionAid's commitment to participation, empowerment and human rights. The approach that follows includes the following recommendations for facilitating a strong participatory approach:

- The process outlined and tools are for guidance purposes only and are designed for ActionAid country offices, their partners and local women experts to revise and use as they feel appropriate to local needs and context;
- Formation of Task Group of local women experts to lead the design and implementation of the safety audit together with ActionAid staff and local partners;
- Capacity building for the Task Group;
- Valuing the knowledge and expertise of women and girls through adoption of the terminology „local women experts' and inclusion of methods and tools to maximise their voices;
- Inclusion of a set of participatory tools. The participatory tools in Section B have been included to provide a selection of tools that can be used to support focus group discussions and the safety walk. These tools are designed to facilitate interactive discussion and to draw out insights from participants that more traditional interview methods may not.

- However, whilst encouraging the participation of local women and girls as much as possible, there should also be an emphasis upon choice. If they are unable or unwilling to participate, or only on a part-time basis, then ActionAid and partners should do their best to accommodate this. Issues such as women's time management including their other family and community responsibilities and their comfort levels around participating in the safety audit should be taken into account.

## 2. Overview of Safety Audit Process

The diagram that follows provides an overview of the proposed Safety Audit process. It also shows the recommended tools for using at each stage. Steps 4, 5 and 6 (interviews, focus groups and the safety walk) are shown as a circular process as the order in which they take place may vary. They may for example take place simultaneously, one after the other, or some occur both before and after each other (e.g. a few interviews before the focus groups and some afterwards).



### Step 7: Analysis, and report writing

Task Group agree indicators for what constitutes change



### Step 8: Monitoring and Evaluation – Tracking and measuring change

A few months or a year after the audit has taken place the Task Group analyses what changes have occurred

**Workshop 2:** Audit Materials Checklist  
**Workshop 2:** Key Questions to Consider

#### Repeat Tools used earlier e.g.:

**Tool 1:** Identification of Key Issues  
**Tool 7:** Key Informant Interviews  
**Tool 8:** Focus Group Discussions  
**Tool 9:** What are the problems?  
**Tool 10 – 17:** Safety Walk tools

## 3. Planning and Design

### a) Steering Group

**Action:** Explore potential for establishing a Steering Group for the safety audit. This could include representatives from ActionAid, partner organisations, as well as duty bearers and allies. Whilst a Steering Group may be useful for some contexts, but if it is not feasible then this is also fine.

**Purpose:** To provide strategic guidance and oversight of the safety audit and to start to build a coalition of duty bearers and allies engaged in tackling urban safety issues for women and girls.

**Who to involve:** Key staff from ActionAid country offices and partner organisations, duty bearers (e.g. local government officials and university staff) and allies (e.g. media, women's organisations) engaged in the issues that the ActionAid programme will focus on.

**How to do it:** Set up the Steering Group at the start of the audit process. Their specific roles and responsibilities, as well as level of engagement can be agreed at the start. Experiences from ActionAid Liberia which has set up a Steering Group for its safety audit can be shared. For example, ActionAid Liberia deliberately decided to include media as part of its Steering Group to ensure greater visibility of entire process, issues and results.

### b) Local Women Expert<sup>2</sup> Task Group

**Action:** ActionAid country offices and partners can bring together a group of around five or six local women. Together with key staff from ActionAid and partner organisations they can lead the design and implementation of the safety audit.

**Purpose:** To ensure participation of local women from the start of the safety audit and during its implementation, so that the safety audit design benefits from their knowledge and experience and local women feel responsible for its ownership and outcomes.

**Who to involve:** The women should be chosen from amongst the group of women rights holders that country offices and partners intend to target during this pilot programme. They may be women who already hold positions of leadership within their communities and ideally should represent the different types of women that will be included in the safety audit (e.g. from different areas/ different ages/ professions etc). If a larger group of women has already been engaged in the safety audit process, then they could be asked to select a smaller group of representatives for this purpose.

**How to do it:** Partner organisations who work closely with local women and women's groups may be able to identify specific women who would form a valuable part of the Task Group. These could be women who already have leadership roles in the community or women who represent specific groups of women (e.g. younger/ older women, women from specific ethnic groups). Ideally the Task Group should include women with different backgrounds/ characteristics (e.g. of different ages/ ethnic groups/professions/locations/

2 The phrase 'Local Women Experts' is taken from UN Habitat, WICI, SIDA, 2008, *Women's Safety Audits: What Works and Where?*

disability/ sexual orientation). The Task Group should meet early on in the safety audit process. A specific workshop (outlined in the next section) can be held to design the safety audit and build the capacity of local women experts.

### c) Design and Capacity Building Workshop

**Action:** The design of the safety audit should be carried out at a Task Group workshop. The workshop will double as training and capacity building for all Task group members as well as giving all participants a voice in the design and stake in the audit. Guidance on how this workshop might be conducted is given in Section B **Workshop 1: Safety Audit Design and Capacity Building Workshop.**

**Purpose:** The aim of this workshop is to help the Safety Audit Task Group design their safety audit. The workshop covers:

- the practical aspects of doing the audit
- provides some ideas for developing indicators to track and measure change
- selection of tools to be used.

**Who to involve:** The workshop is primarily for the Task Group including local women experts, ActionAid and partner organisations. You will need someone to facilitate this session who is able to keep the group focused on the task, but who will also be able to put forward their ideas and views. The facilitator is most likely to be the ActionAid Focal Point.

**How to do it?** There are three key steps to the workshop outlined below. More details on how to conduct the workshop are available in Section B (Workshop 1: How to Conduct a Design and Capacity Building Workshop):

Step 1 : Brainstorming on safety and security issues for women and girls

Step 2 : Designing the safety audit

- (i) Who do we need to talk to?
- (ii) What methods are we going to use? (iii) When are we going to do it?
- (iv) How are we going to analyse and write up our information?
- (v) Who is going to do what?

Step 3 : Trying out the Tools (this may be done on a separate day)

## 4. Implementation

### a) Rapid Situational Analysis (RSA)

**Action:** Conduct a rapid situational analysis (RSA) of the key issues and stakeholders involved in the public urban areas that ActionAid country offices want to focus on for this pilot programme.

**Purpose:** The purpose of the RSA is for country offices and partners to map the key safety issues in their focus areas, including who is affected and why, and where and when any sexual violence and harassment might happen. This will provide a baseline highlighting what is already known, what evidence is currently available on these issues and where there are any gaps in knowledge that should be explored further in the safety audit. This should be based on ActionAid and partners' existing knowledge before consulting with others. The findings of the RSA, including any gaps in knowledge, will lead directly into the development of the safety audit.

**Who to involve:** Staff from ActionAid country offices and partner organisations.

**How to do it:** Key staff from ActionAid country offices (usually women's rights officer or coordinator) should introduce the concept of the RSA to partner organisations and then conduct a brain storm with them to

identify the key issues and stakeholders. Use Tool 1: Identification of Key Issues and Tool 2: Stakeholder Analysis for templates for the brainstorming session.

As part of the process of developing the SAT for ActionAid International, SDDirect worked with the five pilot countries to conduct the RSA and to complete the templates. Lessons learned from this process include:

- **Discuss issues before completing the template:** It was useful to have a conversation with ActionAid country staff first before asking them to complete templates. This led to a better understanding on what was expected and what their focus areas were. When ActionAid International scales up this work it may be worth holding a workshop where they go through the templates and Safety Audit tools, as well as discuss country focus areas identified in concept notes.
- **Involve partners from the start:** Partners are 'knowledge centres'. For the most part, partner organisations had much more information, based on anecdotal evidence from women themselves, on the focus issues than ActionAid. It is therefore crucial that partners are consulted at the start of any safety audit process. It is also important for ActionAid country offices to go through templates with partners rather than leaving them to complete them alone.
- **Be clear about focus areas:** It was much easier to complete the RSA templates with country offices who had a very clear idea about which group of women they wanted to focus on (e.g. women vendors, university students) and in which location (e.g. public transport, university, garment factory). Where these had not clearly been identified the RSA took longer. ActionAid country offices should try to be clear about their focus areas in their concept notes and avoid these being too broad in scope.
- **Identifying Key Issues:** It would be useful to start with the brainstorming session to get partners to identify key issues before spending time searching for literature that might not exist or be directly relevant. As part of this, ActionAid International and its country programmes should ask partners to identify any specific documents that provide information on the issues and stakeholders identified.
- **Link local issues with the broader policy context:** ActionAid country offices and partners were able to identify key safety issues, including who was affected, the impact it had on them and underlying causes. The issues were often developed with input from us. They found it harder to make links between these issues and the broader legislative and policy framework. ActionAid International might want to work with country offices to understand how local level issues are affected by the broader legislative and policy environment. This will be important in future when developing campaigning and lobbying strategies.
- **Templates provide a baseline on current understanding of women's safety issues:** We found that both templates are helpful in identifying the information currently available, as well as where there are gaps. It should be emphasised that it is fine to leave gaps in the templates, as long as these are clear gaps where information is not available rather than where ActionAid/ partners have omitted to fill something in.
- **Disaggregation between groups of women:** Most country offices found it difficult to disaggregate between groups of women rights holders. It might be helpful to use Tool 3: Identifying Different Interest Groups to help with this.
- **Government bodies – duty bearers or allies?** There was some overlap where government officials were identified as duty bearers as well as allies. Clear guidance needs to be provided to make it clear that government bodies are first and foremost duty bearers and should be categorised as such.
- **Online research:** When we conducted a rapid online search for information for the specific issues in each country we were not able to find much more information. This was largely because of the very specific country/ urban/ specific issue focus and because, on the whole, little research, programming or advocacy work has been done specifically in these areas. The [UN SG database on violence against women](#) is useful for providing information on government legislation, policies and institutions working on violence against women which helped with understanding the wider legislative and policy context. The OECD/ DAC Social Institutions and Gender Index <http://my.genderindex.org/> was also useful for this purpose.

## b) Key Informant Interviews

**Action:** Decide which individuals it would be useful to meet and interview and who is best placed to undertake the interview. The RSA and Design and Capacity Building Workshop should help identify individuals. The interviews will largely be one-to-one and conducted by an ActionAid or partner organisation staff member. To encourage participation by local women experts, they may want to accompany the ActionAid/ partner organisation staff member to the interview.

**Purpose:** The interviews provide an opportunity for the Task Group to:

- Gain more in-depth information about key safety concerns from individual women and girls who have positions of responsibility/ authority in specific urban areas (e.g. women community leaders).
- Establish contact with duty bearers (including service providers and community/ government leaders), introduce the concept of the safety audit to them and learn about the situation from their perspective in terms of the limitations that they are required to work under.
- Gain more in-depth information from allies on their interests in urban safety for women and girls, any existing or planned initiatives that they have undertaken, and their perspectives on the problems and potential solutions.
- Interviews will serve as indicators of the extent to which local women approach the duty bearers when they are concerned about particular safety issues and whether these problems are addressed, or even if an effort is made to address them. It is also an opportunity to gather documented evidence (e.g. police reports, research papers) on issues such as incidence of violence against women and girls, service providers' response rates etc.

**Who to involve?** Interviews will be conducted with specific women and girls (e.g. women community leaders), duty bearers (e.g. public transport officials, bus drivers, relevant ministries) and allies as appropriate. Types of people to interview can be drawn from the completed RSA key stakeholders template. It would be good to include a range of interviewees so as to cover a broad number of perspectives.

**How to do it?** The interviews will largely be one-to-one and conducted by an ActionAid or partner organisation staff member. To encourage participation by local women experts, they may want to accompany the ActionAid/ partner organisation staff member to the interview and can play a role as either i) observer; ii) note taker (will depend on their level of literacy); iii) take responsibility for some or all of the interviewing. A list of sample questions on which to base the interview are provided in **Tool 7: Key Informant Interviews – Sample Questions**.

**Number of Interviewees:** Interview between three – five individuals in each category (e.g. duty bearers, allies) to allow for findings to be compared. Between 10-15 interviews should be conducted in total.

Issues highlighted in the interviews can be explored further in the Focus Group Discussions. Also the response of duty bearers and other interviewees can help to determine who might be part of the safety audit walk and later be associated with the process of finding solutions to the problems observed during the Safety Audit.

**Time needed:** Between 1–1 hour 45 minutes in total, including preparation, interview and write-up. The journey time to and from the interview may make it longer

**Preparation:** 15–30 minutes

**Interview:** 30–45 minutes

**Write-up:** 15–30 minutes

**TOTAL:** 1–1.5 hours

## c) Focus Group Discussions (FGDs)

**Action:** Bring together a group of individuals (between 8–12) with similar interests to explore women's safety issues in more depth and their roles and responsibilities in relation to these.

