Manual for a Community-Led Urban Safety Audit

The Asia Foundation
Improving Lives, Expanding Opportunities

Women for the world
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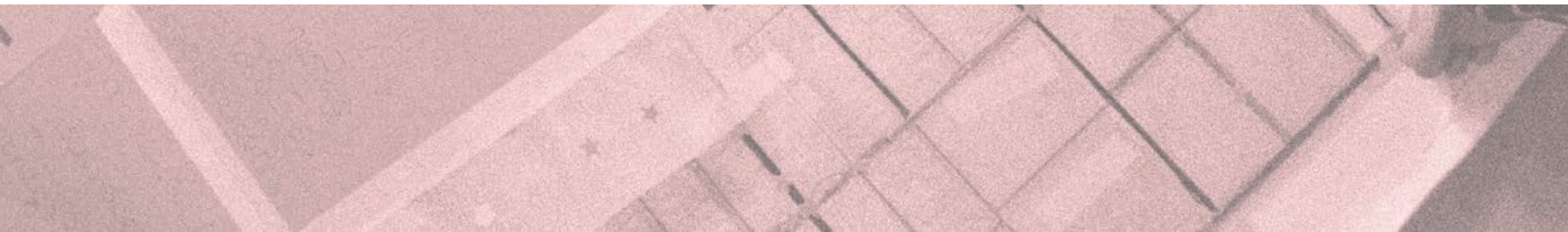

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Manual for a Community-Led Urban Safety Audit

Women For the World

September 2020

Foreword

Effective urban management today requires collaboration and coordination between stakeholders to address an ever-growing number of thorny challenges. Complex and dense urban spaces have the potential to be thriving centers for social and economic prosperity but without effective collaboration and coordination, urbanization can grow the conditions that make cities less safe and more unequal. Understanding how urbanization is taking shape in Myanmar is the first step towards planning for cities that promote social and environmental sustainability. For individuals, a sense of safety and security is paramount and when taken together, people's perceptions of threats and insecurity can have a physical influence on the city's streets. Depending on how cities are managed, people may conceive of their urban space as safe and welcoming or as dangerous and threatening.

Since 2016, The Asia Foundation's Urban Safety Project has worked in close collaboration with a range of township-level government agencies tasked with ensuring the safety and security of their communities. These institutions are the backbone of a safe and healthy environment, and the interventions which come through these departments can only be stronger when performed in consultation with, and informed by, the communities they serve.

As outlined in Book 1 of the series *Urban Safety In Myanmar*, historically, most cities have tried to ensure safety for residents through top-down regulation and enforcement. However, evidence shows that when the people who are affected by unsafe conditions are excluded from the problem-solving process, this exclusion increases their feelings of insecurity and decreases the effectiveness of government and police action. Today, city governments and police forces recognize that including residents as joint problem-solvers can lead to better and long-lasting solutions.

The Urban Safety Brief Series aims to provide Myanmar policymakers at national and local levels with analysis and examples of policies and practices which could potentially be applied or adapted to enhance people's safety in urban areas. This particular tool aims to support local government institutions, civil society, and local ward/village leadership, to not only build a more resilient community, but also create building blocks for collaborative action. The Asia Foundation has a wider policy research agenda looking at urban governance and public financial management and the Urban Safety Brief Series is a complementary body of work.

Mark McDowell
Country Representative
The Asia Foundation

Women for the World

Women for the World has been working in partnership with marginalized, low-income communities for over 15 years. As a social development organization, Women for the World works together with communities, technicians, professionals, the private sector, local and international NGOs, and with relevant state and regional government departments. In improving the living conditions of low-income families, we adopt a participatory approach, building on the existing strategies communities already use to deal with their challenges. Communities are not only aware of the issues they face, but they are also best placed to recognize the root causes and find solutions to their problems.

Mobilization efforts are carried out through the collection of basic information to effectively support the needs of the community. Data collection is a very important part of the process, and participatory mapping is an effective tool. Mapping is transparent and can easily and precisely identify problems. In medicine, for example, a clear X-ray of the symptoms can help the doctor determine the best way to treat the disease. It is the same with community safety, with clear evidence, community and responsible actors can see the issue, the needs, and the solution all at once and treat accordingly.

As Yangon's population grows daily, there is a great need for development and addressing social insecurity. For two years, we have been working with The Asia Foundation to gather information needed to address the conditions that create unsafe environments in Yangon Region (Hlaing Tharya Township), Shan State (Taunggyi), and Kayin State (Hpa-An). Beyond the collection of valuable data on urban safety, the process is just as important for the mobilization of communities.

The methods to understand an ever-changing society can not be considered as something fixed. Social life is filled with twists and turns, ups, and downs. In analyzing these conditions, new techniques and methods are created to suit the changing nature of the society, through a continuous learning process. The experience, knowledge, information, and tools we have developed by working directly with the people will assist in the implementation of development plans which improve the safety of urban communities.

We wish everyone a safe and secure life.

Van Lizar Aung
Founder and Director
Women for the World

Summary

This booklet introduces the process of a community-based urban safety audit, based on the methodology of Women for the World. The objective of doing an audit is to understand what conditions contribute to **unsafe environments** from the public's point of view, and how these manifest, through a **grassroots-informed process**. This approach enables the production of **fine-grained data** and creates **stronger bonds** between residents and authorities, and within communities.

This output can be a useful tool not only for civil society organizations (CSOs) and communities that are, or wish to be, engaged in data collection from a people-centered perspective, but can also inform the decision-making processes of local governments and authorities in addressing urban issues. Overall, the audit aims to promote collective action towards the improvement of urban safety through the power of communities.

Terminology: Throughout this booklet, the word 'community' is used to refer to both a group of people that reside in the same place and a group of people that to some extent share similar backgrounds. In the latter case, there is no intention to homogenize the characteristics of a given group, as should be clear by the emphasis on individual perceptions and experiences and the different voices that are present in any context.

How to Use this Manual?

This manual is structured in three sections. The first section takes the reader through an introduction to an Urban Safety Audit, its principles, and an overview of the process. The second section details the process of the audit, from the planning stage through to implementation and dissemination. Lastly, a set of tools/activities that can be employed when conducting an audit can be found in the third section.

Sub-section

Each of the main sections is divided into thematic sub-sections which help the reader navigate this output.

Task 00.

Every component described in this booklet is structured in a sequence of tasks. These tasks follow an indicative chronological order; however, this can (and shall) be adapted according to the unique context of each audit.

The different tools used during the audit are referenced with this symbol and can be found in the last section of the booklet, which details the objectives, participants, materials needed, and a step-by-step guide to the activity.

NOTE

Text boxes throughout the booklet include important notes that complement the process with tips, reflections from the experience of WfW, as well as references to other resources.

Next to each activity, the reader will find space to include notes, questions, and observations, in order to reflect and adapt the methodology according to their own experience.

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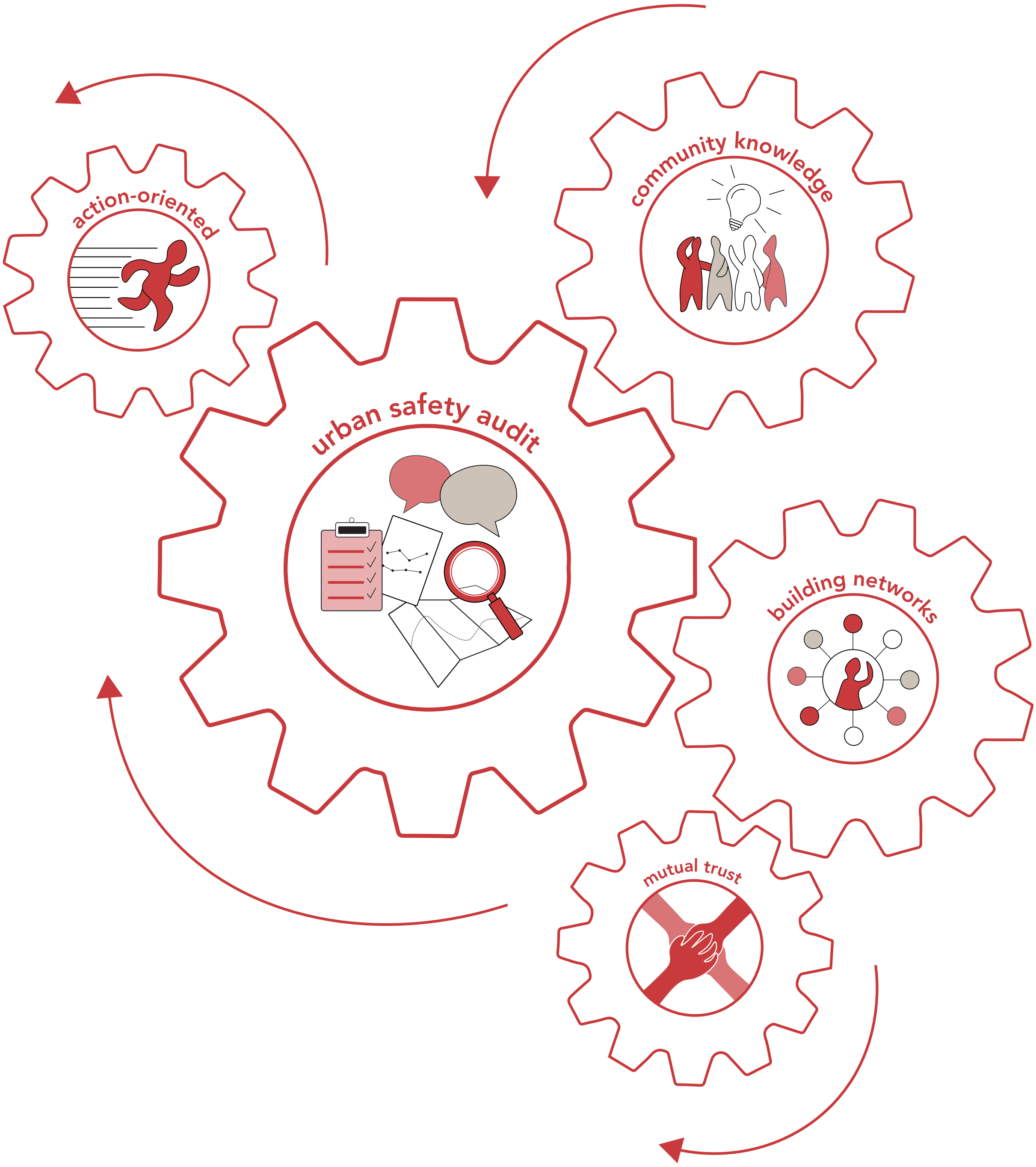
SECTION A

INTRODUCTION TO AN URBAN SAFETY AUDIT


action-oriented
community knowledge
urban safety audit
building networks
mutual trust

On Urban Safety

Safety can be generally understood as an umbrella term that encompasses a **diversity** of issues. Some of these are more intuitively associated with physical safety, like violence and crime. Other issues have more **indirect implications** on the wellbeing of a person or a community. They can relate to access to healthcare, access to services (like sanitation, water, and electricity), the occurrence of disasters, food insecurity, social welfare, unstable income, tenure insecurity, road safety, mental, physical, and sexual abuse, environmental degradation, and the availability of resources. These issues can be **experienced** or **perceived** by individuals or a collective, and they have a significant impact on people's lives. A comprehensive safety audit aims to document and spatialize these, and to examine not just the effect of a problem, but also its linkages with socioeconomic conditions, and the wider political and institutional context in which the problem occurs.[1]

Principles of a Community-led Audit

The main principles that guide a community-based audit are that it is **led by the community** and is **oriented towards action**. "Community-led" means that the residents of a given area are the driving force in the collection of data, and their knowledge of their surroundings is understood as valuable and well-grounded. The involvement of people across demographics and socio-economic backgrounds and their leading role in the process of data collection produces qualitative and quantitative data that are **grounded** in the reality of the context, while the collective nature of the process promotes sharing and can increase intra-community trust.

"Action-oriented" means that the project's focus lies not only on the output, but also on the process itself; on building capacity, strengthening relationships between different partners, and developing short- and long-term action plans that respond to a community's needs. Through **linkages** with relevant administrators, the safety audit becomes a platform that facilitates interaction between the community and the authorities. Next to that, the participants are equipped with new skills along the way, increase their **awareness** of urban safety, and can mobilize to effectively address safety issues and/or leverage the support of other stakeholders in tackling these.

There is no single pathway for the implementation of an urban safety audit, and the steps outlined in the following pages are not uniformly applicable in every situation or context. However, the logic behind each step and the overall sequence of actions and milestones provide a base that can be contextually and sensitively **adapted** in order to plan, design, and implement similar community-based safety awareness projects elsewhere.

1 *Roberts, Jayde. Urban Safety Project. Urban Safety and Security in Myanmar. Yangon: The Asia Foundation. 2018.*

Overview of the Process

An urban safety audit can be broken down into five interconnected parts: planning, implementation, data integration, action plan, and dissemination. This reflects the chronological order of activities, wherein input-based sessions and data collection are continuously informing each other.

◊ Planning for an urban safety audit

To prepare for an audit, several arrangements need to be made, including the preliminary assessment of the conditions that call for an urban safety audit in the first place, the identification of a specific site and participants, obtaining necessary permissions by local and district level authorities, and establishing a work plan together with the people involved.

◊ Implementation of an urban safety audit

The audit commences with activities that are intended to familiarize the participants with the objectives of the project, the concepts and vocabulary linked to urban safety, and the different lenses through which to look at safety. After these inputs, the collection of data begins through mapping and group discussions. As a next step, the facilitator introduces tools and methods for conducting fieldwork. Issues associated with urban safety are documented by the participants with mapping tools, photographs or videos, and notes. This evidence is complemented by a questionnaire survey about safety issues, capturing the perceptions and experiences of a larger sample of people. All data is confirmed with the participants before the audit can be considered complete. The process ends with a reflection session.

