***Guidance for safety mapping exercise***

The goal of safety mapping is to capture local knowledge and social perceptions about risk and safety on a map. The map should show places significant to the community, highlight those places important to them and specify where community members feel safe. Often the process of making the map—finding out about the local context and different views on what should go on the map—is just as important as the information the map contains. Safety maps are not drawn to scale and are not meant to be a complete overview of the camp.

***Instructions***

* Plan to have one facilitator and one note-taker for each group.
* Groups should be made up of participants who come from the same community. However, if the research context is such that participants have been recruited over a large geographic community, do the best to group participants who are familiar with the general “center” of the community and have them draw maps around that center.
* Organize separate groups of women and girls (4-6 individuals per group) – these should be the same groups of women and girls for the group discussions.
* Do the safety mapping exercise in the morning; take a break for lunch, and then conduct the group discussions in the afternoon.
* Step by step guide and prompt for each steps are highlighted below.

**Location (camp, country):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Facilitator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Note Taker:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Group composition** (i.e. Women, adolescent girls; also indicate whether refugees or IDPs and the number of participants in the group): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­\_\_\_\_\_\_\_

**Language used:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Translation used:** Yes / No

***Introduction***

*Introduce yourself & ask the group to introduce themselves.*

*Explain why you are there and provide instructions:*

*“I am here today because I’m interested in learning about your knowledge and perceptions about risk and safety in your community. Your responses are important for us to help us explore strategies on how we can improve addressing the concerns of groups that are underrepresented in the camp.*

*I will be taking some notes as I listen to my interpreter about what you say. Can we begin?”*

*I will provide a big sheet of paper and some markers. In a small group of 4-6 persons, please draw* ***what you think is the community that you currently live in****, all the* ***features that are in the community*** *that you can think of. The map should show places significant to you, highlight those places important to your daily activities, and show us where you feel safe. The map need not be drawn to scale and are not meant to be complete. Remember that there is no right or wrong way to draw or map out your community; what’s most important is for you to work together on this exercise.*

*After the map is drawn, I have a list of questions that I’d like to pose. All your answers will be treated confidentially and I will not identify who said what or use your names in any way so you can feel comfortable to talk freely. Please also keep what you share here confidential to only this group. I expect the discussion will take about 2 hours. There is no direct benefit from participating. This exercise is completely voluntary and you do not have to answer any questions you don’t want to answer. You may also leave the activity at any time for any reason. Lastly, if there’s any time where you wish to share personal stories with me that you may wish to share privately, I will be available at the end of the session to speak with you.*

*Does anyone have any questions on how this exercise works? Can we start?*

* **Step 1:** Pass out large pieces of paper and markers. Facilitators should allow the women or girls to work by themselves to draw their own communities for approximately 20-30 minutes. After each group has drawn an initial sketch of their community, photos of these maps should be taken, as will need to be the case with each stage. If groups are having a hard time getting started, the facilitator can step in, and help the group to identify what they consider to be the “center” of their community. They can then identify the “edges of their community”. The facilitator can then guide the activity, by suggestion that they spend their time drawing the parts of their community between the center and the boundary. If the geographic boundary seems too large to get the group to draw within 20-30 minutes, the facilitator should guide the group to draw a smaller boundary as “edges”. *Note takers must also be present so all discussions can be recorded, both in writing and with note taker observations*.
* **Step 2:** Have each group take their initial drawings of their communities and add a layer of details that might not have been drawn in the initial step (see below).

*“Great! Now, we’re going to think about where your community starts and ends. Are there streets, walls, trees, water, rocks, or other types of features which you see as being divisions between this area and other neighborhoods or communities? Draw these boundaries for each side of your map. Please remember that it’s okay if you don’t remember the ‘names’ of these boundaries, but if you do, it would be great to write them down.*

Facilitators can allow about 15 minutes for this. During this time, they should be observing each group to make sure that everyone has drawn maps with boundaries before moving to the next step. Also, for each step, photos of the map should be taken and questions asked to the group to allow for a further explanation.

* **Step 3:** Pass out red stickers for ‘homes and residential areas.’ Tell each group to put these stickers on their map to indicate where the homes and residential areas are in their community. Stickers do not need to show exact numbers of homes.