**Purpose:** FGDs will allow the Task Group to:

- Uncover deeper insights into the safety concerns faced by women and girls whilst working, studying or moving around in public spaces. FGDs can also be useful for pointing to new issues that may have been overlooked.
- Explore how women's experiences vary by age, marital status, ethnicity, place of work, region that they come from.
- Find out whether there have been changes in women's security concerns over time and if they are likely to change in future and why.
- Help identify the issues that need to be followed up in detail. For example, if any woman or girl shares her personal experience of sexual violence, it can be followed up with an in-depth interview in a more secure and private environment where she will feel safe to speak freely.
- Help identify the places and spaces where women and girls face different forms of sexual violence or harassment and these can be included in the route of the safety audit walk. On the basis of the observations of the walk, these places and spaces can then be taken up for discussion with the local government agencies to bring about the necessary changes to enhance women's safety.

Who to involve? FGDs will be useful for exploring issues in more depth with a small group of individuals who share common interests eg women from a particular location, girls from the same university, boarding or factory, women of a similar age, shared ethnicity or religion.

### How to do it?

- i. Decide who will be included in the FGDs and who will facilitate them and take notes. The Design and Planning Workshop should help with this. It is recommended that each group has no more than 10–12 participants so that they can all participate meaningfully in the discussion. It is important to include diverse people in focus group discussions so as to ensure that the different areas and members of the community are represented (Jagori, 2010).
- ii. Invite participants and select a suitable time for the meeting that will suit group members. Decide on key questions for the group. **Tool 8: Focus Group Discussions – Sample Questions/Format** can help with this and provides instructions on how to run the FGD.
- iii. It is important for the facilitator to explain that the purpose of the focus group is to collect experiences, hear views and understand and identify the problems faced by women, including factors that make them feel unsafe. The aim is to hear everyone's opinion and not to arrive at a consensus or conclusion. It is also important to encourage each participant to join in the discussion. The facilitators have to be careful not to impose their views, nor ask any leading questions, or express positive or negative reactions to any comments or views expressed (Jagori, 2010).

**Time Needed:** 60–90 mins per focus group discussion

## d) Safety Walk

**Action:** A small group of women and girls, who are regular users of an urban space (e.g. a neighbourhood, bus stop, university campus, market or factory), together with ActionAid, partner organisations and possibly duty bearers/ decision makers<sup>3</sup>, conduct a walk through that space to identify the factors that

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<sup>3</sup> UN Habitat, WICI, SIDA, 2008, *Women's Safety Audits What Works and Where?* recommends including duty bearers in safety walks as good practice.

make them feel safe/ unsafe. Locations for safety walks can include:

- Urban and rural neighbourhoods
- Workplaces e.g. market places and factories
- Educational establishments e.g. universities
- Communal latrines and washing facilities
- Social spaces e.g. community centres, clubs, parks
- Streets and footpaths
- Buildings
- Public transport routes, including bus and taxi stops and stations

**Purpose:** The safety walk is the central part of the Safety Audit. It allows women and girls to take ownership of urban spaces and take part in local decision making. Where duty bearers, including local government representatives/ decision makers are involved, local women experts can work with them to bring about the required changes to improve safety. The main goals of safety walks and audits as a whole are for women to identify ways to reduce opportunities for assault and harassment and increase women's safety and sense of security.

**Who to Involve:** Local women experts, duty bearers, staff from ActionAid country offices, partners and allies. Groups conducting the safety walk should have between 3-8 participants. A number of safety walks may be planned to cover the range of issues raised in the RSA, interviews and FGDs.

**How to do it:** There are six – seven key steps involved in a safety walk including planning and capacity building, carrying out the walk itself, as well as discussion and plans for follow-up. Key steps are outlined below. Specific tools which can be used as part of the safety walk are provided in Section B.

**Time Needed for the Safety Walk:** The Safety Walk should take about 2–3.5 hours, including:

- ½ to 1 hour to discuss the safety audit and decide on the location
- 1–1 ½ hours to do the audit
- ½ to 1 hour to discuss the findings and plan to write the recommendations.

**Total:** 2 hours -3 ½ hours

**Tips:** More time should be allocated for all the steps of the women's safety audit process when working with women with disabilities, elderly women and any group where the members speak a variety of languages and interpretation is needed.

Safety walks are generally conducted after dark as this is the time when women/ girls usually feel most insecure in urban spaces (Jagori, WICI, Cowichan Women Against Violence Society). However, it may also be useful to undertake the walk at other times of the day and to map differences with women/ girls safety concerns in the evening/ night. For the evening audit, it would be ideal to start just before it gets dark, as the team can make observations while walking along the audit route before dark and then trace back the route after dark to map the functioning of the streetlights and the differences in the usage of space by women and men before and after dark.



## KEY STEPS FOR CONDUCTING A SAFETY WALK

### PART ONE: PLANNING

#### STEP 1 Select Team

Select a group of **local women experts** who use a particular urban space. Ensure that women selected represent a diverse group from a range of backgrounds. If it proves difficult to get a range of women in the group, the walk could be advertised in local media if ActionAid and partners do not think that this would impose any threats to the safety of participants<sup>4</sup>. It is also important to consider whether there are any barriers to women's participation and how ActionAid and partners can address these barriers (e.g. will transport, food, childcare be provided?)

In addition to the local women experts, **one or two duty bearers** who have responsibility for ensuring women's safety in these areas could be included. If they hold a position of influence this can be useful to address problems identified and implement solutions. These duty bearers could be selected from the Steering Group if one exists.

Groups should have **between 3-8 participants** in total – enough to provide safety, but not too many to provide a false sense of security.

Identify **one-two** members who will take notes of the observations and someone to take pictures.



#### STEP 2 Select Leader/ Facilitator

The leader/ facilitator can either be someone from ActionAid/ partner organisation or one of the local women experts, for example one of those who are part of the Task Group. They may need some separate training on their role, how the walk will take place and the information that needs to be collected.



#### STEP 3 Conduct Training/ Capacity Building

ActionAid/ partner organisation should give the team a brief training on the Safety Walk including its purpose, roles and responsibilities of group members, how the walk will take place, what they will need to observe during the walk and the follow-up meeting.



#### STEP 4 Plan the Walk

The route should be decided with the community women to include areas that they have identified as unsafe for women and girls. Include those areas where incidents of sexual harassment have taken place, areas that women avoid and other areas that are considered risky or dangerous.

Make a rough map of the route to be covered and explain the issues and the route to the group. If the geographic area is a large area, the group can be divided into two or three smaller groups.

Already at this point, the group can try to identify some of their key safety concerns on particular areas in the map. They could use coloured stickers to show

<sup>4</sup> Some guides, e.g. Cowichan Valley Women against Violence Society Safety Audit Guide, recommend involving the local media to publicise the walk. Whilst this is something that ActionAid and partners could consider, it should be done in the context of 'do no harm' i.e. that it does not attract perpetrators or increase levels of harassment

i) Areas they think are very unsafe (RED); ii) Areas that are think are quite unsafe (ORANGE); iii) Areas where they feel safe (GREEN) Later this can be compared with the map that is produced during the walk to see whether there is any difference between women s perceptions of a specific area and the lived experience.

## PART TWO: CONDUCT THE WALK

Optional

**STEP  
5**

### Conduct street survey

Either prior to the safety walk or after it, a survey could be conducted in the area that the safety walk will take place, to gain an in depth understanding of how a number of women (and possibly men) in that area feel about the safety of this area. This is intended as a complement to the safety walk as it will include a much larger group of women and findings can be used as quantitative evidence to back up qualitative findings. Tool 17: Street Survey provides a list of questions which could be used for this purpose.



**STEP  
6**

### Conduct the Walk

At a time agreed by the group (usually after dark), participants will walk around a specific area to identify areas where they have safety concerns and why. The group should have with them a printed map or a copy of the map drawn at the earlier planning stage (see Tool 10 for a list of other items to take on the walk). On the map participants should mark where they feel very unsafe/ quite unsafe/ safe using coloured stickers as at the planning stage. They should also mark where there are lights; groups hanging around and the gender of these individuals; isolated spaces; surveillance; poorly maintained areas; signage (see Tool 10) which impact on how safe/unsafe they feel in a particular area.

The team leader can use the checklist (see Tool 10) to prompt questions about each area and why particular areas make them feel unsafe. In a small group, it may be enough for only the group leader to have a copy of the map with them and for participants to discuss and agree on how they perceive the relative safety of each area. In a larger group it may be easier for all members or groups of two to have a map on which they can mark where they feel unsafe and then the whole group can discuss this later.

A report card can also be used to rate the area (Tool 11).

## AFTER THE WALK

**STEP  
7**

### After the Walk

Directly after the walk the group should hold a brief meeting where refreshments can be provided. Here participants can discuss what they observed during their walk, identify key safety concerns and discuss how these can best be addressed and by whom. Note sometimes people will not agree on the same solution. Be respectful and keep any additional ideas as options for future. After this meeting, the Task Group can prepare a written report and start to develop recommendations for changes that would make the area feel safer.

## 5. Analysis and Report Writing

**Action:** ActionAid and partner organisations hold a workshop (Workshop 2<sup>4</sup>) with local women experts from the Task Group. After the workshop, ActionAid and partners write up the audit report.

**Purpose:** To discuss the safety audit process, gather together evidence collected and brainstorm main findings as well as prioritise future actions to be taken to facilitate change. Notes taken from the workshop can feed into the final audit report and advocacy strategy.

**Who to involve:** The Task Group including local women experts, ActionAid and partners.

**How to do it:**

### a) Hold a Workshop (Workshop 2)

- The workshop can be facilitated by staff from ActionAid and/ or partner organisations
- The workshop will be more useful if ActionAid and/ or partners organisations have reviewed findings from the RSA, key informant interviews, FGDs, safety walk and any other activities (e.g. safety survey) prior to the workshop (See Section B for a checklist on materials that can be used for this workshop). This will help stimulate and strengthen the discussion and brainstorming sessions.
- The workshop can be divided into five distinct sections and can use various participatory methods to encourage participation of local women experts (e.g. mind mapping; post-it notes on a board; “Buzz” sessions). See Section B for specific questions for each section.
  - i. Discussion of audit process
  - ii. Discussion on evidence
  - iii. Key issues brainstorm
  - iv. Key stakeholders brainstorm
  - v. Discussion on moving forward
- The workshop can also repeat some of the participatory exercises developed in Workshop 1. This is a useful way of developing findings based on the growing body of evidence from the safety audit.

### b) Write the Audit Report

- The safety audit report can be used as an important advocacy tool to present the audit objectives and process, highlight key findings and how ActionAid and partners will move forward in terms of addressing women’s safety concerns and reducing sexual violence and harassment in urban public spaces.
- Notes made during Workshop 2, ActionAid and partner organisations can be used to write up the report.
- The report can then be shared with those that couldn’t participate in the audit, as well as duty bearers, allies, women rights holders and perpetrators.
- ActionAid and partners may decide to hold a launch event for the report which can also be used as a means by which to engage duty bearers and allies as well as local women and perpetrators.
- Make sure you think about visual presentation of the findings. Make the report short, snappy and engaging. What are the main messages you want to get across? Write the Executive Summary first and then use the rest of the report to present the evidence. Use photos and reproduce maps and other visual exercise to illustrate the findings.

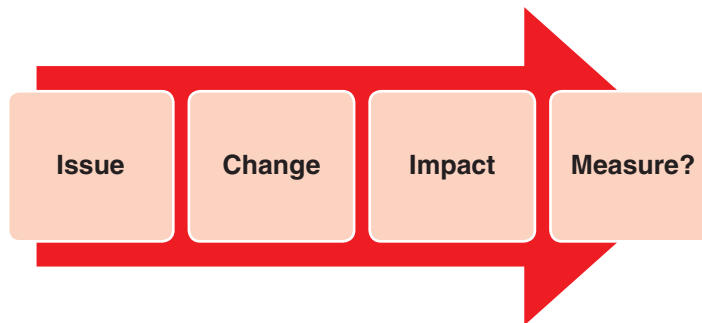
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4 Workshop 1 took place during the planning phase of the audit

- Make sure the reports messages and findings are substantiated by evidence. How do you know? Are statements substantiated? Are they sourced? Have you gone through all the data?

## 6. Monitoring and Evaluation – Tracking and Measuring Change

The safety audit –if carried out well and along the lines recommended in this guide- should provide a wealth of information that can be used for tracking change over time. During the second workshop and follow up, the Task Group will decide on the priority issues that the SABI programme will address. Once the issues have been decided, the Task Group needs to agree how they will measure improvements: What changes are desired? What impacts are expected? How will change and impact be measured? Through what methods?



- Good measures can be distilled from the following sources:
- Statistics if available
- Questionnaire surveys – safety audit questionnaires can be repeated over time and the findings compared
- Participatory exercises can be repeated. Ranking Safety and Security (Tool 4), Behaviour Change (Tool 5) and Trust Mapping (Tool 6), Where are the Problems? (Tool 9) and the safety walk itself are all great tools for repeating after activities and interventions have been ongoing for some time to see how perceptions and women’s experiences have changed have been affected.
- Focus group discussions and stakeholder interviews can also be repeated.