◊ Data integration and visualization

After the different activities are completed, the data from all stages of the audit are organized, digitized, and analyzed by the audit team. This includes discussion reports, photographs, interviews, the survey, mapping, notes from site visits, and direct observations. The findings can be visualized in the form of reports, posters, pamphlets, or video clips.

◊ Action plan

Upon the visualization of findings and their presentation to the participants and wider community for final confirmation, an action plan is developed collaboratively, to identify and prioritize interventions that address safety issues.

◊ Dissemination of findings

Sharing the findings of the audit with authorities and other relevant stakeholders is a significant part of the process, as it creates a platform for residents to communicate directly their issues and gives authorities important insights for addressing these effectively.

Note to the Audit Team

◊ Do no harm

As with any humanitarian or development intervention, a safety audit team must consider the potential risks to cause harm to the participants and/or their community and environment. The intervention should take into account the broader socio-political context, the power relations within a community, the risk of aggravating conflicts, the potential exclusion of certain groups of people, and the negative effects on the psychosocial wellbeing of participants. The 'do no harm' approach should characterize every step of the way in conducting a safety audit, starting from the selection of participants, through to the implementation of activities, and the dissemination of data.

◊ Ground the project in your expertise

The processes and tools described in this booklet derive from the experiences and learnings of a specific team, at a specific time, in familiar (to the organization) spatial and social contexts, and with resources that might not be available to every organization. The readers of this manual should carefully consider how to adapt the safety audit according to their expertise, their resources, and the operational context.

◊ Be aware of your audience at all times

From our observations, safety issues that are related to the built environment are much easier to approach in discussion or mapping activities. On the other hand, issues that relate to human behaviors might be understated for fear of aggravating tensions within the community. As the audit addresses a diversity of sensitive issues, it is important that the audit team is aware of changes in the reactions of participants and creates a safe space for their engagement.

◊ Ownership of the process

The audit team is facilitating a process that is implemented by the workshop participants. The residents are the local experts and researchers, and the role of the audit team is not to 'teach', but to mobilize them, provide technical assistance, and support in the establishment of linkages to authorities. As such, we encourage an approach that promotes the ownership of the process by the community—through their leading role in the audit activities and their recognition as owners of the data.

◊ Do your research

The purpose of this manual is to outline the process of an urban safety audit comprehensively, from the project's design to the implementation of activities, and reflections from our practice. In doing so, providing detailed technical guidelines for each proposed tool has been outside of our scope, and interested readers are encouraged to refer to additional resources that complement this output, some of which can be found in the Appendix.

Getting Started

The first step to conducting an audit is to establish a team that will design, plan, and implement the associated activities. To do so, the following aspects need to be considered:

◊ Who to involve in the team?

Depending on the context that the audit occurs in, the audit team can consist of members from civil society or community-based organizations, but can also include other allies from governmental and non-governmental sectors, such as local leaders, and universities. It is important to agree from the beginning about the responsibilities of each partner for the duration of the audit.

◊ How many people should be on the team?

This should be decided based on the scope of the audit, the availability of staff, and their level of knowledge about the community in question. All things considered, a minimum of four people would form an essential team, to manage community mobilization, technical aspects, and documentation.

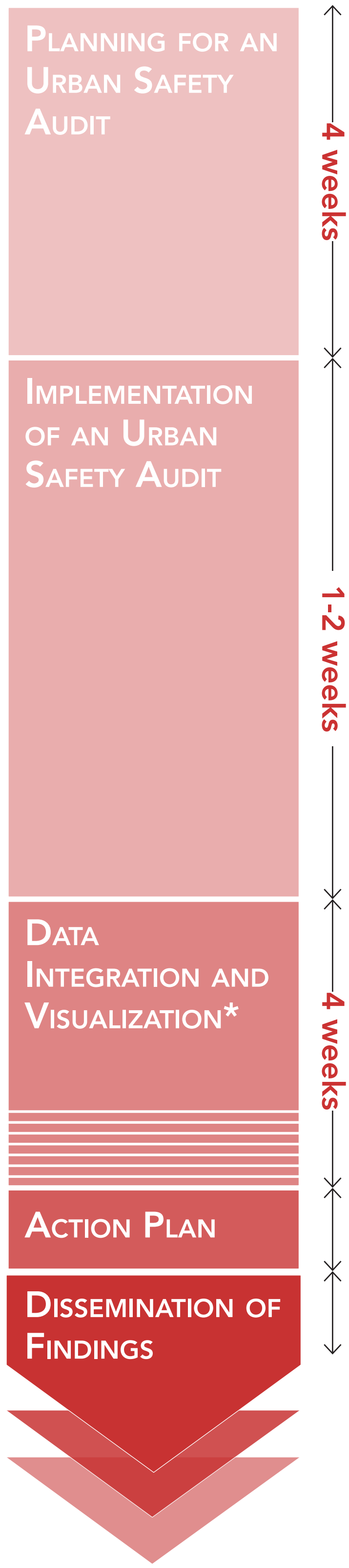
◊ What are the key skills for an effective community mobilization team?

adaptability creativity insightfulness
flexibility knowledge conflict management
sensitivity technical skills communication skills
experience in working with people
ability to negotiate ability to listen and observe
valuing diversity respect motivation

◊ How can the team be best prepared to conduct the audit?

In preparation for the audit, the team members should read this manual and watch the complementing video clip, to have a better understanding of the processes and their interconnectedness, and determine their roles accordingly. If the tools and methods described in Section C are not familiar, it is a good idea to practice them ahead of the audit, either within the team or with some volunteer participants, and note down observations and challenges.

Indicative Timeline



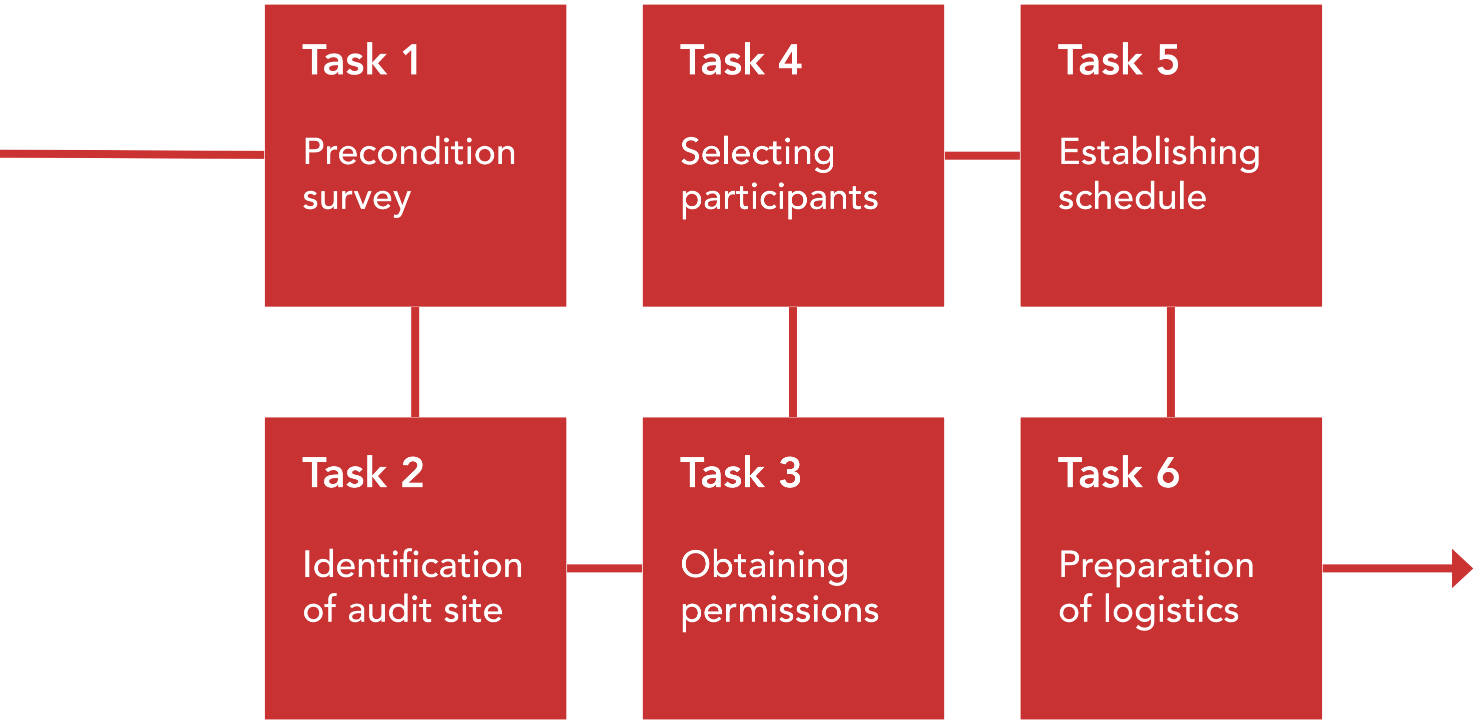
** Depending on the human resources, the size of the sample, the data collection method (digital or paper-based), and other factors, the time for data integration can vary significantly. This is based on the experience of WfW from audits with between 20 to 50 participants and survey samples of 100–380 respondents.*


Urban Safety

SECTION B

THE PROCESS OF AN URBAN SAFETY AUDIT

I. Planning for an Urban Safety Audit



I. Planning for an Urban Safety Audit

Task 1. Precondition survey

Objective: To get some familiarity with the context, existing stakeholders, communities, and practices, it is useful to conduct a precondition survey before commencing with the actual audit.

Who to engage: Township and/or ward authorities, local administration, community representatives, local CSOs

What to do: The precondition survey may consist of one or more of the following components:

◊ Secondary research: Online research, reviewing existing reports, news
- Understanding the social, economic and political context;
- Understanding the main stakeholders (residents, institutions, authorities, organizations).

◊ **Baseline Survey**: Assessment in each district / ward / village tract
- Sharing knowledge and information about the urban safety audit to local authorities and communities;
- Assessing the partners' willingness to conduct the project.

see Tool 1, p. 43

◊ Field Research: Transect walk, site visits, unstructured interviews
- Getting familiar with the site and assessing the present conditions;
- Understanding traditional practices, cultures, and lifestyles, and learning about festivals and seasonal activities;
- Assessing the state of community preparedness.

What to consider: The information that can be accessed from secondary sources is likely to differ from the conditions on the ground, so it is best if some primary data collection can occur already at this stage.

Task 2. Identification of the audit site

Objective: The selection of a site and community to conduct the project is crucial to maximizing the benefits that the process of an urban safety audit can bring.

Who to engage: Ward authorities, Township General Administration Department (GAD) or local administration, local CSOs

What to do: If the audit team is not as familiar with an area, and there is no specific recommendation for a site from the authorities or donor, the audit team can ask for the recommendations of ward leaders across the township or geographic area. For example, each ward leader can nominate up to three candidate wards that fulfill certain criteria and explain their choice. Based on their suggestions, the team can review the possible sites and confirm the choice with the administration of the selected ward.

What to consider: The selection of a site to conduct an urban safety audit depends on two significant criteria:

◊ Willingness of the community

As the audit builds on the engagement of people, a good candidate for a successful project would be a community that shows interest in the process. From the side of the audit team, capturing and nurturing that interest is important, for participants to lead the process and communicate their needs to higher levels of authority.

◊ Presence of unsafe issues

To increase the project's impact and to respond to more urgent needs, communities that face many safety issues can generally be prioritized.

Task 3. Obtaining necessary permissions

Objective: To ensure the smooth **functioning** of all on-site activities and the safety of the audit team, it is important to work closely with local authorities. This involves obtaining formal permissions for conducting the survey and associated activities.

Who to engage: GAD or local administration, other relevant departments

What to do: A meeting with the GAD or local administration should be arranged in advance, in order to ensure the timely issuance of the permission and avoid delays in the process. At the meeting, the audit team can:

◊ Introduce the organization and project;

◊ Learn about existing programs, strategies and capacities;
[E.g. Do the authorities have programs in place to address certain issues? What datasets are available to them? What existing efforts could the audit contribute to?]

◊ Share the preliminary work plan;

◊ Outline the potential benefits of the process;
[In the case of organizations with previous experience in conducting safety audits, they may share any produced materials and reports to help the authorities visualize and understand the project's scope.]

◊ Obtain official permission for the audit activities.

What to consider: Besides obtaining formal permission, every encounter presents an opportunity to maximize stakeholder engagement in the project and learn more about the existing strategies, as well as the challenges that authorities might be facing.

Task 4. Selecting the participants

Objective: To ensure **inclusivity** in the process it is important to come up with a balanced selection of dwellers that best represent the varying conditions within the site, not only in demographic but also in socioeconomic terms.

Who to engage: Ward leader, Household leaders, CSOs

What to do: For the selection of participants, the audit team needs to indicate the number of people that are expected to engage in the process. They also need to communicate certain criteria (mentioned below) to the ward leader, who in most cases will gather the participants.

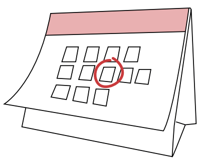
What to consider: Any site is inhabited by people that are diverse in terms of their gender, age, ethnicity, religion, living condition, income level and other factors, and all these conditions shape their experiences and perceptions of safety, which are important to uncover during the audit. Whoever selects the participants needs to consider the following:

◊ Balance diverse social identities
[Gender, age, religion, ethnicity, income level...]

◊ Involve people from all administrative units
[i.e. select representatives from all sections of a ward]

◊ Balance selection according to population
[A more populated section can have more participants than a less-populated one]

Task 5. Establishing the schedule



Objective: As the process engages different stakeholders, with diverse conditions and availability constraints, it is important to collaboratively decide on a suitable **schedule**.

see Tool 2, p. 44

Who to engage: Ward administrator on behalf of the community.