*“Can you tell me more about these homes? How would you describe them? How much of a day do women (or girls your age) stay inside these homes? What things do people do inside the home, compared to outside the home? How do women (or girls your age) feel about their homes?”*

*“Can you tell me more about the different ethnic or social groups within your larger community? How are they different or similar? How much do women (or girls your age) move outside of their homes, or move between these different areas?”*

* **Step 4:** Pass out blue stickers for places of work (or if girls, school or places of learning). Tell each group to put these stickers on their map to indicate where the work places (or schools) are in their community. This will include any type of work (or schools).

*“Can you show me where you put your stickers? What types of work spaces (or learning spaces) have you put on here? How do you get there? What is working there (or going to learn there) like? What type of work (or learning) do you do there? When was the last time you were there? How much time do you spend there? What might keep women from working (or other girls your age from going to school)?*

* **Step 5:** Pass out yellow stickers for places of worship and/or other religious buildings. Tell each group to put these stickers on their map to indicate where the churches are in their community.

*“Could you describe these places of worship and religious buildings for me? How often would you say that women and girls in this community go to these? How are women (or girls your age) influenced by these places of worship? What is the role of these places of worship and religious buildings in your community? What role do leaders at these places of worship and religious buildings have in the lives of women (or girls your age)?*

* **Step 6:** Pass out green stickers for ‘places where women and girls meet or socialize.’ Tell each group to put these stickers on their map to indicate the places where women and girls meet or socialize in their community.

*“Could you tell me about these places? What are the reasons why women and girls go to these places? What kinds of things do you do at these places? Can everyone go here (women, people with disabilities, both boys and girls)? How do women (and girls your age) learn that these are places to meet or socialize? Who else tends to be at these places where women (and girls your age) meet or socialize?”*

* **Step 7:** Pass out purple stickers for other types of places you would like to add to your map (shops you go to, markets, public halls or centers, drug shops, water/bore holes, places to collect firewood, health centers, hospitals, internet access points, food and non-food distribution points, food, etc). Tell each group to put these stickers on their map to indicate other important places on the map for women (and girls your age).

*“Could you tell me what you put down for this sticker? Are these popular places for women (and girls your age)? What are the reasons why women (and girls your age) would visit them? Can anyone go to these places (women, men, persons with disabilities, boys, girls)? Where do community leaders usually meet to gather to make decisions for the camp?*

* **Step 8:** For this final step, facilitators will use the maps as a basis for understanding more about the community from the perspectives of the participants. Note that some of the questions ask participants to use colored markers to indicate certain things about the map, so markers should be at hand. Depending on location of this activity, you could either put a map on floor and have participants surround the map, in the middle of the table, or up on wall.

*“Okay, now let’s look at our maps with all of the features pointed out, and imagine that there is someone who has never been to this community (place a small figurine outside of the community map area). How would you describe it to this person? What would you want them to know? What do you like best about it? What don’t you like about it? How would you explain to this person, how you came to live here and how you feel about it? What do you think this outsider might think of this community?* What would you want them to know?”

“Now let’s think about how all of you feel in this community.

1. Where on this map are the places you feel safest during the day? Can you circle those in yellow?
	1. Could you tell me more about what makes you feel safe there?
	2. What types of things are you safe from?
2. What about during the night, where on this map do you feel safest? Can you circle those places in blue?
	1. Could you tell me more about what makes you feel safe there?
	2. What types of things are you safe from?
3. What about the places where you don’t feel safe during the day? Could you circle those places in red?
4. What are the reasons why you don’t feel safe there?
5. Where on this map are the places where you don’t feel safe during the night? Can you circle those places in black?
	1. What are the reasons why you don’t feel safe there?
6. In this community, what is the best place to go if you would like to talk to someone about a program or a service in the camp or have questions about a program or service? Can you put a blue question mark to indicate this on your maps?
	1. What makes this place the best?
	2. How do women and girls know about each of these places?
	3. What are the reasons that would prevent some women and girls from using this any of these places?
7. What about if someone is hurt or have experienced violence? Can you put an orange star to indicate this on your maps?
	1. What makes this place the best?
	2. What type of services or information can you get there?
	3. What kind of service or information would women and girls like to have there?
	4. How do women and girls know about this place?
	5. What are the reasons that would prevent some women and girls from using this place?

*“That is great, this concludes this exercise. Does anyone have any questions about anything we discussed? Thank you for your time and participation in this activity.”*

**Pictures of the maps should be taken at this time. Facilitators should make sure that there are refreshments and/or lunch for participants during the break and be available for any questions they may have about this exercise.**