## Section B

# Safety Audit Tool Kit

## Tool 1: Identification of Key Issues

### Template 1: Identification of Key Issues

**Purpose:** The purpose of this tool is to identify what you already know about the particular urban safety issue being explored. It is designed to collate the information you have based on available data and programme experience and to identify any gaps in knowledge. The information that this tool will draw together will address:

1. What are the main safety issues for the women's interest group (e.g. vendors, students, garment workers)?
2. Who is affected (i.e. are there particular groups of women affected)?
3. How does this harassment or violence affect the women rights holders (i.e. What impact does the harassment or violence have, eg university drop out, loss of trade)?
4. What are the underlying causes of the harassment or violence (i.e. what are the reasons why it happens)?
5. When do problems occur (i.e. what times of day or particular times of year)?
6. Where do they occur (i.e. what do we know about particularly unsafe places and spaces)?

The key issues table below should be developed based on what is currently known – by ActionAid and its partners, from surveys, documents, papers and programmes.

**Process:** The Key Issues table should be developed through a two stage process:

1. A structured brainstorm between ActionAid and partners. This will help to identify existing knowledge and data. As part of the brainstorm, you might want to also think about what data/information already exists, as well as what are the main issues and impacts on women.
2. A more detailed review of documents identified to provide the evidence and to fill knowledge gaps where published information is available.

The Issue	Who is affected and how? What are the underlying causes?	Where does harassment happen? When?	How do we know? (Give specific examples of where information is taken from e.g. surveys, research reports, government briefings, media reports)
<u>What is the issue?</u>  Who is affected? • How does this impact on the women? • Underlying causes? •	Where? • When? •		
<u>What is the issue?</u>  Who is affected? • How does this impact on the women? • Underlying causes? •	Where? • When? •		
<u>What is the issue?</u>  Who is affected? • How does this impact on the women? • Underlying causes? •	Where? • When? •		

## Tool 2: Stakeholder Analysis

**Purpose:** The purpose of this tool is to identify the main parties with an interest in, or influence over, the particular urban safety issue/s that ActionAid wishes to address (e.g. safety of female vendors or garment workers or students). Identifying the vulnerable women, perpetrators, duty bearers and allies will help to:

1. Identify the key players that need to be involved in the safety audit.
2. Identify the main issues and information gaps that need to be explored in more depth during the safety audit.
3. Help with the selection of the best methods to reach each group during the safety audit.

The Stakeholder Analysis Template is designed as a simple tool to draw out what we know about different stakeholders. Information is grouped into categories as follows:

### 1. Stakeholder Groups

- Women and Girls: The primary stakeholder group. In thinking about this group try to draw out the differences between women in the target group (e.g. women vendors are not a homogenous group – their experiences and interests will probably vary by age, trade, location of their vending activities and perhaps by ethnicity or religion).
- Perpetrators: Who are the main perpetrators of harassment, abuse and fear in this case (e.g. male teachers, other university staff, bus passengers, bus drivers etc.?)
- Duty bearers: Which agencies have the mandate or should have the mandate, formally and informally, to protect the women (rights holders), (e.g. for garment workers - the factory owners, the Trade Unions, Business Associations, Government Departments and Legislative bodies).
- Allies: Which organisations and networks, formal and informal, are supporting the primary target group or who would be natural or important allies for building partnerships and supporting platforms e.g. NGOs, CBOs, Human Rights organisations and Community Leaders.

### 2. Drawing out the Issues

- What role do they currently play in relation to women's safety in urban public areas? E.g. for perpetrators - are they the main perpetrators of sexual violence and harassment? E.g. for police duty bearers – are they supposed to protect women from harassment, but are ineffective? E.g. for NGO allies - are they running a small programme that tries to tackle harassment of women and girls in a specific area?
- How could they be influential in improving women's safety in urban public spaces in future? E.g. for perpetrators – what would need to happen for them to stop harassing women and girls? E.g. for police duty bearers – what would need to happen for them to effectively start protecting women and girls from sexual violence and harassment? E.g. for NGO allies – would they be more influential if they worked together with other NGOs?
- Current legislation, policies and programmes: List relevant legislation, policies and programmes which should protect women and girls against sexual violence and harassment and/ or govern the behaviour of perpetrators and duty bearers. If there is little legislation, policies and programmes available note information or knowledge gaps that need to be researched further.

## Stakeholder Analysis Template

Stakeholders	What role do they currently play in relation to women's safety in urban public areas?	How could they be influential in improving women's safety in urban public spaces in future?	What laws, policies and programmes exist that govern the way they behave?
<b>Women and Girls</b>			
<b>Perpetrators</b>			
<b>Duty Bearers</b>			
<b>Allies</b>			



## Tool 3: Identifying Different Interest Groups

### Action

Getting women and girls holders involved in your Safety Audit should start with two questions:

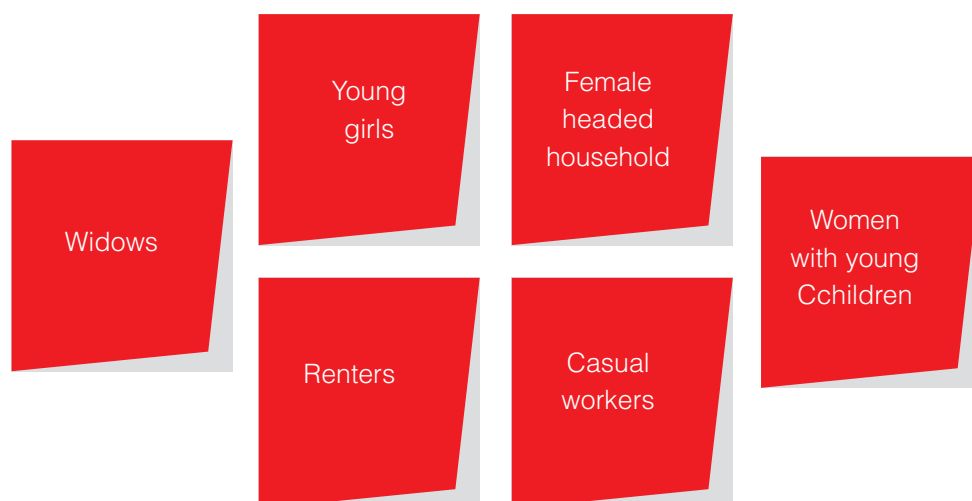
1. Who is this “community” of women and girls most vulnerable to violence?
2. How do we get them on board?

### Purpose

To break down women and girls into sub groups to explore how their experiences of sexual violence and harassment differ.

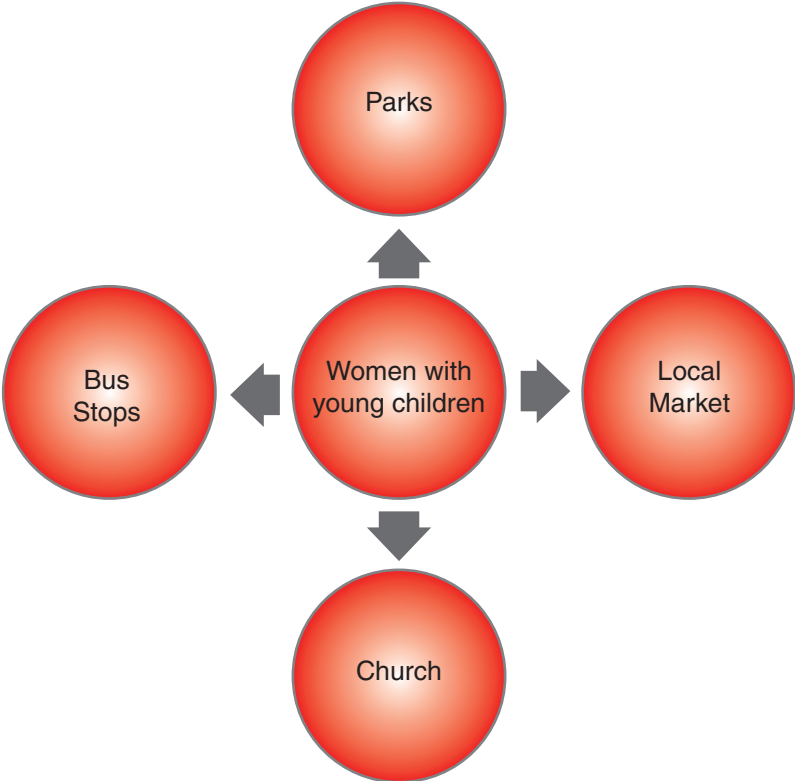
### Exercise:

1. Start by brainstorming on the distinct social groups within your community: whether it is women and girls in a particular neighbourhood, factory workers, women vendors or students. Write/ draw the individual groupings on pieces of paper or card or post-it notes and spread them out on a board or table. It might look like this:



2. Now think about how you might involve them. Do these social groups meet regularly in groups or associations? Where do they meet and when? Do some social groups meet informally? Are there particular places where they meet e.g. around water points or at bus stops or in the market place? Visiting places where women and girls gather is a useful way of making contact and involving them on their terms and in environments that are familiar to them.

A mapping might look like this:



Once you have listed your groups you should write down all the possible ways and places you could engage with them. This will give you information on who to see and where you should go for a meeting or focus group discussion. This information provides a list of ways to enter into dialogue with a variety of social groups within your wider rights holder community.

(Adapted from Social Development Direct, 2005, "Neighborhood Wardens Community Based Evaluation Toolkit")

## Tool 4: Ranking Safety and Security Issues

### Action

Here is an exercise that can be carried out with different groups of women and girls (and others) to understand what they perceive as their safety and security concerns and which they prioritise as problems.

### Purpose

#### This tool is useful to:

- Understand local experiences of safety and security from various groups of women and girls affected;
- Monitor changes over time by looking at the differences between exercises done before and after interventions;
- Identify the most serious problems and women's views on how they can be tackled.

### Who to involve

This tool is best used with different groups of women and girls affected by the theme being explored. It is a good tool to use to structure a focus group discussion. It can also be used with other stakeholders – for example with Duty Bearers and Allies to compare “outsiders” perspectives with those of women themselves.

### How to do it: Step by Step Guide

#### Step 1

Discuss the safety and security issues that affect the group of participants. What makes them feel insecure and unsafe in their environment?

#### Step 2

Write down the issues on pieces of card or post-it notes. Issues can be drawn if using this tool with a less literate group.

#### Step 3

Ask the group to think about how safety and insecurity affects their day to day life. What types of violence/ threat of violence is the least tolerable?

#### Step 4

At the top of a large piece of flipchart paper, draw an arrow pointing upwards saying “Least tolerable”. At the bottom, draw an arrow pointing down saying “Most tolerable”.

#### Step 5

Find the card or post-it note with the activity that participants say is the least tolerable and stick it next to the arrow that says „Least Tolerable. Discuss whether there are seasonal or other factors that make issues less or more problematic to make sure that issues are not prioritised based on most recent events.

#### Step 6

Next ask participants to think of the next worst factor and place this card or post-it note underneath.

#### Step 7

Continue going through all the remaining issues identified, placing them in a list from least to most tolerable based on discussion with the group. When participants have placed all the cards/ post-it notes on the flip chart, you should have a prioritised list of the safety and security issues that women face.

#### Step 8

Finally, ask participants to think about which aspects of the safety and security issues that affect them can be tackled with help.

## **Step 9**

You may want to repeat the exercise with different groups of women/girls in order to understand how experiences vary and what issues are seen as intolerable by all groups.

### **Time Needed**

One hour to one and a half hours.

(Adapted from Social Development Direct, 2005, "Neighbourhood Wardens Community Based Evaluation Toolkit")

## Tool 5: Behavior Change: How Does the Threat of Violence Affect Women and Girls?

The threat of violence and associated fear can show itself in different ways. Women and girls may adopt different strategies to reduce their own risk of becoming a target, for example avoiding certain areas, staying overnight at their workplace, avoiding evening classes at University or incurring the extra costs of a taxi to get home.

### Action

This is an exercise that can be carried out with groups of women and girls to see how their lives are affected by fear of violence. It can help identify groups of women and girls who are particularly vulnerable, as well as ways to reduce their fear and vulnerability.

Experience suggests that this tool works best when used after a mapping of problems exercise (Tool 9).

### Purpose

This tool is useful to understand how the threat of violence affects different women and girls and identify particular vulnerable groups and to start thinking about strategies to reduce fear and vulnerability

### Who to involve

This tool can be used with women and girls to explore urban safety issues in a range of contexts. It can be used with a mixed or uniform group. Adaptations will be needed depending on literacy levels.

## How to do it: Step by Step Guide

### Step 1

Discuss with the group how fear of violence or the threat of violence affects their day to day lives. Structure the discussion around the different public spaces that they use: e.g. their neighbourhood, their workplace, their place of study, their social activities and on their way to and from work or study.