What to do: The audit team needs to consult with the ward leader to determine the earliest possible beginning of the audit, depending on how much time is needed to mobilize the agreed number of participants. In this process, the ward leader should consult with the participants about the duration of the audit, the number of days per week, and hours per day that they would be comfortable joining. Based on that information, a draft agenda is prepared by the team and confirmed with the ward administrator, before the necessary final announcements can be made.

What to consider: It is important to be mindful of the **availability constraints** of participants. For example, some people may not be able to dedicate a full day to the audit, because of their job or other responsibilities. Also, national and regional government holidays, students' exam periods, and religious festivities, donations, or other community events need to be taken into account. Lastly, weather conditions need to be considered, especially with regards to field activities, which could be constrained because of heavy rain or extreme heat.

Task 6. Preparation of logistics

Objective: For a smooth flow of procedures during the audit, several practical arrangements should be made by the audit team in advance.

Who to engage: Mostly audit team, in coordination with ward leader

What to consider: Once the number of participants and schedule are confirmed, the audit team should consider the following checklist:

◊ Workshop venue
[Ideally a quiet location, with adequate lighting, good ventilation, and comfortable temperature]

◊ Stationery
[Necessary items for the workshop activities, like notebooks, pens, flip chart paper, colored cartons, markers, tape, etc.]

◊ Daily allowance for the participants
[A daily allowance should be paid as compensation for the participants' potential income loss and in recognition of their contribution to the project.]

NOTE

An all-encompassing principle of the audit is that the **process needs to follow the participants** and not the other way around. The audit team needs to be aware that when working with a large (or smaller) group of people who are mostly dedicating their time out of interest and motivation to help their community, there will be fluctuations in the attendance of the different activities. Despite all planning and confirmations, participation is voluntary, and the facilitators need to be in a position to flexibly adapt, either by modifying some activity to target a smaller group of people or by adjusting the schedule to better accommodate the participants.

◊ Daily travel expenses
[Depending on the location of the workshop venue, the participants' commuting expenses should be compensated appropriately.]

◊ Attendance list
[As the participants may vary from day to day, it is best to use two lists; one list of all participants that join the audit on *any* day or activity, and one daily attendance list.]

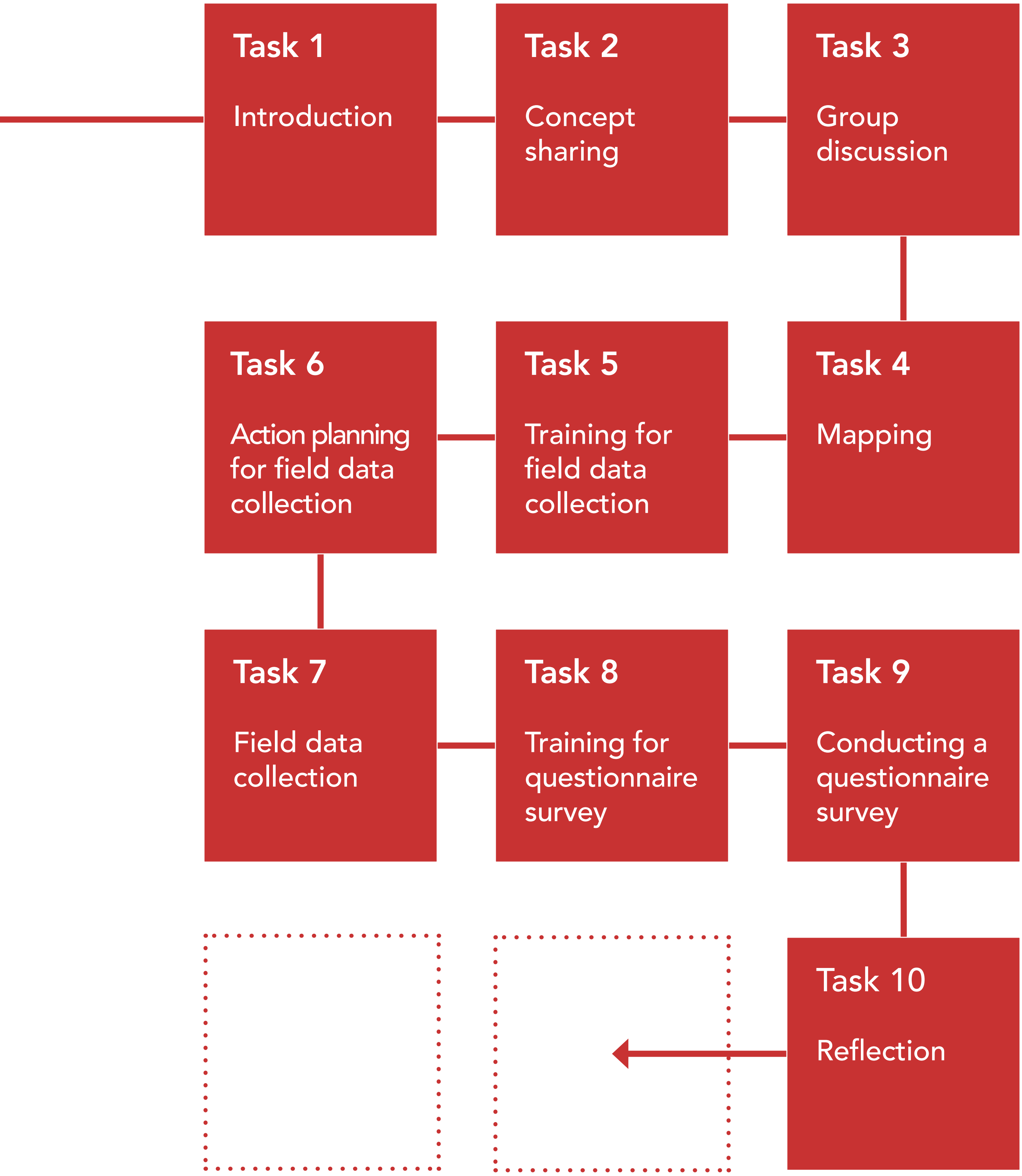
◊ Food and drinks arrangements
[Depending on the duration of the workshop, this can include tea/coffee and accompanying snacks, lunch, and adequate amounts of water.]

NOTE

How to calculate the budget for a community-led urban safety audit?

Particular	No. of Participants	Amount per Unit / Person	No. of Days	Total Cost
Venue (This can be a community hall, dhamma hall, or ward administration office, which cost way less than conventional hotel meeting rooms, and are conveniently accessible to the participants.)	n.a.	X	Y	X*Y
Transportation (In cases in which participants need to pay transportation fees to arrive at the workshop location, travel costs should be fully compensated to avoid putting a burden on them.)	X	Y	Z	X*Y*Z
Refreshments (Depending on the time taken for workshop activities, refreshments need to be provided to participants. These can include lunch, snacks, and hydrating drinks, especially during the field survey.)	X	Y	Z	X*Y*Z
Allowance (The participants dedicate considerable time to the workshop and are likely to lose their daily income. A daily allowance should be offered, both as compensation for the potential losses and as a recognition of their work.)	X	Y	Z	X*Y*Z
Logistics (This includes stationery required for the workshops, necessary devices (according to the method) and their supplies (e.g. batteries), accessories for the participants' comfortable participation in activities (e.g. hats for the fieldwork.)	n.a.	X	n.a.	X
Total cost				

II. Implementation of an Urban Safety Audit



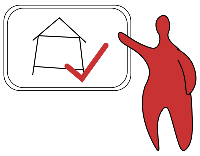
II. Implementation of an Urban Safety Audit

Task 1. Introduction

Objective: As this is the first direct contact with the workshop participants, the facilitator needs to introduce the project and its objectives. An introduction of all attendees is essential to start building trust and make the participants more familiar with the audit team, and with each other.

What to do: The first step to the audit is introducing the partners on both sides; first, the audit team members can introduce themselves and explain the objectives of the project, and then, give time and space for the participants to introduce themselves.

What to consider: This is best done in an easy-going, fun way, in order to break the ice and establish a **familiar environment** for all participants. For example, people can introduce themselves by their name, profession, and their hobby or an interesting fact about them, or play a simple warm-up game.



Task 2. Concept sharing

Objective: When explaining the project, concepts like "urban safety" or "development" tend to be abstract, and participants may not be familiar with them. To make these ideas easier to understand, an **input session** at the early stages of the safety audit can help **establish common ground**.

see Tool 4, p. 45

What to do: Through group discussion, games, and simple visuals, the facilitator can bring certain notions closer to the participants and pave the way for the upcoming activities. Some conversation starters may include:

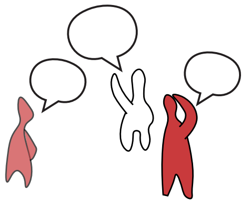
- ◊ What is urban safety?
- ◊ How do *you* define urban safety?
- ◊ How is safety perceived by people of different ages, gender, etc.?

Besides the knowledge-sharing on urban safety, participants can be guided through other abstract concepts that are just as important to establish the principles that should characterize the audit. This can be done through simple **games** and simulations about equality, leadership, perception, agency, and others. Another aspect that deserves particular attention in light of the project's scope is to highlight the value of **data as evidence**, and the need to describe an issue as accurately as possible to communicate it to others.

see Tool 3, p. 45

see Tool 5, p. 47

Task 3 Group discussion



Objective: With a better understanding of the concepts explained above, the participants are asked to engage in a discussion in small groups, guided by the question: **"What makes you feel unsafe?"** to identify issues that concern them—individually or as a collective—and would require further investigation.

see Tool 6, p. 48

see Tool 7, p. 50

What to do: Depending on the conditions, an **issue-based discussion** or a **focus group discussion** (i.e. with people that share a similar background) can be led by the facilitator. The facilitator needs to moderate while maintaining a neutral attitude. Each group is given stationery to take notes from the discussion, which they later present to the rest of the participants.

see Tools 8 and 9, pp. 51-52

What to consider: The facilitator needs to be observant not only of the contents of the discussion, but also the participants' attitudes and engagement, and make sure that the participation is even. At the end of the session, it can be useful to **prioritize the issues** that emerge from the discussion. It is important to keep a record of this priorities list for further activities of the project.

Task 4. Mapping

Objective: Mapping is a key tool of an urban safety audit to **spatialize information**, create categories for analysis, and increase the engagement of participants. It is important not only as an output but **as a process** that enables participants to visualize and share findings and ideas. If the participants are not familiar with the process, some training might be necessary.

What to do: Generally, people are asked to draw the boundaries and main roads of the area, important sites, and issues that they relate to unsafe conditions. Depending on the size of the area and the number of participants, the map can be divided into more manageable sections that are easy to navigate. Many layers of information can be added with differently-colored pens and stickers, accompanied by a legend that explains the symbols used to represent the various issues.

NOTE

Involving **administrative figures as participants** (e.g. ward leaders, household leaders, local community leaders) in the urban safety audit can have a positive effect but can also entail a risk:

+ Generally, the participation of community leaders can speed up the process, as they are a valuable source of information and can mobilize participants;

– Depending on the power dynamics in a given context, sometimes participants might be hesitant to speak about certain issues in front of their local leaders. To prevent that from happening, it is useful to selectively separate some groups for certain discussions, to allow space and time for people to speak in the absence of their formal or informal leaders.

The mapping-related activities can occur in the following sequence:

◊ Task 00: Base Map

For the mapping activity, a base map will be necessary to add different layers of information, as will be explained below. If the conditions, time, and capacity of the participants allow, it is best if the base map can be drawn by them, as part of the activity. Drawing the map will help participants **understand spatial connections** better and increase **collaboration and communication** among them.

If this is not a suitable option, there are many alternatives to prepare the base map, according to the availability of resources and time:

- Tracing the existing map at the ward/village office on paper;
- Printing a satellite image of the area (e.g. from Google Maps);
- Printing a digital map (potentially available at the ward office, or local print shops);
- Drawing a new map (freehand or with computer software).

To help the participants orient themselves better, the facilitator can provide support by adding street names to the map.

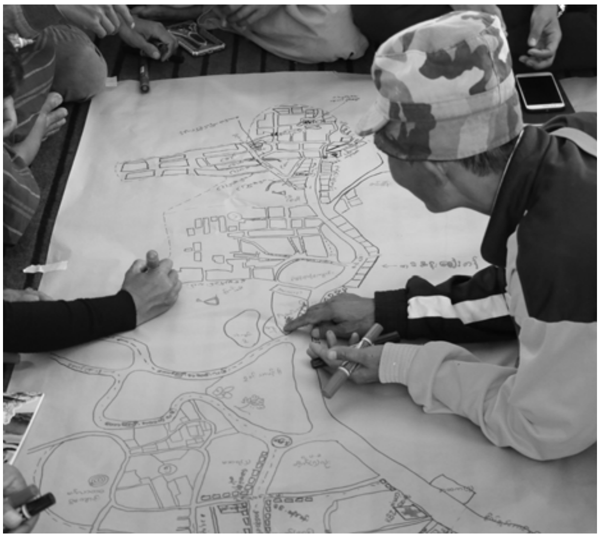
◊ Task 01: Walk

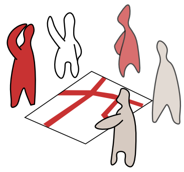
It is more effective when participants take a short walk in their surroundings before they start mapping. This helps to refresh their memory, especially since the new input that emerged from the group discussions will add a **different lens** to their observations. The reflections from the walk can be shared before proceeding with the next tasks.

◊ Task 02: Social mapping

see Tool 10, p. 53

The first task can be conceived as an **introduction to mapping** and involves the identification of the households of the workshop participants, as well as the most important 'landmarks' in their area.





◊ Task 03: Resource mapping

see Tool 11, p. 54

The next mapping activity aims at locating the resources of the studied area, including both **social and physical infrastructures**. This can be education and healthcare facilities, CSO offices, government offices, markets, and basic services. The objective is for the participants to visualize the spatial connections and potential gaps in the provision of infrastructures.

