

TS4-C – Accessibility and safety audits and safety mapping

This toolset includes:

1. Tools that can be used to undertake accessibility and safety audits
2. A number of tools that can be used to assess feelings of safety in urban environments – including safety audit/transit walks, safety mapping and a girls’ opportunity star



A group of girls undertaking a safety walk as part of Plan Peru’s Safer Cities workshops highlighting the risks in their city



Plan International



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Accessibility and safety audits/walks, safety mapping and associated tools

Code	Title	Description	Source
TS4-C-1	Women’s safety audit, including safety walk	<p>This clearly written handbook guides the user on how to undertake women’s safety audits in low-income urban neighbourhoods. It includes the following steps:</p> <p>Step 1: Rapid situational analysis</p> <p>Step 2: Interviews with key informants: the perspective of the service providers</p> <p>Step 3: Focus group discussions</p> <p>Step 4: In-depth interviews</p> <p>Step 5: The safety audit walk</p> <p>Step 6: Community members work with the local government</p>	Mehrotra, S.T. (2010)

(This report can be found on the [USB stick](#) in the supporting documents folder)

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<p>TS4-C-2a TS4-C-2b</p>	<p>Safety mapping, safety walk and girls' opportunity star</p>	<p>Short report (UN-Habitat et al., 2013) that describes adolescent girls' views on safety in cities and a number of participatory approaches that were used to identify these views. Methods include:</p>	<p>Plan International et al. (2013) & Schulte, S. and Z. Rizvi (2012)</p>
<p>(These reports can be found on the USB stick in the supporting documents folder)</p>		<ul style="list-style-type: none"> • Stakeholder, programme and policy mapping. • Key informant interviews. • Social cartography (mapping) – identifying the spaces/places that the girls use and how they feel along the way, and then in small groups drawing their visions for an ideal city. • Girls' opportunity star – Used by girls in focus groups to discuss issues surrounding seven points of safety and inclusion, with ratings on feelings of safety (whether a girl always feels safe, sometimes feels safe or never feels safe in certain locations). • Girls' safety walks – Girls walk as a group through particular areas with a checklist and note particular areas and features that contribute to or hinder feelings of safety. At the end they discuss and propose recommendations for the priority issues they would like to be addressed. 	
		<p>A second report (Schulte, S. and Z. Rizvi, 2012) provides a case study of where the perceptions of safety were identified from adolescent girls and boys in a refugee context. Methodologies used included:</p>	
		<ul style="list-style-type: none"> • Focus group discussions with adolescent girls, adolescent boys and community leaders. These included a 'safe-scaping' participatory mapping exercise to indicate what they do during the day and the locations, and to indicate where they feel unsafe. They then told stories to present the drawings and their meanings. • Individual interviews – with girls who are specifically vulnerable to GBV. 	
<p>TS4-C-3</p>	<p>Facilitator notes: Accessibility and safety audit of water & sanitation facilities</p>	<p>Facilitators notes on how to undertake an 'accessibility and safety audit'. This is to be used in conjunction with the three forms below.</p>	<p>WEDC and WaterAid (2013d)</p>
<p>TS4-C-4</p>	<p>Accessibility & safety audit form: Waterpoint</p>	<p>A form to guide users through the process of undertaking an accessibility and safety audit relating to an existing waterpoint or planned location for a waterpoint.</p>	<p>WEDC and WaterAid (2013c)</p>

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TS4-C-5	Accessibility & safety audit form: School latrine	A form to guide users through the process of undertaking an accessibility and safety audit relating to an existing school latrine or planned location for a school latrine.	WEDC and WaterAid (2013b)
TS4-C-6	Accessibility & safety audit form: Latrine	A form to guide users through the process of undertaking an accessibility and safety audit relating to an existing public latrine or planned location for a public latrine.	WEDC and WaterAid (2013a)

References

Jones, H. (2013d) *Facilitator notes: Accessibility and safety audit of water and sanitation facilities (Version 2)*. UK: WEDC and WaterAid. [\(on USB stick\)](#)

Mehrotra, S.T. (2010) *A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods: A focus on essential services*, November 2010. New Delhi, India: Jagori and Women in Cities International. [\(on USB stick\)](#)