### Step 2

Ask women to think about three changes that they have made to their daily routine as a result of the fear of violence or the threat of violence. If using this tool with literate women ask them to write their experiences on a piece of card or post-it.

### Step 3

Encourage participants to discuss the issues raised on the pieces of card. How do women's experiences vary? Are some groups of women and girls particularly vulnerable?

### Step 4

Discuss with the group whether there is anything that could be done to help ease fear of violence or reduce their vulnerability.

### Time Needed

10–1½ hours

(Adapted from Social Development Direct, 2003, "Tapping into Existing Social Capital")

## Tool 6: Trust Mapping

Here is an exercise that can be carried out with the Task Group and in FGDs with different groups of women and girls (and others) to identify the institutions, groups and individuals who have a role to play in women's safety and security and to establish how far these institutions are currently trusted and "linked" to women.

### Purpose

This tool is useful to:

- Identify the institutions, groups and individuals who women see as having a role in protecting their safety and security;
- See how much women currently trust these institutions, groups and individuals and how far they have linkages to these institutions and people; and
- Monitor how relationships change over time.

### Who to involve

This tool can be used with different groups of women and girls participating in the safety audit. It is a good tool to use to structure a focus group discussion.

## How to do it: Step by Step Guide

### Step 1

Begin by asking participants to think about people, groups and organisations that have a role/ or they think should have a role in protecting their safety and security. These people or organisations may be perpetrators, duty bearers or allies and have a positive or negative influence. Named individuals should not be identified but rather their role eg teacher, police, leaders.

The facilitator should write or draw a symbol for each individual role, group or institution on a piece of card.

### Step 2

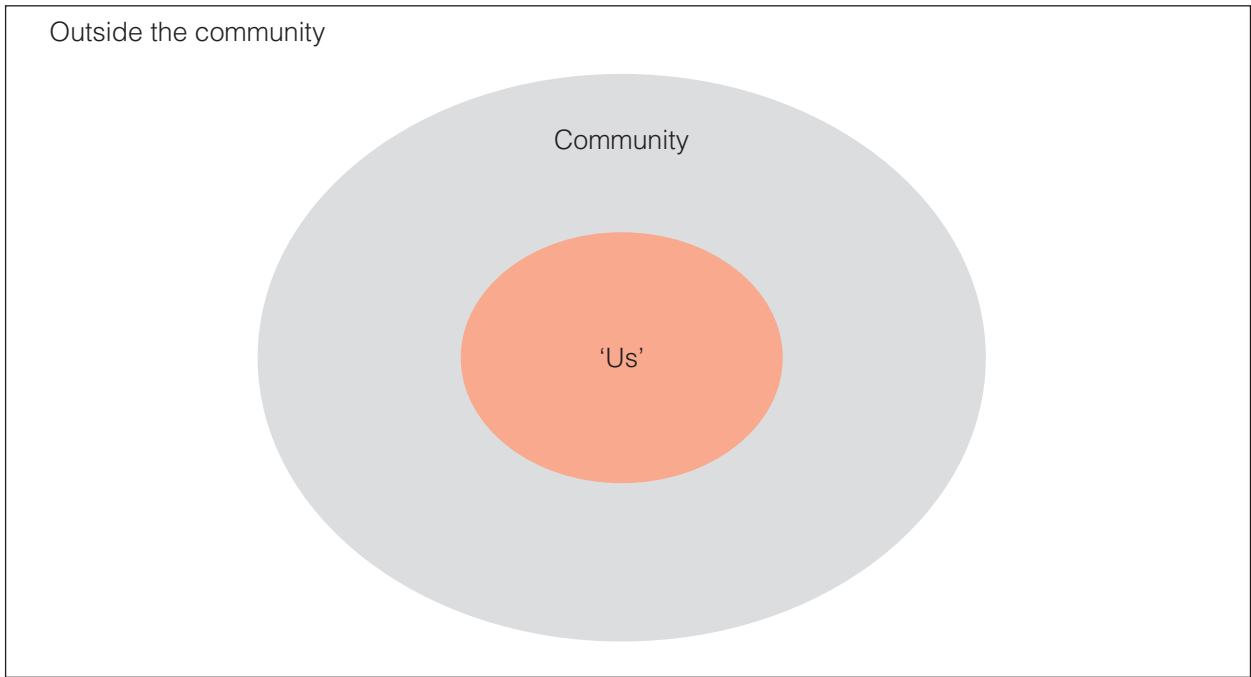
Next ask participants to look at/ consider each card and think about which of these people/groups/ institutions they trust. If the people/ group/ institution is trusted they should mark the card with a '+'. If they are very trusted '++'.

### Step 3

Now, ask who is not trusted and place a '-' if participants think the people/ group/ institution is not to be trusted and a '--' they think are very untrustworthy. If participants cannot agree and have a mixed opinion, they can put a '+/-'.

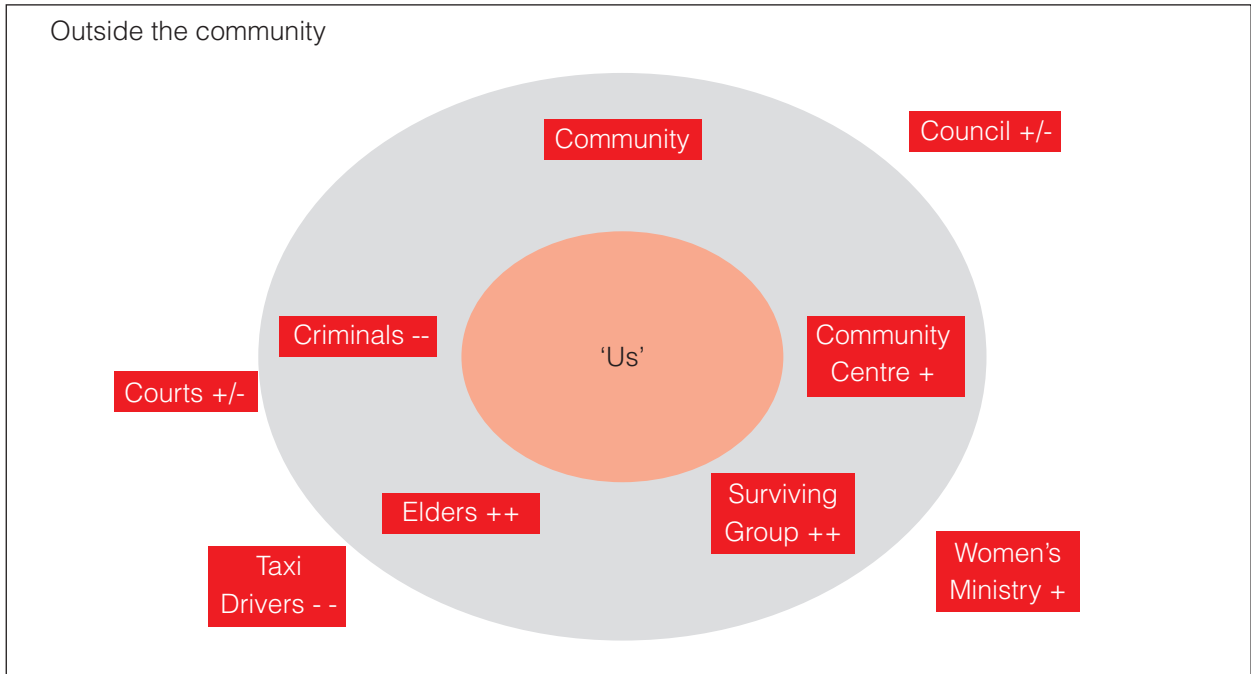
### Step 4

Next place a very large piece of paper on a flat surface (either the floor or a large table). Draw a circle in the middle of the circle to represent participants - 'Us'. Then draw a large circle to represent the space within which they live and work or study.



**Step 5**

Then, ask participants to look at the pieces of coloured card with the names of people/groups/ organisations and place them onto the large piece of paper –within the large circle if they come into contact with these individuals/ groups/ organisations in their day to day life and outside the large circle if they don't. Participants can place cards closer or farther away from 'us' to illustrate how much interaction they have with the individuals/groups/institutions.



**Step 6**

Encourage participants to discuss why they have placed cards as they have. Note down key points from the discussion.

**NB** Keep this diagram as a record of how participants felt during the safety audit. Repeat the exercise periodically and see how levels of trust and degrees of interaction between women and girls holders and perpetrators, duty bearers and allies change over time.

(Adapted from Social Development Direct, 2005, 'Neighbourhood Wardens Community Based Evaluation Toolkit')

## Tool 7: Key Informant Interviews - Sample Questions

### Key Informant Interviews: Sample Questions

The questions below are provided as guidance and can be used as a basis for key informant interviews with duty bearers and allies. It is expected that interviewers (either from ActionAid, partner organisations or Local Women Experts) will design additional questions relevant to the specific person that they are interviewing.

### General Questions for All Interviewees

Some general questions on women and girl's safety in urban spaces can be asked at the start of all interviews to build up a picture of what different individuals see as the key issues. These can include:

- Does sexual violence and harassment occur in urban spaces in your country/city/town?
- Where does it take place?
- What does it involve? What type of violence and harassment takes place? Who are the victims?
- Who are the main perpetrators?
- What impact does it have on women and girls?
- What evidence is there available for this (e.g. government/ police/ media reports, NGO surveys)
- Whose responsibility is it to prevent such sexual violence and harassment taking place?
- What more can be done to prevent sexual violence and harassment against women and girls taking place in these urban spaces? Who should be responsible for this?

### 1. Duty bearers

#### Ministry Officials (e.g. of Gender, Labour or Transport)

- What specific government legislation and policies are in place which address preventing sexual violence and harassment in urban spaces in your country?
- What is your responsibility in terms of preventing sexual violence and harassment against women and girls in urban spaces (*be specific about specific urban space that the pilot programme is focusing on e.g. market places, public transport, factories, university campus*) and providing services for female victims of violence?
- Which other government agencies are responsible for prevention of sexual violence and harassment and service provision for victims?
- Apart from the government which other organisations are working on these issues?
- What bodies or mechanisms exist for consulting women on legislation, policies and plans?
- Can you provide examples of where women have been consulted? How was this done? Who was consulted and what difference did it make?

#### Local Government Officials

- What specific government legislation and policies are in place which address preventing sexual violence and harassment in urban spaces in your country?
- What is your responsibility in terms of preventing sexual violence and harassment against women and girls in urban spaces (*be specific about specific urban space that the pilot programme is focusing on e.g. market places, public transport, factories, university campus*) and providing services for female victims of violence?
- Which other agencies do you work with to prevent sexual violence and harassment and to provide services for victims?
- What role do you have in punishing perpetrators of such abuse?



- What policies and practices are in place to ensure that women's safety concerns are taken into account in local planning and service delivery?
- Can you identify any specific examples where women have been consulted about a plan, programme or service and their views influenced the result? Please describe how consultation took place, who with and what was the outcome?
- What are the main barriers to consulting women in planning and service/programme delivery?
- What bodies/committees, if any, are in place in the Municipality for representing women's interests?

### **Police**

- What is your responsibility in terms of preventing sexual violence and harassment against women and girls in urban spaces (*be specific about urban space that the pilot programme is focusing on e.g. market places, public transport, factories, university campus*)?
- What type of services do you provide for female victims of such violence?
- If a woman reports an incident of sexual harassment which has happened in a public space (*again be specific about location*) to you, what would you do? Please talk me through the specific steps you would take (e.g. take a written statement from the woman, refer her to a counsellor/ medical professional, apprehend the perpetrator).
- What type of records do you keep of reported incidents of sexual violence and harassment against women and girls? Are they recorded on paper or on the computer? Are these kept confidential? Do you share these records with the judicial service (e.g. prosecution and defence lawyers)?
- Has the police force conducted any analysis of the number of incidents of sexual violence and harassment taking place in urban areas in your city? Has there been any change over the past few years? Can you share any reports with me?
- What are the main barriers to the police providing better protection for women and girls/ and better responses to sexual harassment and violence?

### **Driver/ conductor of public transport**

- Does sexual violence and harassment of women and girls take place on your vehicle (*be specific about the specific type of transport they work on*)?
- If so, who perpetrates such sexual violence and harassment?
- Is it your responsibility to prevent sexual violence and harassment against women and girls happening on your vehicle? Why/Why not?
- What can you do to prevent it?
- Do you have a formal contract with your employer? Does it include a code of conduct that tells you how you should behave? If so what does it say about your role in relation to sexual violence and harassment of female passengers?
- What would happen if you harassed? e.g. teased, touched, raped) a woman or girl on your vehicle?
- Do you think that more should be done to prevent sexual violence and harassment at public transport stops and on vehicles? Who should be responsible for this? What could be done?

### **Public transport companies**

- Does sexual violence and harassment of women and girls take place on your vehicles (be specific about the specific type of transport eg bus, mini bus, taxi)?
- If so, who perpetrates such sexual violence and harassment?
- Do you make and keep specific reports of these incidents?