◊ Task 04: Mapping safety issues

see Tool 12, p. 55

Following the first two mapping exercises, the last step is to map **issues that people relate to safety**. Building on the themes that emerged from the group discussions and prior observations, participants add different categories of issues, according to a mutually agreed legend. The facilitator needs to observe the process closely and guide the conversation if certain issues are left out (which may happen unintentionally or intentionally, especially with more sensitive issues).

What to consider: During the mapping, the facilitator needs to be perceptive and flexible as the flow of the activity is subject to a number of conditions, like the ability of people to spatialize information, the clear understanding of the objectives, the dynamics among participants, and their level of knowledge of their surroundings. The facilitator needs to provide support and explanations, and stimulate the conversation for the output to be as complete as possible, for example by ensuring that all topics from the group discussion are covered.

Task 5. Training for field data collection

see Tool 13, p. 57

Objective: As the field survey aims to produce a **fine-grained map of safety issues** in the study area using potentially new tools, it is important to familiarize the participants with them beforehand.

What to do: Given the previous mapping exercises, the participants are likely to be more familiar with the rationale and way of mapping; however, some additional inputs are needed. The detailed survey of the area can be achieved both through conventional mapping on a paper-based map or with the use of GPS (Global Positioning System) technology. If a GPS device should be available, an introduction to the technology and training for operating the device will be required. Alternatively, the mapping can be done with the use of a smartphone application that uses Open Street Map data. Considering the comparatively low accuracy of the paper-based format, the facilitator should give easy-to-follow mapping instructions, and large-scale print maps to fit the information. Also, instructions to the participants are needed about note-taking and documenting their findings with photographs and/or video, to ensure the quality of the output.

What to consider: Before commencing with the fieldwork, it is useful to test the chosen mapping tool in the immediate surroundings of the workshop venue, and share back findings and reflections.

How to decide on an appropriate mapping method?

Tool / Feature	GPS mapping	Smartphone Mapping	Paper Mapping
Cost	Large initial investment, low operational cost	Low operational cost	Medium operational cost
Trainability	Requires medium input for training	Requires high input for training	No need for additional training
Participants	One person per device and note-taker	One person per device and note-taker	Large number of participants can be involved
Required materials	GPS Device Batteries Notebook Pencils/Pens	Smartphone Notebook Pencils/Pens	Print Maps Notebook Pencils/Pens Writing Boards
Challenges	GPS device is expensive Need to complement GPS data with notes Requires medium training	Requires smartphone Cost for mobile data Requires more input to participants compared to GPS, and its operation might be more difficult (language barrier, navigation of application, especially for elderly people)	To achieve accurate results, the base maps should be on a large scale and divided into smaller sections (which might be more difficult to navigate). Less handy for fieldwork Requires more time for data integration
Information accuracy	High accuracy depending on the device type	Medium to low accuracy depending on the device type and data connectivity	Highly dependent on the skills of the participants

Task 6. Action planning for field data collection

Objective: Before going to the field, an action plan for the field survey is developed collectively, to ensure that the tasks and responsibilities of individuals and groups are clear, and to avoid overlaps and confusion.

What to consider: The following aspects need to be organized with the support of the facilitator:

◊ Division of groups

Participants are divided into groups, ideally of at least five members, depending on the number of people and the size of the area. It is best to include the respective section leaders in each group.

◊ Assignment of roles

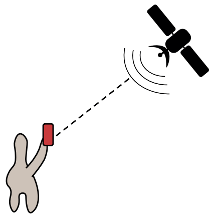
Each group member is assigned a specific role, such as GPS device operator, photographer, note-taker, surveyor. The participants' names and roles are recorded by the facilitator.

◊ Division of zones

The site is divided into smaller zones, usually corresponding to existing section boundaries, but this can vary according to the conditions. Each group is assigned a section (or group of sections) to do the field survey.

◊ Logistics

If the survey area is too big to explore on foot, the facilitator may need to consider organizing support transportation for the participants (e.g. motorbike, trishaw, etc.). The facilitator needs to also make sure that the participants are adequately equipped before commencing the field survey (water, snacks, protection for the sun/rain).

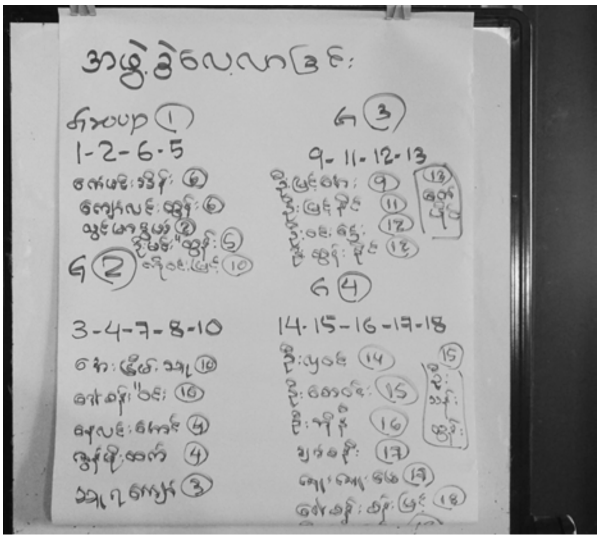


Task 7. Field data collection

Objective: The field research, conducted by the participants, lies at the core of the urban safety audit. The survey is based upon all previous engagements (training, discussions, mapping, etc.) and aims at collecting people's **knowledge** and **perceptions** of their surroundings and communities.

see Tool 14, p. 62

What to do: Once all instructions are given, the groups can commence with the fieldwork. Each group needs to document the issues they identify in their area of interest, by mostly doing three things: **marking the locations** they consider as indicative of safety issues (with GPS device / smartphone / on paper, according to the chosen method); complementing these with **notes**, and taking **photographs or videos** that illustrate the issues.



The facilitator should supervise the field teams, especially in the early stages of the audit, and assist where needed. As the teams become more confident and have more clarity about what exactly they are looking for, the facilitator can step back and let the participants operate independently.

What to consider: As the fieldwork can take from several hours up to a few days, it is important to **monitor the progress**. This can be done, for example, by collecting the gathered data after some time in the field and sharing them with the participants, so that they can better visualize what topics and areas are not covered enough, and revise their action plan accordingly. The facilitator might need to give additional input and training to participants if the progress is slow and/or the participants face difficulties in conducting the field survey.

Task 8. Training for questionnaire survey

Objective: For the survey to be relevant and reflect the context of a certain area, it is important to develop the **questionnaire** in collaboration with the participants.

see Tool 15, p. 64

What to do: Based on the issues that have emerged from all previously described activities (mapping, group discussions, walks, etc.) a draft questionnaire is developed by the facilitator. The draft needs to be designed in an **easy-to-respond format** and incorporate the **key themes** identified. The draft is then shared with the participants, who give their feedback and add or take out questions and answers, for the questionnaire to better reflect local conditions. Then, the questionnaire is **confirmed collectively** and the survey teams receive some basic instructions on how to conduct the field survey.

What to consider: The survey can be conducted either in paper format or with the use of a digital data collection tool. The paper format is usually more accessible to participants but the digitization of data takes time, while the digital survey might require additional training in the beginning, but can otherwise reduce significantly the time of data integration and analysis.

If a digital data collection tool is preferred (and deemed feasible), the facilitator needs to consider the following two tasks at this preparatory stage: drafting the questionnaire in the chosen tool, and training the participants to use the application. There are several applications and online platforms that can be used for that purpose, each of which have slightly different features and possibilities, as the table on the next page illustrates. The facilitator can opt for a suitable tool for the survey depending on the sample size, question types, language support, and needed features.

Lastly, because of the interactive nature of this activity, the facilitator should share some instructions on the communication style and **ethical considerations** that the surveyors need to keep in mind.

How to decide on an appropriate digital survey tool?

Feature \ Tool	SoGo Survey	Survey Monkey	Type Form	Google Form	Zoho Survey	Survey Gizmo	Kobo Collect	ONA
Built-in tutorial	✓	✓	✓	X	✓	✓	X	X
No. of survey sheets	∞	∞	3	∞	∞	3	∞	10
No. of questions per survey	∞	10	10	∞	10	∞	∞	∞
No. of responses per survey	200/ year	40	100	∞	100/ year	100	∞	500
No. of question types	15	13	19	11	23	8	23	23
Question logic	✓	X	X	✓	X	X	✓	✓
Supported fonts	ZG	ZG, UNI	ZG, UNI	UNI	ZG, UNI	ZG, UNI	ZG, UNI	ZG
Multi-language application	✓	X	X	X	✓	X	✓	✓
Offline operation	X	✓	X	X	X	X	✓	✓
Mapping function	X	X	X	X	X	X	✓	✓
Exports data	✓	X	✓	✓	✓	✓	✓	✓
Exports report	✓	X	X	X	X	✓	✓	✓

◊ Important things to remember

- Introducing oneself;
- Introducing the project and the objective of the survey;
- Highlighting the importance of transmitting the voice of the community;
- Maintaining a neutral attitude;
- Thanking the respondent for their time.

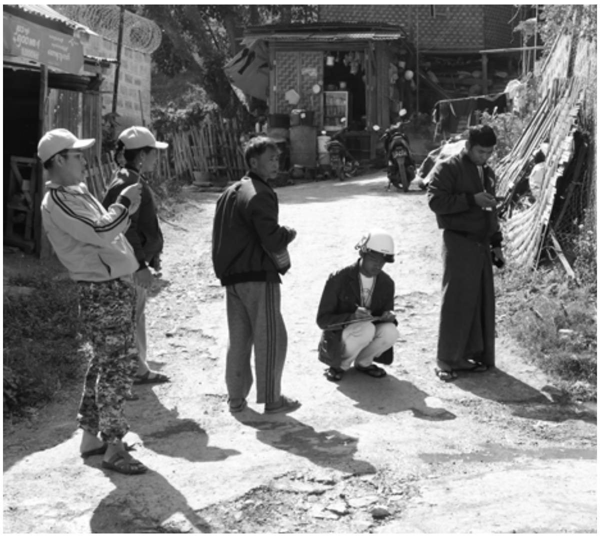
◊ Important things to avoid

- Making claims or promises that are outside the scope of the particular project / giving false hope;
- Raising sensitive issues outside the scope of the survey, like politics, religion, culture;
- Wasting time / not using time efficiently.

Task 9. Conducting a questionnaire survey

Objective: A questionnaire survey is an important tool to further triangulate the information collected from other activities and obtain insights about the perceptions and experiences of a much larger sample of people.

What to do: The facilitator needs to communicate clearly how many residents each surveyor or team is expected to survey, and give an appropriate deadline that takes into account the time and effort needed by the participants. After the surveyors have completed their task, the facilitator should confirm that the indicated number of responses has been submitted (physically or to the online server). If that should not be the case, further communication is needed to meet the set targets.



If the survey is paper-based, the data needs to be entered into appropriate software; if the survey is already in digital form, the responses can be downloaded as raw data, or directly in report format for further evaluation.

What to consider: This activity needs to have a clear scope and target, so that the survey teams can work effectively to meet the goal.

Task 10. Reflection

Objective: Upon completion of the data collection activities is it useful to have a reflection session, where the participants can discuss their impressions of the process and give **feedback** to the facilitator.

What to do: During this session, participants are asked to give feedback on the process, its usefulness and suitability, the challenges they faced, and the learnings they gained. Inputs can refer to individual activities and/or the project altogether. After that, the facilitator guides the participants through a group discussion, in order to summarize the findings of the audit and **identify links between the causes and effects** of different issues.

see Tool 16, p. 71

What to consider: This is an opportunity for the facilitator to carefully note the input of the participants and reflect on possible ways to improve the methodology for future use.

Drafting your process

How to conduct a safety audit remotely?

The implementation of a safety audit, as it is described in this booklet, is largely structured around the engagement of participants in diverse activities over several days, and the physical presence of the audit team on site. During the time of the production of this booklet, most parts of the world started experiencing the impact of the Covid-19 pandemic, which drastically changed the 'normal' flow of daily life.

With several gathering and movement restrictions in place to contain the spread of the virus, practitioners, researchers, and community-based organizations have been prompted to seek alternative ways to operate and support communities while maintaining the safety of everyone involved. **In such an exceptional condition, the audit team must assess the risk of conducting the audit vs *not* conducting the audit.** Some contexts might be in more urgent need for the process to occur and remote data collection may be feasible, but in places where that is not the case, it is reasonable to postpone the project. This decision should be taken in coordination with the local community and leaders, and with the wellbeing of staff, community members, and stakeholders as a top priority.

In the case that a safety audit is considered both necessary and feasible, the audit team members need to determine the ways of adapting their process and methods, to maintain safe procedures for all participants. In terms of the methodology, we have identified mainly two directions that can be pursued during such a time. The first one involves the increased use of digital means for the collection of data. The second one targets the collection of data through coordination with the participants and the allocation of different tasks that can be completed remotely or in very small groups. While some activities might initially seem difficult to replicate under these conditions, several alternatives may emerge as feasible when there is a high level of organization and coordination within the audit team and between the audit team and the participating community.

What you *can* do:

◊ Group discussion*

While some contexts could allow for the use of telecommunication applications, such as Skype or Zoom, to have a group discussion via video call, many people likely have limitations using these means. Where use of these applications is not applicable, the audit team may consider running small group discussions following the guidelines of the relevant departments—for example, by holding the meeting in an open or adequately ventilated space, practicing physical distancing, and not exceeding the maximum number of people allowed to gather in each session.