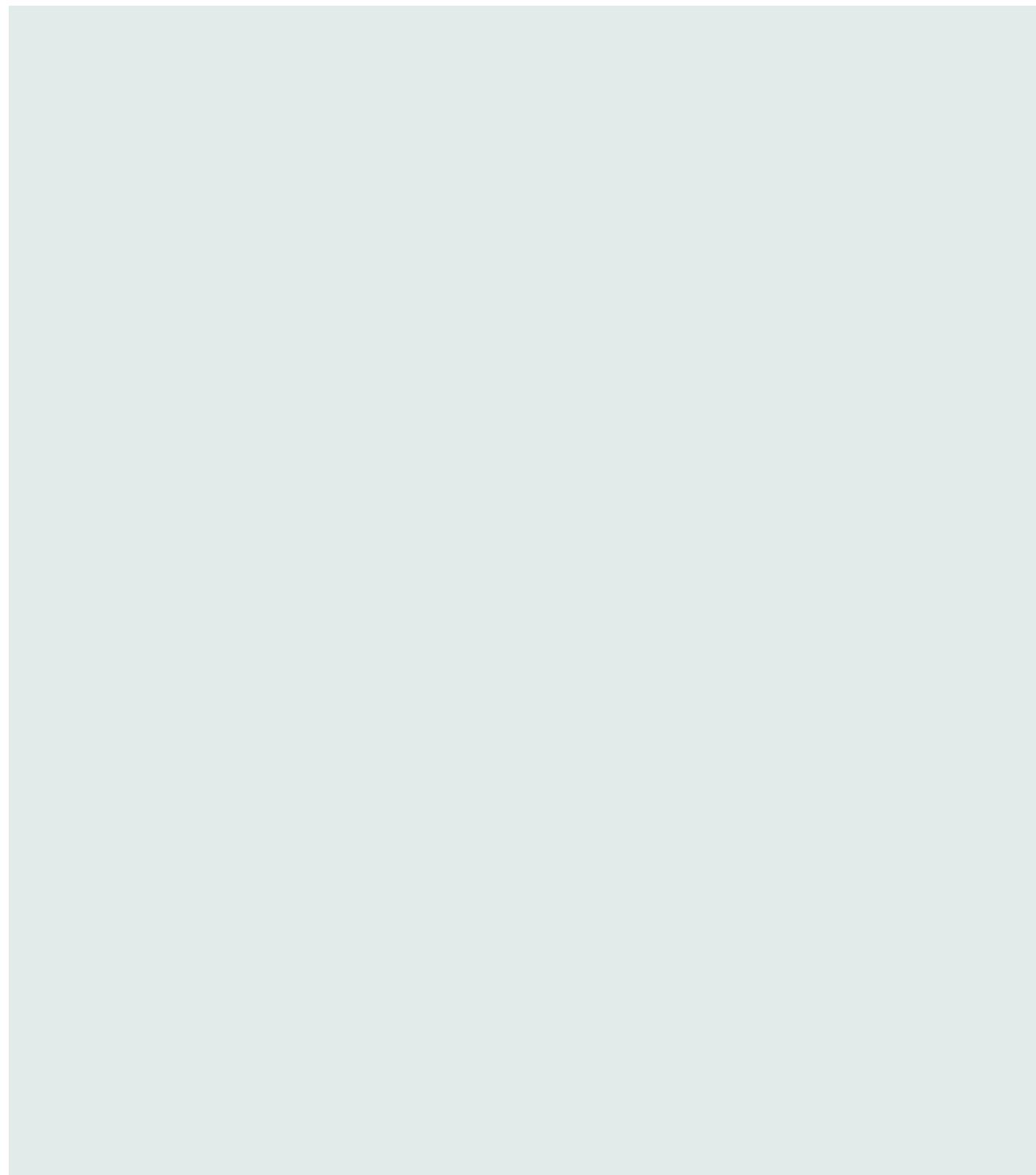
Plan International Because I am a Girl, Women in Cities International, UN-Habitat (2013) *Adolescent Girls' Views on Safety in Cities; Findings of the Because I am a Girl Urban Programme study in Cairo, Delhi, Hanoi, Kampala and Lima*. Woking UK: Plan International; Montreal, Canada: Women in Cities International; New York, USA: UN-Habitat. [\(on USB stick\)](#)

Schulte, S. and Z. Rizvi (2012) *In Search of Safety and Solutions: Somali Refugee Adolescent Girls at Sheder and Aw Barre Camps, Ethiopia*. New York, USA: Women's Refugee Commission. [\(on USB stick\)](#)

Water, Engineering and Development Centre (WEDC) and WaterAid (2013a) *Accessibility and safety audit: Latrine*. UK: WEDC and WaterAid. [\(on USB stick\)](#)

Water, Engineering and Development Centre (WEDC) and WaterAid (2013b) *Accessibility and safety audit: School Latrine*. UK: WEDC and WaterAid. [\(on USB stick\)](#)

Water, Engineering and Development Centre (WEDC) and WaterAid (2013c) *Accessibility and safety audit: WaterPoint*. UK: WEDC and WaterAid. [\(on USB stick\)](#)



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A PRACTITIONER'S TOOLKIT

**Making water, sanitation and
hygiene safer through improved
programming and services**

Toolset 4-C
Methodologies for working
with communities