- Is it your responsibility to prevent sexual violence and harassment against women and girls happening on your vehicles? Why?
- What can you/the Bus Company do to prevent it?
- What would happen if someone reported that a woman/ girl was harassed by one of your drivers/ conductors?
- What would happen if there was enough evidence to prove that a woman/ girl was harassed by one of their drivers/ conductors?

**NB** the same questions can be modified for use with other duty bearers such as factory owners, university authorities.

## **2. Allies**

### **NGOs including Women's Groups**

- Are you running any programmes that specifically address women's safety and security issues in public spaces in your country?
- If yes what does the programme involve (e.g. provision of services, advocacy campaigns)? Who are your beneficiaries? Who are your partners?
- If not, do you have any plans to work on these issues in the future? Do you know of other agencies working on these issues?
- What do you see as the main challenges to improving women and girls' safety and security in urban public spaces in your country?

### **International Organisations**

- Are you providing funding or implementing any programmes that specifically address women's safety and security issues in public spaces in your country?
- If yes what does the funding/programme involve (e.g. provision of services, advocacy campaigns)? Who are your beneficiaries? Who are your partners?
- Are you supporting (either technically or financially) any local organisations or the government to implement such programmes?
- If not, do you have any plans to work on these issues in the future?
- What do you see as the main challenges to improving women and girls' safety and security in urban public spaces in this country?

### **Academics**

- Are you aware of any research that has been conducted on sexual violence and harassment perpetrated against women in public spaces in your country?
- If yes, what type of research is this? Who has conducted it? What are the key findings? Are reports available?
- Do you or other researchers/ academics have future plans to work on these issues?

### **Elected Representatives (e.g. MPs, Councillors, Chiefs)**

- Which constituency do you represent?
- What issues of sexual violence and harassment are you aware of in your constituency? What issues are most commonly brought to you?
- How are issues, or cases of sexual violence and harassment normally brought to your attention?
- What responsibility do you have for acting on issues or individual cases that are brought to you? Who would you go to? How would you take the matter forward?

- What do you see as the main challenges to improving women and girls' safety and security in urban public spaces in your city/country?
- Have you ever been involved in a campaign or advocacy efforts to improve women and girls' safety and security?
- What bodies or mechanisms exist in your constituency for consulting women about local/national issues (formal or informal?).

#### **Family and Friends**

- Have any of the female members of your family or your female friends ever experienced sexual violence and/or harassment in public spaces? Can you provide details?
- What support were you able to provide?
- Did they report the incident to anyone else? If so, who and how? Was any action taken? If so what/ if not, why not?

## Tool 8: Focus Group Discussions - Sample Questions/Format

**NB** The questions that follow can also be explored with the use of the participatory tools included in the toolkit. The tools are designed to make discussion focused, fruitful and interactive.

### On arrival – ask for following details of each participant

- First and last names
- Sex
- Age group (15–19, 20–24, 25–29, 30–39, 40–49, 50+)
- Educational status (no schooling, primary, secondary, university degree, postgraduate) Economic activity (unemployed, part-time employment, full-time employment, informal sector, retired)
- Household/family status (married, divorced / separated/ widowed, single)

### Introduction

- The facilitator provides a brief introduction to the purpose of the safety audit and explains the confidentiality rules for the session.
- Explain that we would like everyone to contribute, there are no wrong or right answers and that they can disagree or agree with others

### Opening Question

- Can you introduce yourself to the group?

### Introductory Question

- What are the main types of violence and insecurity that affect your ability to move about in public spaces?

### Key Questions

- Do you think that public spaces in the city are safe for women and girls of all ages to move about freely?
- Are there some specific places which you think are particularly unsafe? Why are these places unsafe?
- What has influenced your views – your own experiences, others' experiences, media reports, stories etc. Share some concrete experiences or stories of safety in public spaces.
- Are there any places in where you feel particularly safe or unsafe? What is it about these places that make you feel so?
- Do you take any precautions when you go out? For example, do you carry something for protection or avoid certain areas etc.
- Have you ever asked for help with an unsafe or dangerous situation? Did you go to the police? Did you approach anyone else for help? Did you feel the response met your needs? Why or why not? If you have not actually done this, who are you most likely to ask for help?
- What do you think are the three most important women's safety issues in the city/this area? Why?
- How could women's safety and feelings of safety in public spaces be improved? This could be by changes of policy, changes in design, changes in services, changes in (men's) behaviour, etc.

### Ending Questions

- In your opinion, what is the most important thing that was said today?
- If you could talk to governmental officials, what would you recommend they change in order to provide make your area safer for women?
- Is there anything you wanted to say and did not get a chance to say?
- Thank you all for your contributions.

(Adapted from WICI, 2005 and SDDirect, 2011, UN Women Programme: From Communities to Global Security Institutions: Engaging Women in Building Peace and Security Inception Report: Baseline scope and methodology)

## Tool 9: Where Are the Problems?

### Action

This is an exercise that can be used ahead of the Safety Walk with groups of women to start to identify where they have experienced violence or the threat of violence. The learning from this exercise can help plan the safety walk. If used with different groups of women/ girls, it will also help draw out the differences between their experiences.

### Purpose

- To identify what local women themselves see as their problems and where they happen; To provide a visual guide to where different groups experience problems and to help plan the Safety Walk;
- To provide an alternative to a Safety Walk where a Safety Walk is not possible (eg in factories in Cambodia if owners do not agree to a Safety Walk); and
- To monitor how problems are changing over time.

### Who to involve

This exercise can be undertaken with literate and illiterate women. It is a powerful tool for women to discuss issues and express them visually. It is best used with groups of women/girls from the same neighbourhood or college or workplace.

This tool could also be used with men to draw out the differences between women and men's experiences of the same spaces.

### How to do it: Step by Step Guide

#### Step 1

Ask participants to draw a map of their local neighbourhood/ workplace/ campus or route (depending on the issues being explored).

#### Step 2

Discuss with the group what are the safety and security problems they experience or fear. The facilitator should list all the issues mentioned. The group can then agree a colour or marking or sticker for each of the different issues identified.

#### Step 3

Next ask the group to mark on the map which areas are especially prone to the different issues/problems identified and why. The group should also discuss the times of day that these problems are most likely to occur. An example is given below.

#### Step 4

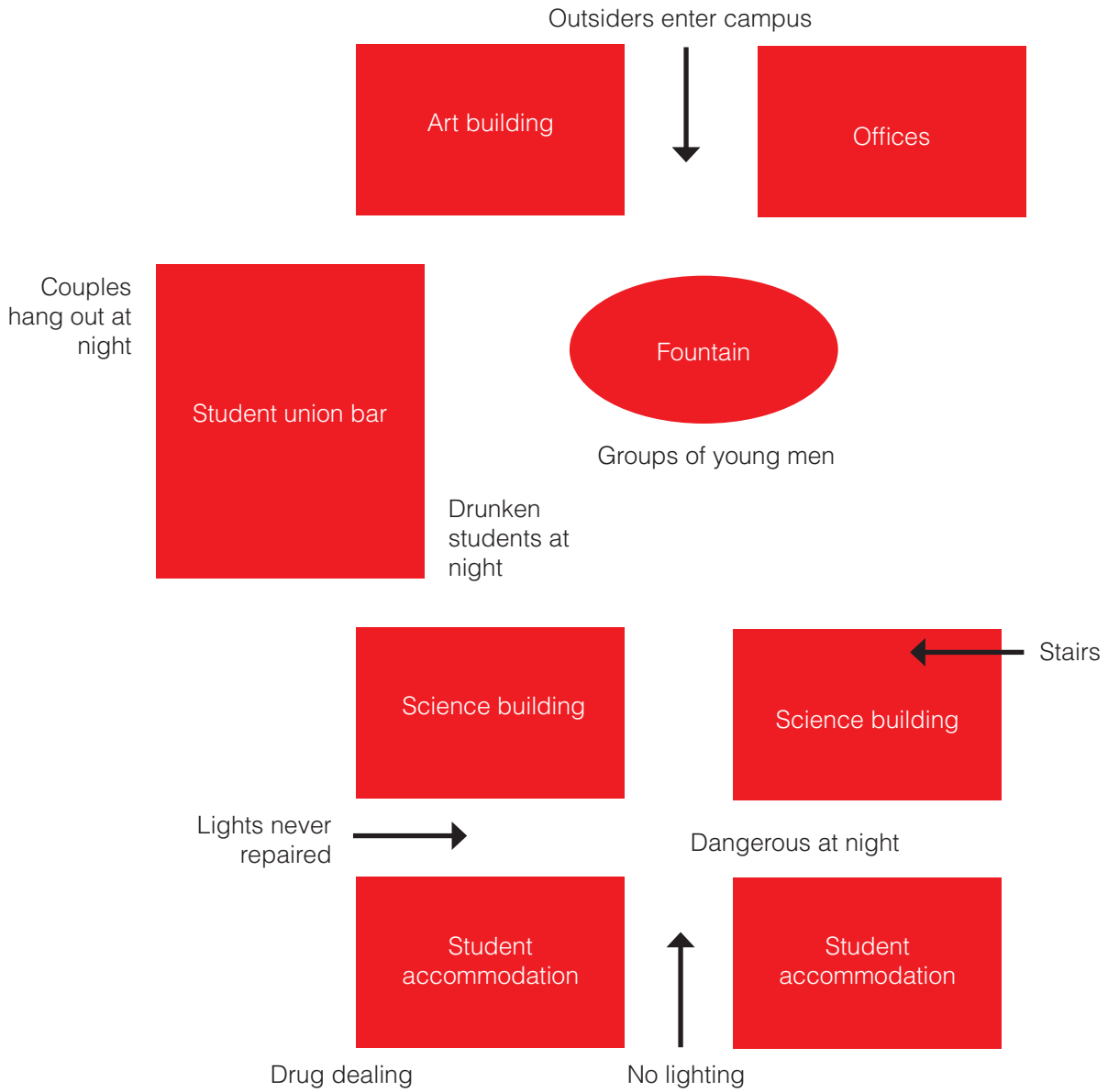
Discussion- What does it mean? From the map ask participants to:

- identify what they think are the most common and of most concern to women/different groups of women;
- share any thoughts on how the Safety Walk could capture the issues; and
- Share thoughts and ideas on what could be done to improve their safety and security.

### Time Needed

One and a half to two hours suggested.

### Campus Map



## Tool 10: Safety Walk Checklist

**NB** Where a neighbourhood or whole area is to be covered, a sheet should be prepared for each street or sub area visited. Make sure you remember to number each street/area on your map and the accompanying report. And remember to give each street/ building or sub area a red, orange/yellow or green sticker on your map.

<b>Name of Area:</b> <b>Date:</b> <b>Specific Location: Time and Day of Walk: Weather:</b> <b>Duration of Walk:</b> <b>Names of people who participated:</b>		
Issue	Questions to Consider	Provide Details
<b>First Impressions</b>	● What is your first reaction to this place?	
	● What three words best describe this area?	
<b>Lighting</b>	● How well lit is the area? (Mark on the map where there is lighting and where it is dark)	
	● Are there spaces which are poorly lit?	
	● Does this make you feel safe/ unsafe? Why?	
<b>Maintenance</b>	● How well maintained is the area?	
	● Is there rubbish lying about?	
	● Does the general state of maintenance of the area make you feel safe/ unsafe? Why?	
<b>Busy areas and isolated spaces</b>	● Are there a lot of people using this area? What are they doing (e.g. walking, working, meeting)?	
	● Does this make you feel safe/unsafe? Why?	
	● Are there places that feel empty and unsafe? Why is this?	
	● Are there particular spaces where people could hide?	
	● Does this make you feel safe/unsafe? Why?	
<b>Signage</b>	● Is it clear where buildings/ bus stops are?	
	● Are there signs to tell you how to get to places e.g. bus stops, university campus buildings?	
	● Does this make you feel safe/unsafe? Why?	
<b>Intimidating groups of people</b>	● Are there particular groups of people hanging around who make you feel unsafe? Who are they? What is their sex? (e.g. groups of young men, drug users, 'outsiders')?	
	● Why are they hanging around?	
	● Why do they make you feel unsafe? Why?	

<b>Informal Formal Surveillance</b>	<ul style="list-style-type: none"> <li>● Can you see police officers patrolling the area? Are the police officers male or female?</li> </ul>	
	<ul style="list-style-type: none"> <li>● Does this make you feel safe/unsafe? Why?</li> </ul>	
	<ul style="list-style-type: none"> <li>● Where is the nearest police station?</li> </ul>	
	<ul style="list-style-type: none"> <li>● Are community leaders/ authority figures present and visible in the area?</li> </ul>	
	<ul style="list-style-type: none"> <li>● Does this make you feel safe/unsafe? Why?</li> </ul>	
	<ul style="list-style-type: none"> <li>● Would you know where to go for help?</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>● Are there any other things about this space that makes you feel unsafe?</li> </ul>	

(Adapted from Jagori 2010, Cowichan Women Against Violence Society, 1998)



## Tool 11: Safety Walk Report Card

### Action

Use the score card to gather views from participants at the end of the safety walk. Each participant should score their overall experience on the walk. If the report card is being used with less literate groups, the numerical scoring can be replaced by coloured stickers.