◊ Mapping/Field data collection*

Mapping safety issues in a given area might be more challenging without the immediacy of group work. Here as well, depending on the digital literacy of the participants and the possession of smartphone devices, software tools can enable the participants to document relevant issues remotely. Some of the digital survey tools included in the table on p. 24, like Kobo Toolbox and ONA, or online features like My Maps by Google, allow users to tag any area of interest and create customized maps. In some contexts, publicly accessible phone applications are available for the documentation of various urban issues through photographs and geographical data, such as MyoTaw, which is available for Taunggyi and Mawlamyine. If digital mapping is not feasible, the process of mapping might be lengthier, but is still possible, either by circulating the map from participant to participant, or by holding small group sessions, as described in the previous section.

◊ Questionnaire survey*

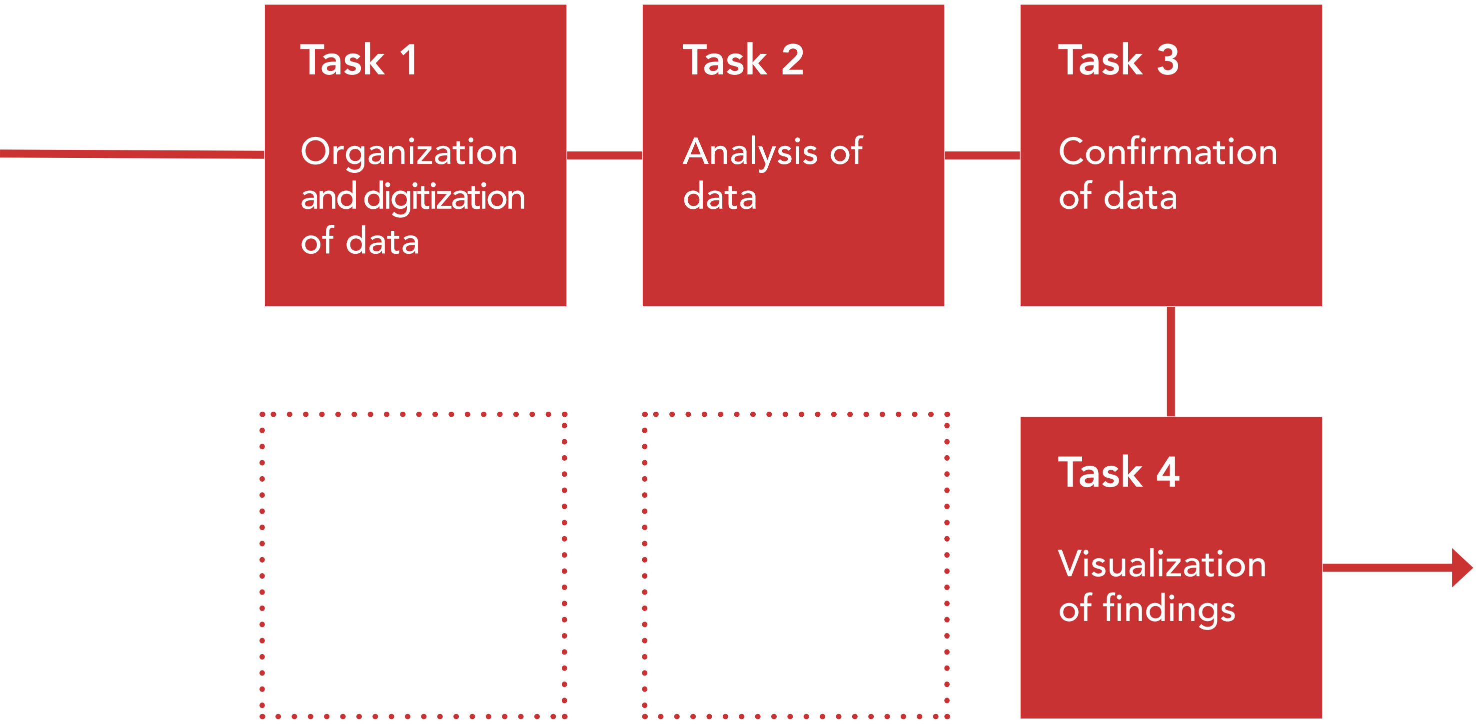
The questionnaire survey can be conducted remotely without much adaptation, either through phone communication or by utilizing a digital application (as was explained in Section B). Depending on the circumstances, the audit team can alternatively distribute questionnaire sheets in paper form to the area, and collect them at an arranged time and place, to minimize physical contact.

**If the conditions allow for the use of said digital applications, it is important that the audit team covers the participants' expenses for mobile data for the related activities.*

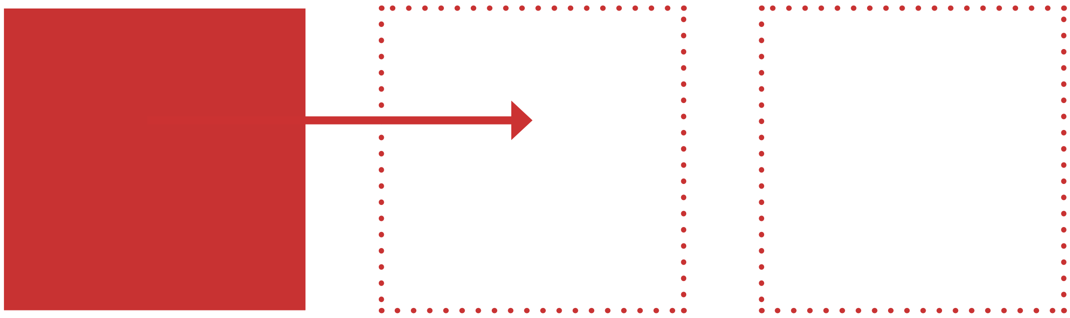
What to consider: One important reflection from this experience is that the audit team would have to consider ways to balance participation under such conditions. The use of digital means, for example, is likely to exclude people in certain contexts. The availability of a mobile phone, digital literacy, and the ability to use these formats without person-to-person training need to be taken into consideration before choosing the most suitable medium. Besides that, even if the collection of data by community members would be technically possible through the above alternatives, one cannot deny the impact on the mobilization process, which is ultimately a critical component of the safety audit.

Nonetheless, given this unprecedented phenomenon, practitioners need to demonstrate resourcefulness and flexibility. The process might be significantly slowed down to allow a similar level of participation without bringing all participants together at the same time. Yet, an activity may be 'just as complete' in terms of quality and substance if the process is conducted in smaller parts, by bringing only a small amount of people together, or collecting data from individual households, without group work. Eventually, these alternative ways of collecting data might also open up new ways of practice and bring benefits to the process besides the initial challenges.

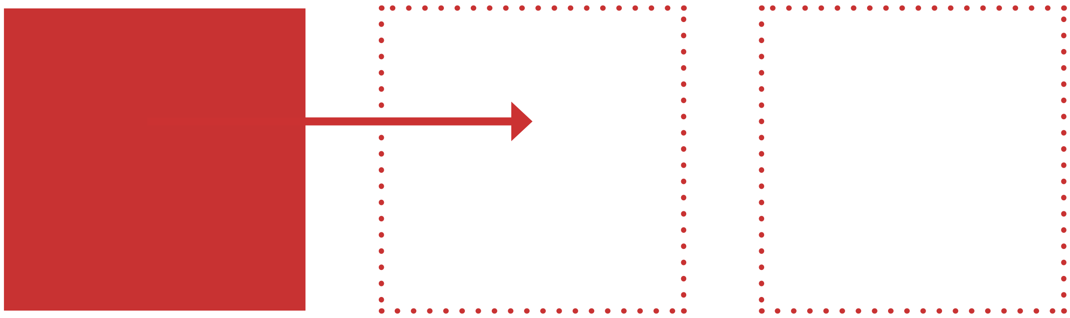
III. Data Integration and Visualization



IV. Action Plan



V. Dissemination of findings



III. Data Integration and Visualization

Task 1. Organization and digitization of data

Objective: As a diversity of data has been collected during the audit, it is important to organize them before proceeding with the analysis.

What to do: The collection and organization of data depend on the activities and output, but can roughly include:

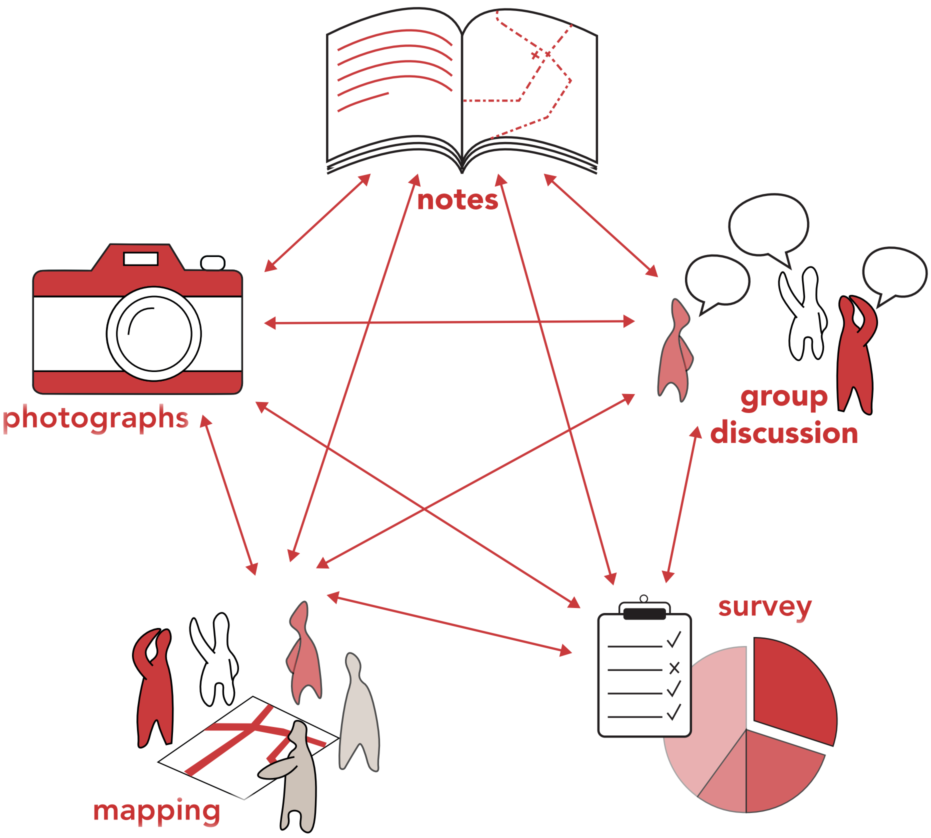
◊ Organizing photographs by date and activity;

◊ Organizing the photographs taken by the participants by group/sections and/or thematically (e.g. pictures related to drainage, waste issues, etc.);

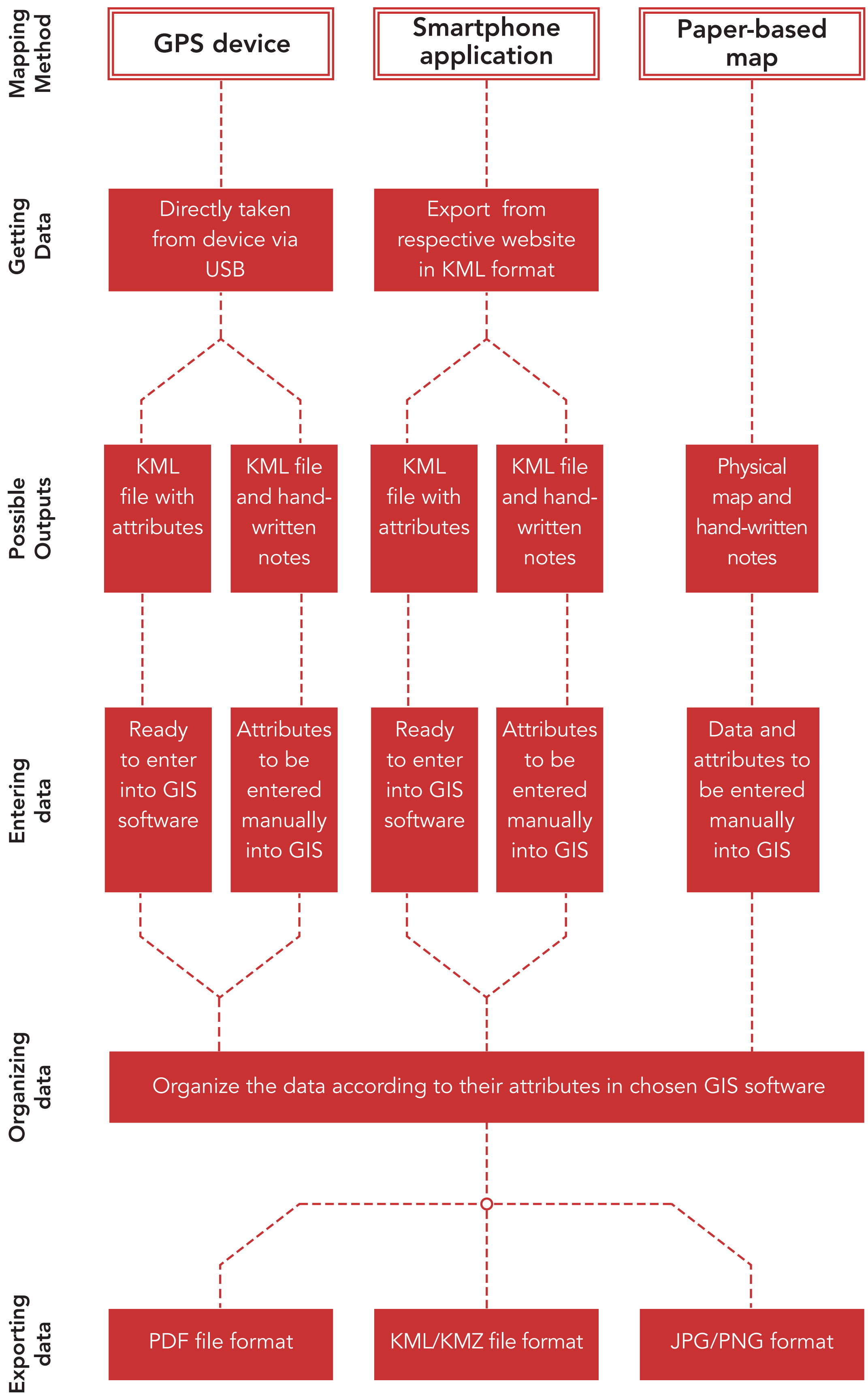
◊ Transcribing notes from interviews and group discussions;

◊ Entering geographical information (from GPS device / smartphone) and converting hand-drawn maps into GIS software;

◊ Entering responses from the questionnaire survey into appropriate software.



