# WOMEN AND GIRLS SAFE SPACES:

A TOOLKIT FOR ADVANCING WOMEN'S AND GIRLS' EMPOWERMENT IN HUMANITARIAN SETTINGS

International Medical Corps

INTERNATIONAL RESCUE COMMITTEE

# TOOL 5: SAFETY MAPPING

In some contexts, the location of WGSS is pre-identified and decided by local authorities or camp management.

Nonetheless, it is still crucial to engage women and girls in a safety mapping exercise, as well as community members in a community mapping exercise using Tool 7: WGSS Community Mapping to know if the location proposed by local authorities is safe and acceptable to open a WGSS. If the location is not safe, you can use the information received from women and girls to advocate for a different location.

This tool includes the exercise (tool 5) and the template. The template is available in Database B: WGSS Mapping Assessment, third sheet.

## WHY USE THE WGSS SAFETY MAPPING TOOL?

A safety mapping is an excellent tool for collecting qualitative data through a strong visual representation. This assessment tool serves to determine when and where women and girls feel the safest in each location. As an output, you will have concrete information of women's and girls' perceptions of times of day and places considered safe, and areas that present high risks to them (e.g. public or remote areas where sexual assault or harassment are likely to take place). The mapping can also help to better assess women's and girls' knowledge of services available to them (e.g. number of services and location of medical care) and challenges they may face in accessing services (e.g. privacy, distance, safety). Through this mapping exercise, you may identify the most suitable location within a community to start up a WGSS.

In a camp setting, if the site was pre-identified (e.g. by camp management, site planning or community leaders) the activity can provide information on the actual safety and security of the selected location. If the planned location of the WGSS is identified as unsafe by women and girls, the program team needs to reconsider options since maintaining the planned location may jeopardize the safety of women and girls and the viability of the program.

## WHEN TO USE THE WGSS SAFETY MAPPING TOOL?

Safety mappings should at a minimum be implemented in the assessment phase to establish the WGSS. However, the activity can be replicated all throughout the program cycle to identify and analyze changes in women's and adolescent girls' sense of safety and security near the WGSS, as well as monitor for potential access barriers to the WGSS. In case of shortage of time and access, the mapping tool can be combined with Part B (guiding questions 2-3).

# HOW TO USE THE WGSS SAFETY MAPPING TOOL?

## Step 1: Establish participants' groups

Keeping in mind age and diversity factors detailed in <u>Tool 4: WGSS Focus Group Discussion Guide with women and girls</u> consider conducting different safety mappings with women or adolescent girls from similar identity groups.

## Step 2: Use the Safety Mapping tool

Use the template provided below. Remember that not all questions need to be asked, rather select the questions most relevant to your assessment. The decision of what questions will be asked should be taken either by the manager or it should be a WGSS team decision.

## Step 3: Analyze the findings of the Safety Mapping

It is recommended to deliver the safety mapping activity and WGSS FGD Guide with Women and Girls <u>Tool 4: WGSS Focus Group  Discussion Guide with women and girls</u> in parallel or within a short period of time of each other, to ensure that information gathered through both tools can be combined and analyzed as complementary.

For further analysis, the findings from the <u>Tool 2: WGSS Service Mapping Questionnaire</u> and the WGSS Safety Mapping can be analyzed jointly to see whether certain services which might not have been mentioned by women and girls are in places they consider safe or not. Such an analysis might influence referrals and collaborations the WGSS can readily make, and those that might require further consideration.  Moreover, the findings of the WGSS safety mapping,  can be compared to the findings of the <u>Tool 7: WGSS Community Mapping</u> to further examine and triangulate similarities and discrepancies in perceptions between women, girls, men and community members overall. The information collected should be entered into <u>Database A: WGSS Qualitative Assessment</u> to ease the analysis of information and inform programming decisions.

# 🔧 TOOL'S TEMPLATE

**Note to facilitator:**

## Step 1: Establish participant groups and introduce the activity purpose

Keeping in mind age and diversity factors the instructions of **Tool 4: WGSS Focus Group Discussion Guide with women and girls** consider conducting safety mappings with women or adolescent girls from similar identity groups.

At the start of the activity explain how this activity will inform the **selection of the WGSS' location**. Further divide participants into groups of 4–5 each. Give each group a sheet of flipchart paper and a marker.

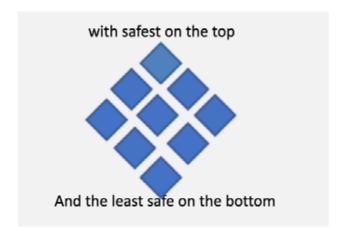## Step 2:  Give them 15 minutes to draw a map of their community

1.  Ask participants to start by drawing the outline of their community.

2.  Then to fill in the space with all the major landmarks (schools, churches, mosques, markets, clinics, bus stops, railroad tracks, roads, etc.). Alternatively, pictures of places in the community can be used.

3.  Finally, have them mark in a different color the places where women / adolescent girls like to go to meet each other. These can be common places where they spend time throughout the day or gather for social reasons (e.g. home, school, market, or community spaces).

## Step 3: Have each group identify 9 locations in their community

1.  Give each group nine note cards.

2.  Ask them to draw a symbol representing or write the name of ONE location in the community PER EACH note card. These can be services, public institutions and facilities, streets, parks, neighborhoods/ camp sections etc. The point at this stage is to give them total freedom on the locations they choose to identify.

## Step 4: Ask them to prioritize the 9 locations according to safety

Ask the groups to prioritize each place they identified in the community according to safety for women and adolescent girls like themselves. They should put the cards in a diamond shape as illustrated:

## Step 5: Plenary presentation and reflection

Have each group present their map by:

✓ Describing the locations in the community they mapped out, and those specifically marked as where women / adolescent girls like them go to meet each other or spend time.

✓ Listing the 9 locations they identified, ranked least safe to safest.

✓ Sharing their safety-ranking diamond.

Consider the following questions for discussion:

1. What places in the community do you as women / you as adolescent girls feel safe and acceptable to go to? Where do women and girls in the community feel unsafe and avoid going?

   • What about the location makes it safe and accessible for women and girls?

   • What about the location makes it harder for some women and girls to reach or may make them feel unsafe? (e.g. distance, structure, location)

   • What about the characteristics or responsibilities of certain women and girls that may make them feel unsafe or unlikely to meet in this location?

   • Do women / adolescent girls with disabilities also go to these places where their peers are going? What might be the enabling factors or barriers?

   • What actions could reduce those barriers?

2. Who within the family or community decides whether, when and where women / adolescent girls can go to certain places?

   • Do all or some women and girls need to be accompanied to these places? Which ones? By whom?

3. How do women / adolescent girls move around the community? Do they need to be accompanied to go to these places?

   • Do all women / adolescent girls move around the same way in the community? Why or why not?

   • Who decides when women and girls can move around in the community?

4. Are there restrictions on the time of the day a woman or adolescent girl may go to certain places?

   • If yes, is it all women and girls or some

   • If yes, who within the family decides whether, when, and where women and girls may go

5. If we were to establish a WGSS who should we engage in the community to ensure that women and girls like you can come to the space?

6. If groups had different safety rankings for the same places, ask them to further explain their positions.