### Purpose

To give everyone on the safety walk an opportunity to score the area individually. Safety walk organisers can also collate responses to provide a numerical scoring of perceptions of safety and security in the area.

### Key:

- 1 = Very unsafe
- 2 = Unsafe
- 3 = OK
- 4 = Quite safe
- 5 = Very safe

### Alternative key

- Red = Unsafe or very unsafe
- Yellow = OK
- Green = Safe or very safe

### Question

How does this area make you feel?

Issue	Rate from 1–5				
	1	2	3	4	5
<b>Overall sense of safety in the areas</b>					
<b>Lighting</b>					
<b>Maintenance</b>					
<b>Busy Areas</b>					
<b>Isolated Spaces</b>					
<b>Signage</b>					
<b>Intimidating Groups of People</b>					
<b>Informal/ Formal Surveillance</b>					

(Adapted from METRAC safety audit report card)

## Tool 12: Safety Walk Tips

### What to take with you:

- A torch (if walk conducted at night)
- Paper and pen/ pencil, particular for Team Leaders and those noting observations
- Checklists
- Maps
- Red, orange and green stickers to mark safe/ unsafe areas on map
- Appropriate clothes including walking shoes
- Camera/ video camera
- Reflective vests/ tape (if possible)

### Tips for ActionAid/ partner organisation:

- Provide **refreshments** and a time for socializing to create a friendly atmosphere that promotes dialogue and makes the participants feel welcome and at ease with the facilitators and with one another.
- Ensure that each participant has **safe transportation** to and from the audit.

### Tips for Team Members:

- Take notes or use your camera to document positive features as well as problem areas.
- If it is difficult for you to take notes, use a **tape-recorder**.
- It is important to **talk to other women you meet during the walk**. Introduce yourself. Tell them that you are looking at women's safety in the area and would like to know what they think (see also survey tool x)

### Tips for Team Leader

The team leader should encourage participants to:

- **Stay together** so that each person is listened to and heard. Remember, note-takers cannot note what they have not heard.
- **Voice their personal opinion** about an area.
- **Respect** what others have to say. Remember, each person's experience of an area is different. The goal of the group is to note each person's opinion about a particular area.
- Be mindful of the person taking notes. Speak loudly, simply and slowly.
- Avoid making negative comments such as "Nothing ever gets done."

### Tips for Note Takers

- **Using a checklist** and writing notes on it will make it easier to organize reactions, ideas and suggestions later on.
- **Write down all questions** even if there isn't time to find the answers immediately.
- With the permission of all the participants, you can use a **tape recorder**; sometimes a place is so poorly designed that there are not any really satisfactory solutions, but only measures that will make the area a little better. It is still important to note that there is a problem.
- **Take notes on everything**, including comments on the process of the walk itself.
- **Look over the notes a day or two later** to see if they still make sense. Would someone who was not on the audit understand what was written down? If not, try to make your notes clearer.

(Adapted from WISE, 2005)

## Tool 13: Safety Journey Checklist

Where journeys by public transport have been identified as a key safety concern by women, a 'safety journey' along the lines of a safety walk can take place. This may involve a small group of women (3–8), either alone or together with ActionAid/ partner organisation representatives and/ or one or two duty bearers taking a journey by public transport to observe and noting the safety concerns experienced by women who regularly make this journey. The checklist below can help prompt those carrying out the safety journey to address specific safety issues. You might want to carry out the journey at different times of the day to be able to compare the data e.g. once in the morning, once in the afternoon and once late at night. The map can be used to mark areas where women felt very unsafe, quite unsafe and safe. In addition to the safety journey, safety walks can also be made of bus/ taxi/ minivan stops and stations using the checklist provided in Tool 5.

**Date:**

**Time and Day of Walk: Weather:**

**Mode of Transport:**

**Journey starts: Journey ends:**

**Length of Journey in hours:**

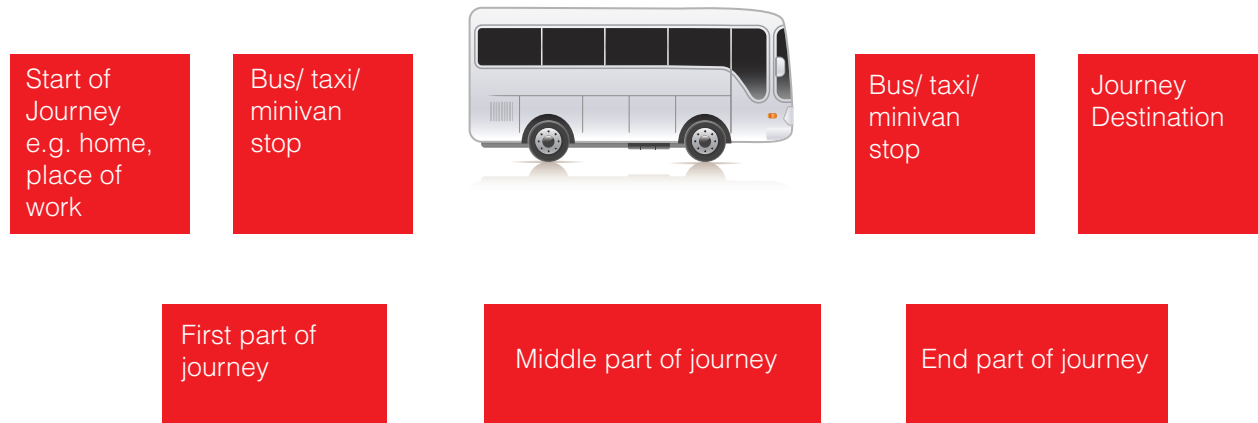
**Names of people who participated:**

Issue	Questions to Consider	Provide Details
<b>Getting to the stop or station</b>	<ul style="list-style-type: none"> <li>How did you get to the stop or station? How safe did you feel during that journey to the stop or station? Why?</li> </ul>	
	<ul style="list-style-type: none"> <li>How safe did you feel whilst waiting at the stop or station? Why?</li> </ul>	
<b>Getting onto the vehicle</b>	<ul style="list-style-type: none"> <li>Was the bus stop/ station clearly marked?</li> </ul>	
	<ul style="list-style-type: none"> <li>Were there a lot of people trying to get onto the vehicle at the same time?</li> </ul>	
	<ul style="list-style-type: none"> <li>Was there anybody controlling how people got onto the vehicle? If so who did they let on first?</li> </ul>	
	<ul style="list-style-type: none"> <li>Were the other passengers respectful towards you?</li> </ul>	
	<ul style="list-style-type: none"> <li>Did getting onto the vehicle make you feel safe/ unsafe? Why?</li> </ul>	
<b>Paying Fare</b>	<ul style="list-style-type: none"> <li>Did you pay your fare in advance or when you were on the vehicle?</li> </ul>	
	<ul style="list-style-type: none"> <li>If you paid your fare on board, did you feel comfortable in your interaction with the driver/ conductor when paying your fare? If not why not?</li> </ul>	
<b>Maintenance of the vehicle</b>	<ul style="list-style-type: none"> <li>What is your overall impression of the vehicle?</li> </ul>	
	<ul style="list-style-type: none"> <li>Does everyone have their own seat?</li> </ul>	
	<ul style="list-style-type: none"> <li>Are there enough lights inside the vehicle?</li> </ul>	

<b>Driver/ conductor</b>	● Are there any parts of the vehicle that are poorly lit and where you cannot see who is sitting there?	
	● Is the driver/ conductor male or female?	
	● How do you feel about the driver/ conductor's behaviour?	
	● Do you feel safe with this particular driver/ conductor?	
	● Is there any way of attracting the driver/ conductor's attention if you should need them e.g. alarm bell	
	● If you felt that you were being harassed by another passenger do you think that the driver/ conductor would help you?	
<b>Other Passengers</b>	● Approximately how many other passengers are on board?	
	● Are they mainly male or female?	
	● Are there any particular passengers (either individuals or groups) that make you feel safe?	
	● Are there any particular passengers (either individuals or groups) that make you feel unsafe?	
	● If you felt that you were being harassed do you think any of these passengers would help you? If so who?	
<b>General impressions during journey</b>	● Overall, do you feel safe/ unsafe during the journey? Why?	
	● Are there any particular parts of the journey where you feel less safe? Why?	
<b>Getting off the vehicle</b>	● Did getting off the vehicle make you feel safe/ unsafe? Why?	
	● Did the bus driver stop where you wanted him/ her to?	
	● Is the bus stop clearly marked?	
	● Do you feel safe/ unsafe in the area where the bus stopped?	
<b>Getting Home/ Finishing the Journey</b>	● How do you make your way to your final destination?	
	● How safe did you feeling during that journey? Why	
<b>Other safety concerns</b> (Please provide details)		

## Tool 14: Safety Journey Map

Women carrying out the safety journey can use stickers to show: i) Areas they think are very unsafe (RED); ii) Areas that they think are quite unsafe (ORANGE); iii) Areas where they feel safe (GREEN)



## Tool 15: Photos and Videos

Photos and videos can be used by local women experts to record issues visually as part of the Safety Walks. They are particularly useful for recording changes over time. It is a creative method that allows easy access and is particularly empowering for the less literate. Photos and videos also provide powerful tools for conveying experiences and influencing allies and duty bearers. They may be as effective as an advocacy tool (if not more) than reports.

## Tool 16 Diaries

Diaries are another way of recording experiences and changes over time. Incident diaries can be used to record individual or group experiences of violence over a period of time, for example incidences of harassment, abuse, physical violence, health and safety issues.

Diaries do not need to be kept on a daily basis, but rather an incident by incident basis. They may be kept by a number of people to collect information from a number of neighbourhoods or workplaces or universities or bus routes.

Although contents of the diaries will be analysed and may be provided to Duty Bearers, it is important to keep confidentiality and that individual diaries and the people who complete them should not be identifiable.

(Adapted from Social Development Direct, 2005, 'Neighbourhood Wardens Community Based Evaluation Toolkit')

## Tool 17: Street Survey

### Street Survey

If this survey is used with a large number of respondents, ActionAid/ partners will need to establish a means by which to conduct an analysis of the quantitative findings. This may involve using a quantitative data analyst and specific software for this purpose.

### Action

Use this survey to interview women ahead or after a safety walk. The survey can also be adapted for different locations: a university, a workplace, a market place. Review the questions and reword or delete as appropriate.

### Purpose:

To gather statistical data on women's experiences of sexual violence and harassment. The survey can be repeated periodically to track trends.

### Interviewer:

"I am conducting a survey about women's safety in public spaces. By safety, I mean safe from being harassed, assaulted or attacked because you are a woman. Do you feel you can answer questions on women's safety in this area? It should take less than 10 minutes.

If respondent does not feel able to answer, thank her and end interview.

If in any doubt whether respondent is old enough, say "Can you please confirm that you are over 16?" If not 16, thank her and explain that survey is for over 16s only. End interview.

*For the questions below, interviewers should ring the appropriate response.*

<b>1. Date of Interview</b>			<b>Location of interview</b>		
<b>2. How old are you?</b>					
16–19	20–24	25–29	30–39	40–49	50+
<b>3. What is your level of education?</b>					
Did not attend/complete primary school			1		
Completed primary school			2		
Completed secondary school			3		
Completed/going through college/university			4		
<b>4. What is your occupation?</b>					
(Provide details)					
<b>5. How long have you lived in this area?</b>					
Longer than 5 years			1		
1–5 years			2		
Less than 1 year			3		
Just visiting the city			4		
<b>Interviewer:</b> "The next few questions relate only to the area around here which is marked on the map". [Show map and point out boundaries].					
<b>6. Why are you in this area [Tick all that apply]?</b>					
Live here			1		
Work here			2		

Study here	3
Travelling to/from your destination	4
Shopping	5
Leisure or social	6
Other	7
<b>7. How often have you been to this area in the last one year?</b>	
Just once or rarely	1
Occasionally	2
Frequently/Daily	3
<b>8. What personal safety risks concern you most when you are in this area? [Tick all that apply]</b>	
None, I have no concerns	1
Sexual harassment, hassling, teasing, stalking, touching, 'flashing', staring	2
Sexual assault or rape	3
Robbery or having money or possessions stolen	4
Murder	5
Other (specify)	6
<b>9. In this area which factors contribute to your feeling unsafe? [Tick the three most important].</b>	
Poor lighting	1
Lack of/poor signage or information	2
Poor maintenance of open public spaces	3
Crowded public transport/bus stops/stations	4
Lack of clean and safe public washrooms and/ or latrines	5
Lack of people in the area	6
Lack of effective/visible surveillance e.g. by police, community leaders	7
Presence of intimidating groups	8
Lack of respect for women from men	9
Other	10
<b>Interviewer:</b> "If it is okay with you, I would now like to ask about your personal experiences of sexual assault or sexual harassment in this area." [If respondent does not agree, go to question 15].	