Guide to digitizing the geographical data according to the mapping method:



What to consider: The digitization process depends highly on the medium that was used for mapping. The diagram on the opposite page outlines possible scenarios according to the methods used in this manual. The audit team should be aware that if the attributes of the tagged locations are available only as handwritten notes, the process will likely be lengthy. In the case of inconsistencies in the characterization of geographical points (which is not uncommon), it might be necessary to review and homogenize the descriptions of attributes. The following table shows an example of attribute characterization, for a more efficient digitization of the findings.

How to create categories for analysis?

Category	Attributes and their Description
Boundary	Ward Name
Traffic	**Heavy Traffic** – Areas that commonly experience heavy traffic **Moderate Traffic** – Areas that commonly experience moderate traffic **Light Traffic** – Areas that commonly experience light traffic
Accident	**Accident** – Areas where traffic accidents have occurred (in the last two years)
Crime	Theft Snatch Theft Burglary Rape Robbery Sexual Harassment Murder Human Trafficking Gambling Alcohol Abuse Drug Use Drug Sale
Potential Danger	**Stray Dogs** – areas where stray dogs are present **Dark Environment** – areas that do not have adequate street lights and make people feel unsafe **Dangerous Building** – buildings that are vulnerable to collapsing in disastrous events **Slippery Road** – roads become dangerous for pedestrians and vehicles due to steepness and flooding
Disaster-prone Area	Flood Fire Lightning Landslide

Drainage	**Absent** – there is no drainage in that road segment **Blocked** – the drainage is blocked, but the underlying cause of the blockage is unknown **Blocked by Waste** – the drainage is blocked by the accumulation of waste **Blocked by Building Extension** – the drainage is blocked/ covered by the extension of a building over the drain canal
Electricity	**No Electricity** – there is no governmental supply of electricity **No Street Light** – there is no street light even though there might be posts and wires **No Lamp Post** – there is no lamp post, although there might be cables attached to trees or fences **Tangled Cables** – a large amount of cables connected haphazardly to one post or point **Low-hanging Cables** – cables that hang low **Cables in Contact with Objects** – cables that are precariously connected with trees or other objects **Electric Shock Danger** – cables and infrastructure in poor condition create a risk for electric shocks
Health Risk	**Waste** – areas where informal waste disposal occurs **Smell** – areas where bad smell originates
Informal Settlement[1]	**Informal Settlement** – presence of informal settlements i.e. dwellings without formal titling for land tenure
Resources and Points of Interest	**Amenity** – water supply tank, pond, transformer **Commerce** – market, shop **Education** – school, college, university **Authority** – government office, political party office **Healthcare** – clinic, hospital **Military** – military base or compound **Recreation** – park, public space, sports facilities **Religious** – monastery, pagoda, church, mosque, etc. **Transportation** – bus terminal, bus stops (as in bus gate, the last point where many buses stationed) **Social Service** – NGOs, CSOs, humanitarian organizations **Security** – CCTV, community security guard **Ward Office** – ward office
Road Material	**Earth** **Gravel** **Concrete** **Asphalt** **Mixed materials** – road is executed in different materials

[1] Informal settlements may be considered as unsafe because of their generally poorer state of infrastructure and social stigma.

How to decide on an appropriate tool for data digitization?

Feature \ Tool	My Maps	QGIS	ArcGIS
Subscription/ payment	Open-source	Open-source	Commercial
Supports large dataset[1]	X	✓	✓
GIS base dataset[2]	Only Google open layer	Any open layer source	Built-in source
Offline operation	X	✓	✓
Easy to learn/ use	✓	X	X
No licensing usage restrictions	✓	✓	X
Smartphone compatibility	✓	X	✓
Real-time workability	✓	X	✓
Data capture in the field	✓	X	✓
Multiple user contribution[3]	✓	X	✓
Analysis capabilities	X	X	✓
Multiple attribute entry[4]	X	✓	✓
Built-in tutorial	✓	X	✓
Supports data import	✓	✓	✓

[1] Here, a large dataset is defined as more than 10,000 points and/or polygons.
[2] Data in varying quantities and quality can be accessed from the built-in platform.
[3] More than one user may contribute to the map, provided with permission to edit.
[4] More than one attribute can be given to a single point on the map.

Task 2. Analysis of data

Objective: Once the data is organized and digitized, it can be reviewed and analyzed. The **triangulation** of information is very important for the quality and relevance of the audit.

What to do: Comparing and contrasting findings from different activities, overlaying spatial information from different sources, and disaggregating data by groups (e.g. by gender, age, etc.) will help the audit team get a better understanding of the context and issues at hand.

What to consider: When analyzing the data, some contradictions are likely to come up among all the different sources of information. For example, a group discussion during the workshop may not reflect the priorities that emerge in the questionnaire survey, where the sample is a) different and b) much larger.

These **discrepancies** may come into effect for many reasons. Sometimes the participants do not understand the question correctly and respond based on their own assumption. Sometimes people respond to what they think is expected of them, or what may seem more socially acceptable (e.g. when asked about where people dispose of their waste, some may not admit to inappropriate disposal). People might also be hesitant to disclose sensitive information that might in certain cases put them at risk (e.g. information about the location of certain criminal activities or disputes within the community). Occasionally, people may simply not know how to respond to a question or have no knowledge of the specific issue.

These contradictions should not be a source of concern; on the contrary, they show the **different voices** in the community, and **reflecting** on these is what makes the output all the more complete.

Task 3. Confirmation of data

Objective: To minimize the risk of wrong interpretation in the analysis of data, clarify uncertainties, and correct any information that was entered incorrectly in the first place, it is important to confirm the data with the participants.

What to do: After the data has been analyzed and organized more visually, the facilitator should gather the participants to confirm the data and make changes as needed. The maps are presented to the community issue by issue (i.e. drainage, water, etc.), and the participants can **review**, add, or edit information. As the shared outputs contain data from different activities, it is necessary to receive feedback about the accuracy and relevance of the maps, and usually, there are important layers of information that emerge during this confirmation session. Once the activity is complete, the data collection and analysis phase is concluded and the final materials can be prepared by the audit team.

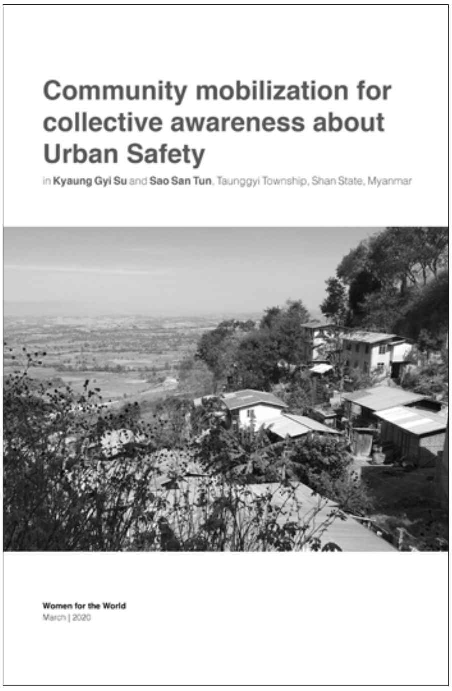
Task 4. Visualization of findings

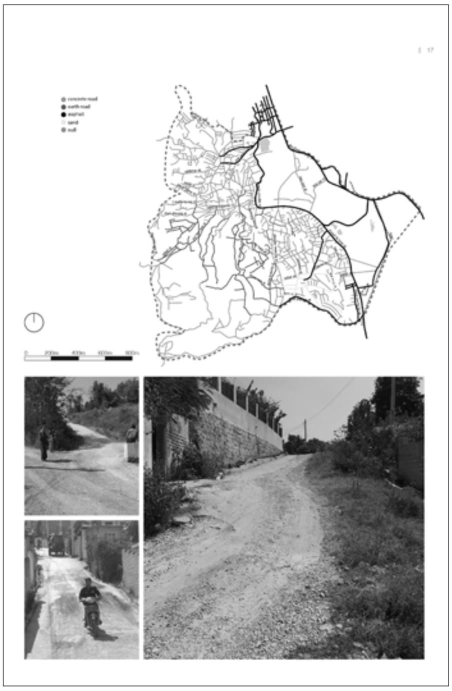
Objective: One of the goals of the whole process is to communicate the findings of the audit to different audiences, and for that, it is important to 'translate' the data into an easily understandable, accurate, and informative product.

What to do: The visualization of the findings of the audit can take various forms, like written reports, posters, slide presentations, or short documentary clips. The materials that were collected and/or produced by the participants can be complemented by graphs and diagrams to communicate a more complete picture to the potential audience.

What to consider: For the preparation of the final materials, the facilitator needs to bear in mind the audience and also the team's capacity. Moreover, it is important to be aware of the implications of portraying certain issues. For example, caution is needed when mapping the locations of criminal activities—like drug selling spots—to avoid the stigmatization of certain neighborhoods and the negative perception of their residents.

The facilitator should consult with the participants about what medium would be more useful in the long run, both as a record of the audit and as a tool for further dissemination and advocacy. This can include online maps, reports, video clips, posters, and photo exhibitions, among others. Given the digital format of the findings, it is useful to consider ways to periodically update the data and share these with relevant stakeholders.





IV. Action Plan

see Tool 17, p. 72

Objective: With the **accumulated data** and knowledge from all previous activities, and with a clearer view of the interconnectedness of issues, the **action plan** can yield resourceful and tangible ideas which people feel more confident implementing.

What to do: The participants discuss and develop an action plan with the guidance of the facilitator. This can be done issue by issue, whereby the participants identify the action(s) that need to be taken, the actors that need to be involved, an estimated time frame for the actions, and the obstacles or challenges in implementing these.

What to consider: The facilitator needs to bear in mind and emphasize to the participants that this is an exercise to better visualize actions and partnerships. The actual implementation of these and the involvement of the specific stakeholders depends on many factors, like the actual scope of responsibility of a certain actor, their capacity, and, not least, their willingness.

The more detailed the action plan is, the better prepared is the ground for negotiation and direct actions. We have often witnessed initiatives taken within a few weeks from the completion of the audit—something that demonstrates the **activating** character of the process.

V. Dissemination of Findings

Objective: After the findings of the audit are analyzed, they are shared with authorities and other relevant stakeholders. This coming together can help communities to gain a better understanding of the scope and responsibilities of different entities, as well as point out the challenges they face and need assistance with. On the other hand, officials can get a much more accurate picture of what is happening on the ground, and share their plans, efforts as well as difficulties in dealing with certain issues. This can enhance **mutual trust** and communication across sectors, increase the **awareness** of both sides about the strategies and obstacles of the other party, and create new channels for **collaboration and action**.

What to do: One of the key principles of a community-led audit is that the participants are best placed to present the data to the different audiences, as they know best their context and issues. The facilitator needs to assist and guide the participants to prepare for the sharing session, to maximize the positive outcomes. This includes confirming the content of the presentation, assisting in the development of the presentation materials (e.g. slides, posters, etc.), and encouraging the participants to put together questions they can direct to the attending authorities.

What to consider: An opportunity to bring these stakeholders together is relatively rare, so it is important to utilize the time and space in a **constructive** way. Through the audit process and the participants' efforts, valuable datasets about critical social and physical infrastructures can be made available to the authorities—notably in a digital format, which is likely to increase the legitimacy of the community's voices and their recognition as contributors to the improvement of their communities. For better or worse, seeking support from the responsible authorities is considerably more effective when people are in a position to show evidence about their issues, and the detailed mapping, surveys, and other materials are very useful tools to do so.

SECTION C

TOOLS FOR AN URBAN SAFETY AUDIT

Tools for an urban safety audit

Preparatory actions

1. Baseline survey
2. Creating the work plan

Concept sharing

3. Aligned shoulders
4. Explaining urban safety
5. Whisper down the lane

Group discussion

6. Issue-based discussion
7. Focus group discussion

Prioritizing issues

8. The race
9. Prioritizing through votes

Mapping

10. Social mapping
11. Resource mapping
12. Mapping safety issues

Field data collection

13. Fine-grained mapping
14. Photography and video
15. Questionnaire survey

Reflection and action plan

16. The problem tree
17. Action plan

This section presents different **options** and not a rigid sequence of activities. The following tools are indicative and shall be flexibly **adapted**, according to the unique context of an urban safety audit, the level of experience of participants in engaging in similar tasks, and the availability of resources and time.

Preparatory Actions

Tool 1. Baseline survey

Objective: A baseline survey can help the audit team select a site for the project implementation, make a preliminary assessment of the interest and engagement of relevant stakeholders, and gather information about the general conditions in the area.

Why use this tool: Conducting this survey can provide the audit team with first-hand information about the conditions that call for a safety audit, and the willingness of local leaders and authorities to participate. This process can also be the first step towards establishing relations with the local authorities and other stakeholders that would be important for the implementation of the audit.

Participants: Township/ward authorities, local administration, community representatives, local CSOs

Logistics: Assessment form (see below)

Time required: To be determined on a case-by-case basis

Step-by-step guide:

◊ The audit team first determines the general area of interest for conducting a safety audit, whether that is a township, a town, or a village tract. This can be based on their area of operation or other factors.

◊ The audit team then arranges a (series of) meeting(s) with the ward/township/local administration and/or CSOs that could be potential partners, in order to introduce the project.

