## Participatory Safety Mapping Exercise

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| Purpose | To learn from different groups of girls and women about:Their key safety concerns in the community;Locations where they feel safe and unsafe, and threats that contribute to this; andStrategies for improving their safety and protection. |
| Sources of information | Girls and women of different ages |
| Additional information | This exercise can be done in settings where it is not possible or appropriate to conduct a safety walk (see Tool 9).It is ideally done with groups of girls and women of similar ages, where they can be divided into smaller groups of 4-5 people each. |
| Parts | Part A: Steps in Safety Mapping Exercise outlines a suggested process for conducting a participatory mapping exercise. **Part B: Safety Issues and Solutions Log** provides a template for recording the safety problems identified and recommended solutions and strategies for addressing them. |

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| **Part A: Steps in Safety Mapping Exercise** |
| **Step 1 Small group mapping – 30 minutes**  1.1 Divide participants into three or four groups of four to five people each.   * 1. Give each group four flipchart pages taped together and markers, coloured stickers or post-it notes.   2. Ask each group to draw a geographical map of their camp or community, and – using different colours, stickers or post-it notes – mark the places on the map where: * Girls and women feel safe; * Girls and women feel unsafe; and * Different types of GBV happen to different groups. |
| **Step 2 Present findings**   * 1. Ask each group to present their map to the large group. Allow five minutes per group.   2. As groups present their findings, write a consolidated list of all forms of GBV, where they occur and who is perpetrating them on a flipchart, as well as the places where women feel safe.   3. Post the maps on the wall. |
| **Step 3 Discuss findings**   * 1. Facilitate a discussion about the mapping. The following questions may be used or adapted: * *Is anyone surprised by anything on the maps?* * *Is there anything missing?* * *Where are men safe/unsafe?* * *Where are women safe/unsafe?* * *Where are children safe/unsafe?* * *What have we learned about the different places that men and women experience violence?* * *Focusing on girls and women, who is using violence against them?* (Go through forms of violence on the list complied in step 2.) * *Which types of violence are the most common and of most concern to women? How is this different among different groups of women?* * *How could we break the silence around forms of violence that we have identified today, which we don’t see because they are hidden?* |
| **Step 4. Identify solutions**   * 1. Go item by item through the forms of GBV and unsafe places identified in Step 2 and ask the large group to brainstorm solutions for making girls and women safer. Encourage participants to consider actions that different duty bearers can take (such as the community, local and international NGOs, government, etc.).   4.2 Document the issues and proposed solutions, and use the information to inform:   * Community safety planning; * Advocacy with duty bearers and other actors/sectors; and * UNICEF and partner programming. |

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| **Part B: Safety Issues and Solutions Log** | |
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| **Safety issue/risk identified** | **Solutions for reducing the risk/improving safety** |
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