<b>10. Do any of these factors affect your personal safety in this area? [Tick all that apply].</b>	
Being a woman	1
Being of a certain religion	2
Being of a certain race	3
Being from another region	4
Being from another country	5
Sexual orientation	6
Other (specify)	7
<b>11. What kinds of sexual harassment/assault have you faced in public places in this area in the past year? [Tick all that apply]. [If option 8 is chosen, go to question 15].</b>	
Verbal (comments, whistling, etc.)	1
Physical (touching, feeling up, etc.)	2
Visual (staring, leering)	3
Flashing	4
Stalking	5
Violent physical attack	6
Other (specify)	7
None	8
<b>12. How often have you experienced such incidents in this area in the past year?</b>	
Never	1
Just once	2
2 to 5 times	3
More than 5 times	4
<b>13. At what time of day did this/these incidents occur?</b>	
Daytime	1
After dark	2
Both	3
<b>14. In which specific public spaces have you faced sexual harassment/assault in the past year? [Tick all that apply].</b>	
Roadside	1
Using public transport	2
Waiting for public transport	3
Market place	4
Social/ community space e.g. park	5

Public washrooms	6
Other (specify)	7
<b>15. On the occasions in the past year when you were sexually harassed/ assaulted, what did you do? [Tick all that apply].</b>	
Nothing	1
Confronted the perpetrator	2
Reported it to the police	3
Asked bystanders for help	4
Reported it to a helpline/to another service	5
Told/ asked for help from family	6
Told/ asked for help from a friend	7
Other (specify)	8
<b>Interviewer:</b> [If "3" in question 11 is not chosen, go to question 14].	
<b>16. What was the nature of the most recent incident you reported to the police?</b>	
Verbal (comments, whistling etc)	1
Physical (touching, feeling up etc.)	2
Visual (staring, leering)	3
Flashing	4
Stalking	5
Violent physical attack	6
Other(specify)	7
None	8
<b>17. When you reported this incident to the police, what was their response? [Tick all that apply].</b>	
They blamed me for the incident	1
They minimized it/trivialized it	2
They did not do anything	3
They recorded the incident	4
They investigated the incident	5
They caught the offender	6
<b>18. In the past year, why have you not reported some/all incidents to the police? [Tick all that apply].</b>	
Not serious enough to report	1
Afraid to approach the police	2
The police would not do anything anyway	3
They would blame me	4

The process is too tedious	5
Other (specify)	6
Not applicable – I reported all incidents.	7
<b>19. When in this area, do you do any of the following to avoid sexual harassment/assault? [Tick all that apply].</b>	
Avoid certain public spaces entirely	1
Avoid going out alone at all times	2
Avoid using public transport	3
Avoid going out alone after dark	4
Avoid going to crowded places	5
Avoid going to isolated spaces	6
Avoid wearing certain clothes	7
Carry items to protect myself	8
No, I don't do anything	9
Other (specify)	10
<b>Interviewer:</b> “That is the end of the interview. Thank you very much for your time. If you would like more information...”	

(Adapted from WICI, 2010)

# Workshops

## 1. Safety Audit Design and Capacity Building Workshop

### Purpose

The aim of this workshop is to help the Safety Audit Task Group design their Safety Audit. The workshop covers:

- the practical aspects of doing the audit
- provides some ideas for developing indicators to track and measure change
- selection of tools to be used.

The workshop doubles as a training session to show the group that their involvement in the safety audit – partners and local women experts – that their involvement in the safety audit is within their abilities. It enables the group to make key decisions on how they will operate, who will do what, what issues they will focus on and how they will measure changes over time.

You will need someone to facilitate this session who is able to keep the group focused on the task, but who will also be able to put forward their ideas and views. The facilitator is most likely to be the ActionAid Focal Point. This may sound like a difficult role but you just need someone who does not try to control the direction of the group, but who will guide and encourage them to take ownership of the process, develop the group's ideas and help make their own choices. Ownership is very important because members of the group are committing themselves to specific tasks. Their continued involvement is more likely if they have some ownership of what they are doing and how they are doing it.

Flexibility is key. You will need to take into account and adapt to the interests of the group, particularly the local women experts, who will be making a significant commitment of time. Make sure that you continually take reality checks: How much time can the members of the group give to the safety audit? What constraints will they face (e.g. work commitments, child care commitments, safety concerns)? How can these constraints be overcome? It is important to ensure that local women experts are able to exert choice and feel comfortable to express any concerns or fears they have about participating in the safety audit.

### Step by Step Design and Capacity Building

Step 1: Brainstorming on safety and security issues for women and girls

Step 2: Designing the safety audit

- (i) Who do we need to talk to?
- (ii) What methods are we going to use?
- (iii) When are we going to do it?
- (iv) How are we going to analyse and write up our information?
- (v) Who is going to do what?

Step 3: Trying out the Tools (this may be done on a separate day)

## **Step 1: Brainstorming on safety and security issues for women and girls**

Before starting to design the safety audit, it is important to spend time, as a group brainstorming on the safety and security issues as perceived by the local women experts in the group (unless they have been involved in the RSA). This will help validate and develop the issues identified during the RSA as well as start the process of intense engagement with local women experts.

### **Recommended tools:**

#### a) Ranking Safety and Security Issues (Tool 4).

Using the ranking tool will help the group clarify the issues that they want to explore in more detail through the safety audit. It will also begin to prioritise the issues in terms of their importance to women themselves. The Task Group's ranking can later be tested in the safety audit against the perceptions of others. This initial ranking can also be used for tracking change over time by repeating the exercise with the same group in the future.

#### b) Behaviour Change (Tool 5) (Optional if time allows)

Using the behaviour change tool will help the group start developing knowledge of how the security issues affect their feelings and behaviours. This knowledge should also help the Task Group to identify the issues that they want to explore with stakeholders during the safety audit. Comparisons can be made with other groups of women and over time.

## **Step 2: Designing the safety audit**

The RSA stakeholder analysis will have identified agencies/individuals who have an interest and/or influence over safety and security issues for women and girls. If the RSA information has not yet been shared with all members of the Task Group then this is the opportunity to do so. The group then needs to work out who it needs to talk to, what methods it is going to use to 'interview' them and who is going to carry out the investigations.

### *(i) Who do we need to talk to?*

The RSA identifies four categories of stakeholders: Women and girls vulnerable to violence, perpetrators, duty bearers and allies who will need to be 'interviewed' as part of the safety audit. The list of stakeholders should be presented to the group and the following questions explored: Is anyone/any organisation missing? Who are the most important organisations to talk to and why?

In terms of women rights holders - how is the safety audit going to collect the views of different groups of women e.g. women living in different neighbourhoods, different ages, different marital status, working in different types of factories?

### **Recommended tools:**

#### a) Identifying Different Interest groups (Tool 3)

Using the Identifying Different Interest Groups tool will help the Task Group to identify the different categories of women and girls that they need to talk to and involve in the safety audit. It is also designed to help think through how they will reach each group and involve them. The aim of this exercise is to think about women's voices and identify groups of women who have least voice in the wider community of women and to make sure they have the opportunity to be heard in the safety audit.

#### b) Trust Mapping (Tool 6) (Optional)

This tool may help the Task Group to identify institutions, groups and individuals who have a role to play in women's safety and security and to establish how far these institutions are currently trusted and 'linked' to women. This will help to identify additional stakeholders not yet identified, understand women's knowledge and experiences of these institutions and groups, and to help develop ideas on how to involve them in the safety audit. Again Trust Mapping can be repeated over time to track changes in women's experiences.

### *(ii) What methods are we going to use?*

The exercises above will have helped to identify who the Task group wants to involve in the safety audit

and why. The main methods that will be used in the safety audit are :

- a) Key Informant Interviews
- b) Focus Group Discussions (FGD)
- c) Safety walk
- d) Participatory tools – to facilitate discussion and to engage participants in an empowering way

These methods are described in the Sections 2-4 that follow and associated tools in Section B. Develop a sampling framework based on the table that follows.

### Sampling Framework

Stakeholder	Methods and Tools	Sample size
Vulnerable Women and Girls	<ul style="list-style-type: none"> <li>● Focus Group Discussions (using participatory tools)</li> <li>● Key informant interviews (depth through individual)</li> <li>● Safety walk</li> <li>● Surveys</li> </ul>	Consider: <ul style="list-style-type: none"> <li>● Covering a range of women</li> <li>● Conducting at least one FGD with each sub group</li> <li>● Including a max of 10–12 women</li> <li>● A small number of one to one interviews to support FGDs</li> <li>● A series of safety walks to cover the issue in a selection of locations</li> </ul>
Perpetrators	<ul style="list-style-type: none"> <li>● Focus Group Discussions (Use Tool x to identify entry points)</li> </ul>	Consider: <ul style="list-style-type: none"> <li>● Covering a small number of FGDs</li> <li>● Including a max of 10–12 men/ young men</li> </ul>
Duty Bearers	<ul style="list-style-type: none"> <li>● Key informant interviews</li> <li>● Safety walk</li> </ul>	Consider: <ul style="list-style-type: none"> <li>● Covering as many stakeholders as possible with resources</li> <li>● Prioritise stakeholders</li> <li>● Convening a group discussion if time and resources prevent 100% coverage</li> <li>● At least one interview per organisation. Select best informant</li> </ul>
Allies	<ul style="list-style-type: none"> <li>● Key informant interviews</li> <li>● Safety walk</li> </ul>	Consider: <ul style="list-style-type: none"> <li>● 100% coverage if possible</li> <li>● Otherwise prioritise</li> <li>● Group discussion as an alternative</li> </ul>

(iii) *When are we going to do it?*

The critical questions to consider with the group are:

- How long do you have? Make sure you leave enough time for organising interviews and group discussions and planning of the safety walk. Make sure you leave enough time for analysis and report writing.

- Are there any public holidays that need to be taken into account?
- What times of day or the week will be most convenient for the task Group and participants?

*(iv) How are we going to analyse and write up our information?*

Guidance on analysis and reporting is given in Section 7. It is important to plan the analysis and reporting at this stage so that it can be planned for. Avoid collecting too much data and then not being able to analyse it or write it up because of time or human resource constraints. Thinking about the report as an evidence and advocacy tool will also help the Task group keep focused on the task

*(v) Who is going to do what?*

Once the sampling framework has been developed, the final stage is to allocate responsibility for tasks:

- Co-ordination
- Division of FGDs and interviews
- Leadership of the design and implementation of the safety walk
- Recording Analysis of data
- Report writing.

### **Step 3: Trying Out the Tools**

During the workshop, the Task group will have had the opportunity to try out some of the tools that can also be repeated with FGDs. The toolkit includes other participatory tools that we recommend be used in FGDs with women rights holders. During the workshop (or on a separate day) we recommend testing of the additional tools. From this experience the task group can decide which tools they will use in their FGDs. The testing of tools will also help them adapt the tools for the specific context. The full set of participatory tools that have been assembled for the safety audit are given in Section B.

## **1. Key Questions to Consider**

<b>Issue</b>	<b>Questions</b>
<b>Selection of Local Women Experts</b>	<ul style="list-style-type: none"> <li>● How will women participate in the safety audit?</li> <li>● How will the Task Group ensure that different types of women are included?</li> <li>● Whose voices are likely to be captured/ missed? How do we ensure that the most vulnerable and marginalised women's voices are heard?</li> </ul>
<b>Selection of Key Issues</b>	<ul style="list-style-type: none"> <li>● How does the Task Group feel about the issues identified in the RSA? Are there any issues that have been missed?</li> <li>● Are these the key security issues that x group of women (e.g.vendors/university students/ poor women) think are the key ones?</li> <li>● How do these issues affect their feelings and experience of security and insecurity?</li> </ul>
<b>Key Informant Interviews</b>	<ul style="list-style-type: none"> <li>● Which organisations/individuals should be interviewed? This can be based on the list of suggested interviewees provided in Annex A which is based on the RSA.</li> </ul>
<b>Focus Group Discussions</b>	<ul style="list-style-type: none"> <li>● Who should participate in the Focus Group Discussions? What issues are best explored through FGDs?</li> <li>● How many FGDs are needed to gather a cross section of views?</li> <li>● What participatory tools will be used to facilitate discussion (See Part B for a range of tools available)</li> </ul>
<b>Safety Walk</b>	<ul style="list-style-type: none"> <li>● When, where and how will the safety walk take place?</li> <li>● Who will be involved?</li> <li>● What are the main difficulties that the Task Group envisage in carrying out the Safety Audit, particularly the safety walk?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do they think these difficulties can be overcome?</li> <li>• What are the safest and most convenient times of day/ ways for the Safety Audit to be undertaken?</li> <li>• How will locations for the safety audit walk be selected? It would be good to include places that differ from each other and are representative of the different locations that women visit.</li> </ul>
<b>Do no harm</b>	<ul style="list-style-type: none"> <li>• What are the ethical/ safety issues to consider?</li> <li>• The safety audit should not in any way increase the levels of harassment that women are facing. How will ActionAid country offices and partners ensure that this does not happen?</li> </ul>
<b>Additional Information</b>	<ul style="list-style-type: none"> <li>• What additional data/statistics would be useful to help build up a full picture, for example, police statistics, hospital reports, victim and witness support service interviews?</li> <li>• Who is going to collect and analyse this data?</li> </ul>
<b>Measuring Change</b>	<ul style="list-style-type: none"> <li>• What indicators should be used to measure and evaluate change?</li> <li>• What changes does the group want to see?</li> <li>• How might this change be measured over time?</li> </ul>



## 2: Audit Materials Checklist

ActionAid and partner organisations can use the following checklist to make sure that they have collected together all relevant evidence gathered during the audit.