◊ The audit team explains the scope, objectives, procedures, and expected outcome of the community-led urban safety audit to the authorities and/or attending CSOs.

Baseline Survey	
Name of ward/township/district	
Interest level of authorities	1._____2._____3._____4._____5.____
Interest level of community	1._____2._____3._____4._____5.____
Past collective actions	
Past workshop experiences	
How were these held?	
CSOs present in the area	
Number of administrative units	
Number of sections	
Total number of households	
Willingness to participate in project	
If not, recommendation	

◊ To get a better understanding of the stakeholders' interest and level of experience in similar projects, the audit team may ask for relevant information and fill out the above assessment table.

◊ If the authorities and CSOs are not interested or cannot commit to participating in the project for their own reasons, the facilitator may ask them to nominate a community that would be interested and could benefit from the project.

**If there is a direct request from a community, authority, or donor to conduct a safety audit in a particular site, the baseline survey can be omitted.*

Tool 2. Creating the work plan

Objective: For smooth functioning of the project activities and for efficient use of time, it is important to establish a guiding work plan.

Why use this tool: Establishing a work plan in close collaboration with the local administrators can enhance mutual trust in the process, and give a sense of ownership to local leaders and communities.

Participants: community representatives, local CSOs

Logistics: Paper, pens

Time required: To be determined on a case-by-case basis

Step-by-step guide:

◊ The audit team prepares a draft taking into account: the size of the area, the number of participants, their availability, the weather conditions, and the availability of a workshop venue.

◊ The audit team consults with the local administrator (ward/village/community leader) about the detailed schedule and activities.

◊ Depending on their feedback and comments, the audit team may need to readjust the schedule and confirm again with local leaders and/or CSOs.

<table>
<tr><th>Day / Activity</th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th></tr>
<tr><td rowspan="2">Morning session</td><td>Introduction</td><td>Social and resource mapping</td><td rowspan="2">Field data collection</td><td rowspan="2">Preparation for questionnaire survey</td></tr>
<tr><td>Concept Sharing</td><td>Safety mapping</td></tr>
<tr><td>Lunch</td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Afternoon session</td><td rowspan="2">Group discussion / Focus group discussion</td><td>Preparation for field data collection</td><td>Field data collection</td><td>Questionnaire survey</td></tr>
<tr><td>Trial session</td><td>Sharing preliminary findings</td><td>Reflection</td></tr>
</table>

Concept Sharing

Tool 3. Aligned shoulders

Objective: This is a game to break the ice between the participants themselves and between participants and facilitators, which also conveys the message that, as people have different skills, strengths, and energy, they need to communicate at the same level, as equals, to achieve collective growth.

Why use this tool: This tool will help the participants realize the importance of adjusting, and increase the sense of collectivity in the process, regardless of their differences.

Participants: All participants attending the workshop, audit team

Logistics: A large space that accommodates the participants

Time required: 20 minutes

Step-by-step guide:

◊ The participants and the audit team form a circle.

◊ Once the circle is formed, the facilitator can mix the order of participants, so that they are not standing only next to their familiar persons.

◊ The facilitator asks everyone to adjust their shoulders to be the same level as the persons next to them, making virtually everyone arrange themselves at the same level.

◊ The facilitator makes sure that the participants adjust on both sides by changing their posture accordingly, and reminds them that there are no limitations about how they adjust their shoulders.

◊ The facilitator asks the participants about their reflections from this game and shares the message of bringing everyone to be at the same level.

Tool 4. Explaining urban safety

Objective: Input from the facilitator is required to explain the loose definition of urban safety in the context of a diverse community, and to emphasize the fact that different conditions make for different experiences and perceptions of safety, depending on the time and place, and the identity of a person.

Why use this tool: Commonly, safety is associated with a limited number of issues, mostly relating to crime. This activity aims at two things: to expand this understanding among participants and to frame safety as a condition that is experienced and perceived differently, according to someone's identity. By showing simple and relatable illustrations, the facilitator can engage in a conversation that increases the awareness of the participants about possibly unnoticed or uncommunicated issues. Establishing a common ground, both with regards to the diversity of safety issues and the validity and importance

of each and everyone's perceptions and experiences, will lay the groundwork for the following activities.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Print photographs or illustrations of safety issues

Time required: 30–45 minutes

Step-by-step guide:

- ◊ The facilitator prepares in advance a set of photos or illustrations that portray problems that might be commonly faced in the community, e.g. open drainage canals, stray dogs, flooded roads, etc.
- ◊ The facilitator shows the photos or illustrations, one by one, to the participants and asks the following questions to guide the conversation:
    - *Is the issue featured in this picture something familiar to you?*
    - *Does this issue make you feel unsafe?*
    - *What if you were a [woman / child / elderly person / disabled person / etc.]? Would you feel unsafe in this situation?*
- ◊ The facilitator may add more details to describe a very particular condition, and trigger further conversation. For example, they may show the image of an open and deep drainage canal and ask:
    - *If you are a healthy adult, would you consider this situation as unsafe? What if you are still a healthy adult, but you come back home from your work at night, and there are no lights in the street? Is this still safe for you?*
- ◊ After going through all the pictures, the facilitator asks the participants about their thoughts from this activity and explains about the importance of safety not solely depending on the presence of an issue, but on a variety of criteria like a person’s identity, the time, and other conditions.

Tool 5. Whisper down the lane

Objective: The objective of this game is to emphasize the importance of transmitting information in a way that is accurate and understandable to others.

Why use this tool: Through this simple game, the facilitator can instill the idea that, unless 'data' is accurate and understandable, information can get lost along the way and, as such, there is a need to be aware of the risks in assuming every information is 'objective' and truthful. Furthermore, this tool is used to build intimacy among the participants.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: A4 paper, colored markers

Time required: 30 minutes

Step-by-step guide:

◊ Around 15–20 volunteers are called to take part in this game and arrange themselves in a line, one behind the other.

◊ The facilitator draws a simple composition on a paper and shows it to the last person in the line, asking them to describe accurately the picture to the person in front of them in a whispering voice.

◊ Each participant in line passes on the information to the person in front of them, without being heard by others.

◊ The first person in the line describes the picture in a loud voice, and the facilitator reveals the actual drawing to everyone for comparison.

◊ This can be done also with a simple sequence of gestures (like pantomime) that people need to perform to the person in front of them without saying any words. Again, the first person in line compares their gestures to the original assignment.

◊ The facilitator asks the participants about their reflections from this activity and explains the importance of accuracy when transmitting information to someone who has little or no idea of the message at hand.

Group Discussion

Tool 6. Issue-based discussion

Example: What makes you feel unsafe?

Objective: This group discussion aims to identify the issues that are associated with unsafe environments, to expand potentially limited understandings of safety as linked mostly to crime, and to become more aware of commonalities and differences in the perceptions of different people.

Why use this tool: The group discussion allows participants to exchange information and opinions about the conditions they perceive as unsafe in their community and encourages their reflective thinking.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Flip chart paper, markers, tape

Time required: 1–2 hours

Step-by-step guide:

◊ The participants are divided into groups of 8–10 people, who ideally have diverse characteristics (different ages, genders, administrative units, etc.) to encourage different voices to be heard.

◊ Each group is handed a flip chart paper and markers, and they are encouraged to engage in a discussion and share their views.

◊ The facilitator helps guide their conversation with some questions, such as:

- *What makes you feel unsafe in your surroundings?*
- *What kind of harmful activities have you experienced or heard about from residents in your neighborhood?*
- *Are there any conditions that pose a threat to your physical wellbeing?*
- *What are the challenges faced by different groups of people (elderly, people with disabilities, children, etc.)?*

◊ After the session, each group presents their main points of discussion and their reflections, to which the rest of the participants can contribute with comments and questions.

◊ A report of the discussion should be prepared after the session, including the discussion contents and observations of the facilitator.

NOTE

The group discussion can also focus on **specific issues**, to explore in depth the problem's occurrence and impact on the participants. Depending on the prevailing issues from the broad safety discussion, each group can discuss a different topic, or the same topic can be explored by different groups.

The facilitator can guide the participants with the following questions:

- *Where does the issue occur?*
- *When does it usually occur?*
- *How does it affect your daily life?*
- *In your community, who is most affected by this issue?*

Tool 7. Focus group discussion

Objective: The objective of a focus group discussion is to understand the diverse experiences and practices of a particular group.

Why use this tool: Generally, a focus group discussion aims to bring people of similar backgrounds together to share information and views. This helps create, under conditions, a safer environment to discuss the perceptions of the particular group, and give space to their agreements or disagreements.

Participants: Ward leaders, residents, CSOs, volunteers, youth groups

**Depending on the issue that is explored, it is useful to engage people that share the relevant identity even if they are not regular participants of the workshop (e.g. by inviting women leaders, people with disabilities, etc. to the activity).*

Logistics: Flip chart paper, markers, tape

Time required: 1–2 hours

Step-by-step guide:

◊ The participants are divided into groups of 6–8 people who share a similar background (same age, gender, ability, etc.).

◊ Each group is handed a flip chart paper and markers, and they are encouraged to engage in a discussion and share their views.

◊ The facilitator helps guide their conversation with some questions, such as:

- *As a [woman / man / person with disabilities / teenager / elderly person...] how would you define an unsafe environment?*
- *Where do you feel unsafe in your neighborhood?*
- *What kind of issues are most concerning for you?*
- *Have you or someone you know faced these issues because of your/their identity?*
- *Do you think that being a [woman / man / person with disabilities / teenager / elderly person...] makes you more vulnerable in front of certain conditions?*
- *How do others in your community respond to your unsafe situation?*

◊ The facilitator needs to ensure even participation in the discussion, and keep a neutral attitude, without giving their opinion. At the end of the session, the facilitator helps summarize the main points of discussion.

◊ A report of the discussion should be prepared after the session, including the discussion contents and observations of the facilitator.

Prioritizing Issues

Tool 8. The Race

Objective: This activity aims at identifying the common priorities of the participants and stimulate the conversation among them about the importance of different issues.

Why use this tool: The participants are expected to engage in a discussion about the relevance of different issues, and negotiate which constitute high priorities for them and which are less important. This can increase their awareness about the diverse impacts of an issue on different people.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Colored paper, markers, tape, enough space to move around

Time required: 1–1.5 hours

Step-by-step guide:

◊ The facilitator writes down on cards or colored paper the different issues that emerged from the group discussion. It is best if this is done during the discussion and/or presentation, to ensure that no issue is left out.

◊ The facilitator creates a line on the floor, for example with tape, and places the cards randomly along the line, yet in a way that all of them are visible and readable to the participants.

◊ The facilitator explains that the two ends of the line represent the highest and the lowest priorities of the participants, and asks them to organize the cards according to their perception by explaining their choice.

◊ The participants are encouraged to discuss and find some agreement about

where to place each issue card. It is important to have enough space for this activity so that participants can move around freely.

◊ The facilitator observes the process and can help with guiding questions if needed, especially if some participants are reserved or less active:

- *Do you agree that this issue is more/less important?*
- *Why do you think that this issue has the highest/lowest priority?*

◊ Once the issues are ordered, the participants are asked to summarize the outcome of the activity and give some brief explanations for their choices.

Tool 9. Prioritizing through votes

Objective: This is an alternative to the race, with the same objective of prioritizing the issues that the participants identified in previous activities.

Why use this tool: The difference to the previous tool is that voting allows *all* participants to actively engage and state their priorities; however, it does not entail the conversation and negotiation aspects of the race. Establishing priorities through voting can be a powerful tool to include people that would otherwise be reluctant or hesitant to speak up in a group discussion.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Flip chart paper, stickers and/or markers, tape

Time required: 0.5–1 hour

Step-by-step guide:

◊ The facilitator writes down on paper the different issues that emerged from the discussion, leaving enough space for the votes (e.g. writing the issues in a table form). It is best if this is done during the discussion and/or presentation, to ensure that no issue is left out.

◊ All participants are given a fixed number of votes per person and are asked to cast their votes on the issues they perceive as most important, pressing, or urgent. The votes may be distributed to different issues, or more votes can be given to one issue if that reflects the perception of the participants.

◊ Participants are asked to proceed one-by-one to the flip chart paper and are given stickers or markers to cast their votes.

◊ After the process is completed, the results are counted and issues are rewritten in the order of priority on a paper or board.

◊ Once the issues are ordered, the participants are asked to summarize the outcome of the activity and give some brief explanations for their choices.

Mapping

Tool 10. Social mapping

Objective: The objective of this mapping exercise is for the participants to **visualize** their surroundings and start **making connections** with other areas beyond their street or neighborhood.

Why use this tool: This is an accessible and inclusive way to introduce the participants to mapping. At the same time, this activity helps the facilitator assess the capacity of participants to orient themselves through a two-dimensional medium and prepare accordingly before the next activities.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Base map, markers, stickers, tape, flip chart paper (optional)

Time required: 1 hour

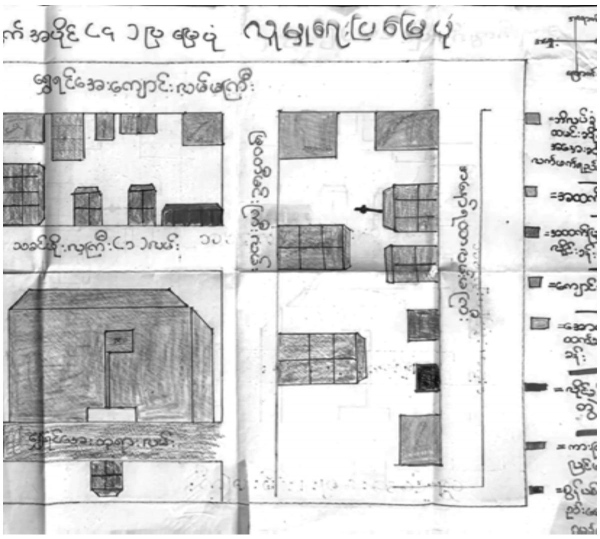
Step-by-step guide:

◊ The facilitator presents the base map and explains the basic information that should be included in a map, like the name of the area (ward/village), a north point, and a legend.