Material	Tick if available
<b>Completed RSA key issues template</b>	
(Name of additional template/s if more than one completed)	
Completed RSA key stakeholders template	
(Name of additional template/s if more than one completed)	
<b>Workshop 1 Materials</b>	
Ranking of key issues	
Behaviour change exercise	
Trust mapping	
<b>Write up of each Key Informant Interviews</b>	
1. (Name of informant)	
2. (Name of informant)	
3. (Name of informant)	
<b>Write up of each Focus Group Discussion</b>	
1. (Name of FGD)	
2. (Name of FGD)	
3. (Name of FGD)	
<b>Safety Walk/ Journey Maps</b>	
1. (Name of Safety Walk/ Journey)	
2. (Name of Safety Walk/ Journey)	
3. (Name of Safety Walk/ Journey)	
<b>Safety Walk/ Journey Checklist</b>	
1. (Name of Safety Walk/ Journey)	
2. (Name of Safety Walk/ Journey)	
3. (Name of Safety Walk/ Journey)	
Safety Walk/ Journey Photos	
1. (Name of Safety Walk/ Journey)	
2. (Name of Safety Walk/ Journey)	
3. (Name of Safety Walk/ Journey)	
<b>Safety Survey</b>	
1. (Name of survey location)	
2. (Name of survey location)	
3. (Name of survey location)	
<b>Other Materials</b>	
1. Type of material	
2. Type of material	
3. Type of material	

## 2: Key Questions to Consider

### *(vi) Discussion of audit process*

- How do participants think it went?
- What did they learn from the safety audit?
- Which parts of the audit were most useful/ interesting?
- Which parts of the audit were most challenging/ difficult?
- Which tools were most helpful/ least helpful?

### *(vii) Discussion on evidence*

- What evidence has been collected during the audit (see Workshop 2 checklist Tool X)?
- Does the evidence say the same thing? E.g. Do findings from the interviews and focus groups say the same things? Are findings from different focus groups the same? Are there any gaps in evidence? Were any important stakeholders missed?
- Where are consistencies/ inconsistencies in the evidence? What were the reasons?

### *(viii) Key issues brainstorm*

- What are the key safety concerns identified in the audit? (Think about what came out of the interviews, focus group discussions and safety walk)
- Do different groups of women have different safety concerns? (Think about younger/ older women, women from particular regions, poorer women, disabled women, lesbians etc)
- How do these issues differ from those identified in the RSA? What more do we know?
- What have you learned about the key issues from i) Different groups of women; ii) Perpetrators; iii) Duty bearers and iv) Allies?

### *(ix) Key stakeholders brainstorm*

- Who are the key perpetrators identified during the audit?
- Who are they key duty bearers identified during the audit?
- Who are they key allies identified during the audit?

Specific questions on perpetrators:

- What are the main types of sexual violence and harassment being perpetrated?
- Do perpetrators see anything wrong in their behaviour?
- Why do they behave in this manner?
- What would prevent them from behaving this way?

Specific questions on duty bearers and allies:

- What is their mandate in relation to preventing sexual violence and harassment?
- What strategies and policies are in place defining their mandate?
- (Regardless of their mandate) What do they see as their personal responsibility in relation to ensuring the safety of women and girls and preventing sexual violence and harassment?
- What actions are they able to carry out in terms of ensuring the safety of women and girls and preventing sexual violence and harassment?
- Are there specific reporting mechanisms which they use to implement their responsibilities?

- Are there any barriers stopping them carrying out their responsibilities in terms of ensuring the safety of women and girls and preventing sexual violence and harassment?
- Did they have any data which can be included in the report as further evidence?

*(x) Discussion on moving forward*

- Prioritise the key safety issues in terms of importance to women
- What changes would the group like to see occurring in order to improve women's safety?
- What actions need to be taken to address these key concerns?
- Who do ActionAid and partner organisations need to work with in order to address these key concerns?
- Who do ActionAid and partner organisations need to lobby to address these key concerns and improve women's safety?
- Quick Wins: Which changes will take a short time to achieve?
- Longer term actions: Which changes will take a long time to achieve?

# Annexe

## A. Additional Resources

TOOL	
<b>AUSTRALIA</b>	
Lawlink, Safe Women Project, <i>Plan it safe kit</i>	Provides an overview of a range of options and strategies to promote safer public places for women, including creating a local safety committee and working with urban planners on safe urban design. Raising awareness about and lobbying for women's safety is also discussed. Australian case studies are included.
<b>CANADA</b>	
Cowichan Valley, Safety Audit Guide	Useful guide with checklists and steps for conducting safety walks
Cowichan Women Against Violent Society, 1998, Planning for Safer Communities Guide	Resource for planners, advisory bodies, decision-makers and the public to incorporate personal and public safety into community planning processes and policies
Cowichan Valley Safer Futures Programme, Women and Community Safety: a resource book on planning for safer communities	This resource book is for use by women's groups, local governments, community organizers, and anyone who wants to take action to improve the quality and safety of the places and spaces in which they live, work and play.  It is intended to be a detailed "how-to" resource that will complement other, more general resources in the field
Winnepeg Committee for Safety, 2001, Safety Tool Box	
Wise Ottawa, Women's Community Safety Audit Guide	You have decided to do a safety audit because you do not feel safe in a particular area and you want to do something about it. The idea, then, is to gather the information that will help you articulate your concerns and lobby for changes. Safety audits focus specifically on preventing sexual harassment and all forms of assault by increasing women's safety in public and semi public places
WISE, 2005, Women's Safety Audit Guide: Safety for Women, Safety for Everyone, Let's Act on It! Women's Initiatives for Safer Environments (WISE)	Provides information on what a safety audit is, preparing for and doing the audit as well as follow up. Audit checklists are provided in the Appendices.

<p>Women's Commission of the City of Quebec, La marche exploratoire...</p> <p>Une façon simple d'améliorer la sécurité dans votre milieu (The Safety Audit... A Simple Way to Increase Security in your Area)</p>	<p>Available in French.</p>
<b>KENYA</b>	
<p>Making Cities Safer from Crime Local CrimePrevention Toolkit, 2007</p>	<p>The Toolkit is a practical guideline for local crime prevention, It proposes a process, with a series of steps, to implement a local crime prevention initiative in a city using partnership as a basis for all efforts. It contains tools to help with the process. It is designed for use by local and community crime prevention teams and local government officials. It can also be of use to anyone involved in crime prevention, from police officers to councillors to local champions. Focus on Kenya.</p>
<b>INDIA</b>	
<p>A Handbook on Women's Safety Audits in Low- income Urban Neighbourhoods: A Focus on Essential Services, Jagori 2010</p>	<p>In this Handbook we demonstrate how the issue of women's safety and security while accessing essential services in low-income neighbourhoods can be addressed by using Women's Safety Audits (WSA).</p>
<p><b>National Workshop on safer cities for women Jagori 2011</b></p>	<p>Jagori through this three day worksho wishes to share the tools developed and tested with select women's movement partners in the country with the hope to catalyze new initiatives and strengthen existing ones.</p>
<b>LATIN AMERICA</b>	
<p>Redmujer, Safety audit neighbourhood checklist</p>	<p>checklist</p>
<p>Rodigou, M., with the collaboration of M. Nazar, 2008, Walking our Neighbourhoods, Building Cities Free from Violence: Training material for neighbours to conduct participatory baseline assessments of their neighbourhoods so as to improve their habitability and social ties CISCSA - Centro de Intercambio y Servicios Cono Sur – Argentina.</p>	<p>Guide available in English and Spanish; Safety Audit Checklist available in English and Spanish; Video available in English, Spanish and French.</p>
<p><b>The Public Transport Gender Audit (2002)</b></p>	<p>This checklist tool allows public employees, researchers, government officials, and women's organizations to assess how their public transportation performs in relation to women's needs. A series of 135 questions cover a range of topics from personnel policies to women's participation in planning services The checklist is based on experience in the United Kingdom, but could be adapted to other contexts. Available in English. Link not working</p> <p><a href="http://www.uel.ac.uk/wo_nandtransport/pdf_files/chapter6.pdf">http://www.uel.ac.uk/wo_nandtransport/pdf_files/chapter6.pdf</a></p>

<b>MULTIPLE COUNTRIES</b>	
WIEGO, 2006, Handling the day-to-day problems of informal workers	This tool provides information on the kinds of problems informal workers face, including problems relating to gender and safety. Then recommendations are provided on how to work with informal workers in a five-step process: 1. Hear the Story 2. Analyse the Situation 3. Problem More Deeply 4. Find Out More 5. Decide What to Do. Real-life examples are provided for illustration.
Women in Cities International, 2010, Learning from Women to Create Gender Inclusive Cities: Baseline Findings from the Gender Inclusive Cities Programme	The goal of the programme <i>Gender Inclusive Cities: Increasing Women's Safety by Identifying and Disseminating Effective and Promising Approaches that Promote Women's Equal Access to Public Spaces</i> (GICP) is to enhance women's inclusion and "right to the city". The baseline document includes tools used. Country case studies provided from Argentina, India, Russia, Tanzania
<b>UN</b>	
UN Habitat, 2004, Local toLocal Dialogue: A Grassroots Women's Perspective on Good Governance	The guide also looks at the numerous ways in which women are trying to transform the institutions around them. The strategies women use to influence institutions are not a theoretical list of strategies. The first segment of this book is a guide to framing governance in a grassroots women's perspective. The second segment of this document is the six case studies that chronicle the experiences and efforts of each of the women's groups to identify priorities and negotiate with local authorities and in some cases other government authorities. The case studies attempt to highlight strategies and accomplishments of groups, keeping in mind however that for the women's groups and communities involved, the dialogues are intended as a tool for ongoing engagement that has only just begun.
UN Habitat, WICI, DIS, 2008, The Global Assessment on Women's Safety	The overall objective of this strategy is to guide UN-HABITAT work on urban safety building on external needs/demands and on added value, and to provide directions for partnership building and advocacy activities, as well as for capacity building. The document includes a list of tools from the Central African Republic, Burundi, Chile amongst others.
WICI, UN Habitat, SIDA 2008, Women's Safety Audits: What Works and Where?	Women's Safety Audits: What Works and Where? is an international comparative assessment that provides relevant information for the implementation of future safety audits, and aims to fill a current void. Results are also intended to influence the development of a set of guidelines for local authorities to refer to when considering the use of the women's safety audit tool. This

	report examines best practices, local adaptations, positive and negative outcomes and suggestions for future use of the women's safety audit tool based on a review of the literature as well as surveys and interviews with organizations around the world that have used the tool.
UN Habitat, 2007, Women's Safety Audits for a Safer Urban Design: Results of the pilot audit carried out in Centrum, Warsaw	Results of the pilot audit carried out in Centrum, Warsaw
<b>NOT AVAILABLE ONLINE – AVAILABLE FOR PURCHASE</b>	
<b>Landry, C. The creative city. A toolkit for urban innovators. London: Earthscan, 2000</b>	Over half the world's population live in cities and this proportion is set to grow rapidly. This text offers a toolkit of methods by which our cities can be revived and revitalised.  This is a book, not available online
<b><i>Making Safer Places: A Resource Book for Neighbourhood Safety Audits.</i> London: Women's Design Service. Cavanaugh, S. (1998).</b>	Available for purchase in English.
<b>The handbook of community safety, gender and violence prevention: practical planning tools</b>	Book, to buy <a href="http://www.amazon.co.uk/Handbook-Community-Safety-Violence-Prevention/dp/184407501X">http://www.amazon.co.uk/Handbook-Community-Safety-Violence-Prevention/dp/184407501X</a>
<b>METRAC's Safety Audit Kit, Metropolitan Action Committee on Violence Against Women and Children (METRAC, no date).</b>	Available for purchase in English, French, Spanish, Chinese, Punjabi and Tamil from METRAC.
Making Safer Places: A Resource Book for Neighbourhood Safety Audits, Cavanaugh, S.	(Women's Design Service, 1998). Available for purchase in English.





ActionAid is a global movement of people working together to further human rights for all and defeat poverty.

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