◊ The facilitator lays out the base map and asks the participants to locate their houses and put stickers in the respective spots.

◊ After that, the participants are asked to include local landmarks in the map, like places where they socialize, and places that are important to their community.

◊ If the participants have difficulties reading a map, it might be useful to break down the task in smaller sections. For that, the participants can divide



into small groups and draw a base map of their immediate surroundings, including a few streets and building blocks.

◊ The final outputs are presented by the participants and further details can be added during the discussion.

◊ The facilitator keeps a photographic record of the maps and leaves the drawn output with the community.

Tool 11. Resource mapping

Objective: Building on the social mapping exercise, this activity aims for the participants to locate the present **social and physical infrastructures** and understand their **spatial connections and discontinuities**.

Why use this tool: Introducing this tool will help the participants visualize the distribution of resources at the larger scale of the ward, and understand better to what systems they can connect more effectively.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Base map, markers, stickers, post-it notes, tape

Time required: 1–1.5 hours

Step-by-step guide:

◊ This activity engages all participants as one group around the ward map.

◊ The facilitator instructs the participants to include a map title, the name of ward/village, date, north point, a legend, and the names of the map drawers, to increase their sense of ownership.

◊ The facilitator explains the meaning of **social infrastructures** and gives examples. The participants start mapping the locations of clinics, hospitals, schools, religious spaces, markets, civil society organizations, social services, political parties, etc.

◊ The facilitator explains the meaning of **physical infrastructures** and gives examples, such as the locations of basic utilities, their accessibility, patterns of usage, seasonal changes in usage, quality, entities in charge of operating the resources, etc. The facilitator guides the discussion and supports the participants to include the needed information.

◊ The final outputs are presented by the participants and further details can be added during the discussion.

◊ The facilitator can review and confirm the data with the ward authority and household leaders.

◊ The facilitator keeps a photographic record of the map and leaves the drawn output with the community.

Tool 12. Mapping safety issues

Objective: This activity aims at locating the areas that participants associate with **unsafe conditions** and, using different thematic categories in doing so, to understand spatial patterns in their distribution.

Why use this tool: This tool is used to complement and expand on the discussion on safety issues, by including a spatial component. Also, as the medium is more engaging, it might be easier for some participants to put their concerns on the map, rather than in an open discussion.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

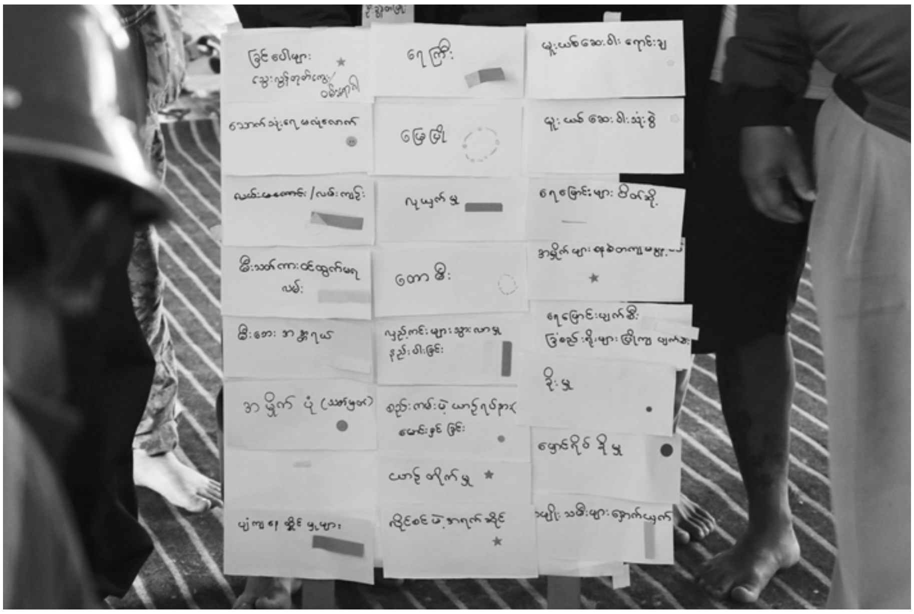
Logistics: Base map, tracing paper, colored markers, crayons, post-it notes, stickers, tape

Time required: 1.5–2 hours

Step-by-step guide:

◊ According to the issues that emerged from the previous activities, the facilitator prepares a legend using different symbols to represent each category (e.g. stickers, post-it notes, markers, colored pens).

◊ The facilitator demonstrates different ways of adding information to the map, by using stickers, drawing around an area, or drawing lines along the road depending on the spatialization of an issue.



◊ The participants start marking the different areas of interest on the map.

◊ The facilitator needs to observe closely the process and encourage the inclusion of all issues identified in previous activities. The facilitator can use their common sense and knowledge to assist the process by asking some guiding questions. For example, if an area is under-mapped regarding a certain issue, the facilitator can double-check if this is the case because the issue is not present in that area, or because it has been omitted.

◊ Once the map is complete, the final output is presented by the participants to the whole group, and further information can be added or contested during the discussion.

◊ The facilitator keeps a photographic record of the map and leaves the drawn output with the community.

NOTE

During the mapping activity, some sensitive issues might be intentionally or unintentionally left out. The facilitator needs to observe the process, and if deemed necessary, they can isolate a specific group after the exercise is completed, to give them a safe space to add any information they think is important.

Also, ward leaders and/or community leaders may downplay some safety issues, especially more sensitive ones, to project a good image of the community. Depending on the conditions, confirmation with leaders can be omitted from this mapping activity.

Field Data Collection

Tool 13. Fine-grained mapping

Objective: Through fieldwork, the participants can produce a much more fine-grained picture of safety issues that concern them, and their spatial distribution in their ward.

Why use this tool: The detailed mapping of safety issues is a significant tool to accurately document and share the participants' findings with other stakeholders. The spatialization of issues can help the community, local authorities and governments tackle these more effectively and efficiently.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics:

- For digital mapping: GPS device or smartphone, replacement batteries, sheets for taking notes, pens, writing board

- For paper-based mapping: print maps on large scale, sheets for taking notes, pens, writing board

Time required: For input: 1 hour
For testing: 1–1.5 hours
For fieldwork*: 4–8 hours (possibly split over more than 1 days)
For reflection: 30 minutes

* *The time needed for the fine-grained mapping depends largely on the size of the studied area and the number of participants.*

Step-by-step guide:

◊ The facilitator explains the objective of the fieldwork.

◊ The participants are divided into groups according to the areas they need to cover, and specific roles are assigned to each person:

- **GPS device / smartphone operator / map-holder:** uses the available device or print map to mark points and boundaries;

- **Photographer:** takes pictures of the identified issues;

- **Note-taker:** complementing the GPS/smartphone/physical tagging, this person writes corresponding notes on the identified issues;

- **Local resource person:** (usually a Hh leader or ward leader, because of their knowledge of past events and issues) guides the team to certain hotspots and gives contextual information.

◊ The facilitator gives instructions to the groups about the information they need to collect, by reminding them of the categories that emerged during the discussion and mapping exercises and writing these down.

◊ Regardless of the chosen method, in preparation for the fieldwork, the facilitator needs to give input on the tool, and test its use with a short exercise.

- **Input on the chosen tool:**

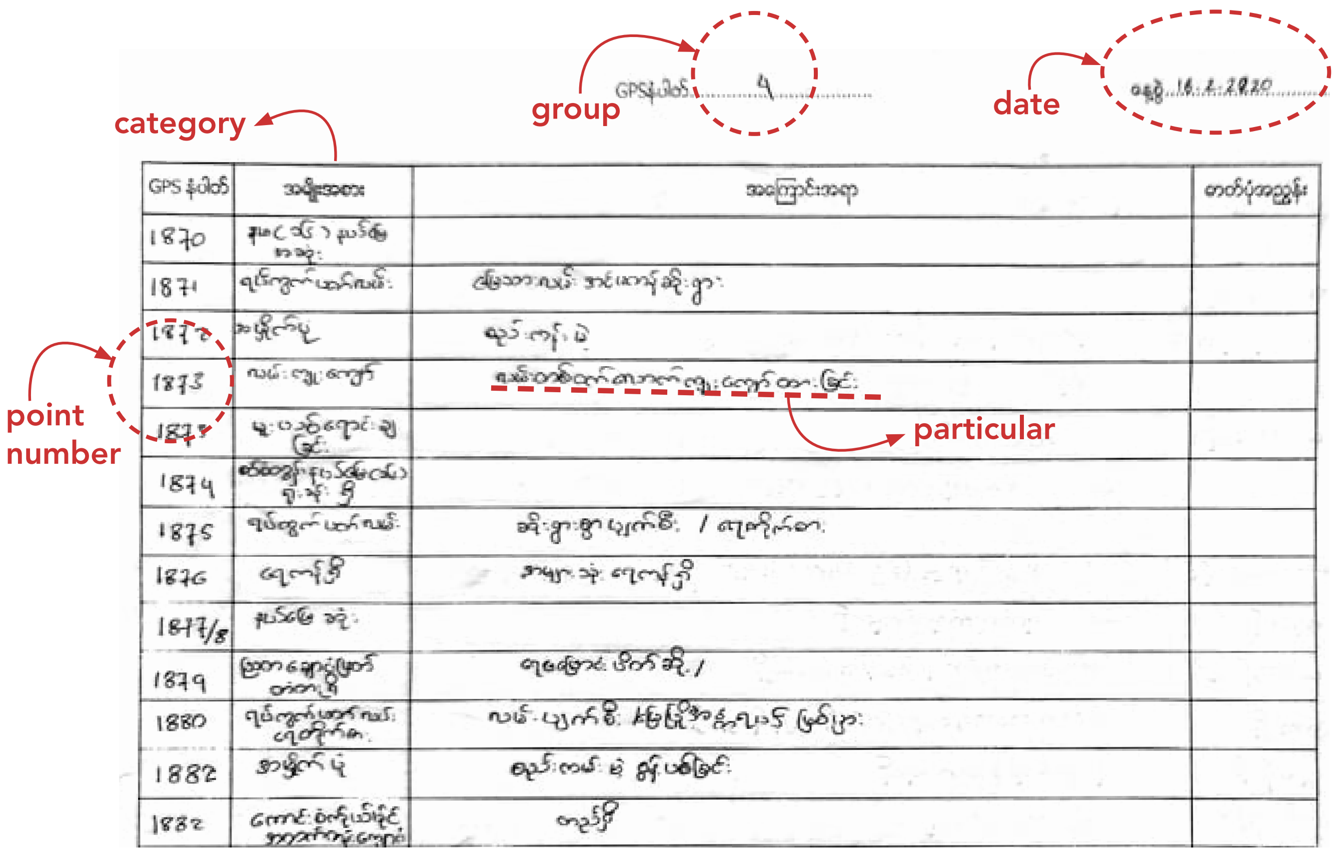
For digital mapping (GPS device or smartphone application): The facilitator explains in simple terms the use of technology to mark geographical information to obtain **accurate** and easily **archivable** data when doing a survey. According to the chosen mapping tool, the facilitator explains the basic features of the GPS device / smartphone application, like how to trace the **boundaries** of a site, and how to map important **points**.

For paper-based mapping: The facilitator instructs the groups to include a map title, the name of ward/village, date, north point, a legend, and the names of the map drawers, to increase their sense of ownership. Building on the previous mapping exercises, the facilitator needs to stress the importance of accuracy at this stage, and encourage the participants to note the issues clearly on the base maps.

- **Guidelines for data documentation:**

Technically, both GPS devices and smartphone applications allow the user to enter a name or an 'attribute' to each point they tag. Our experience has shown, however, that this raises significantly the time needed for the process, and inexperienced users might be overwhelmed or confused. If a similar challenge is encountered, one alternative is to take notes of the attributes of a point manually. This is also useful for the paper-based mapping, as the mapper can write down digits on the map in a compact way, and the note-taker can keep corresponding information on a separate sheet.

The image below illustrates an example of the notes taken to accompany the maps, including the number that corresponds to each geographical **point** (GPS/smartphone/handwritten), the **category** of the identified issue (e.g. drainage, electricity, crime), comments to describe the **particular** condition (e.g. drainage is blocked by waste; electric cables are tangled on trees; hotspot for snatch theft) as well as the **group** number and **date** for keeping a record.



▫ **Testing the chosen tool:**

For digital mapping: The facilitator asks the participants to test the tool by tagging the issues they identify in an indicated small section around the workshop venue. After completion, the data is transferred to a computer and shared with the participants. Any questions or challenges can be communicated at this point.

For paper-based mapping: The facilitator hands a base map of a small section around the workshop venue to the participants and asks them to map the issues they identify, following the instructions. After completion, the maps are collected and presented by the participants. Any questions or challenges can be communicated at this point.

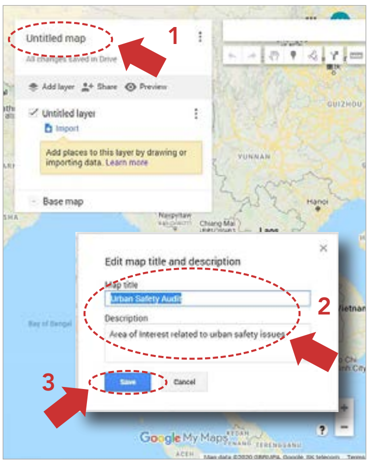
◊ The participants are then ready to start with the fieldwork. It is best if the audit team can accompany the different groups during the early stages of the fieldwork, to monitor the process and provide guidance whenever needed. After that, the groups can continue with the data collection independently.

◊ When the process is completed, the data (physical maps, GPS data, notes, and photographs) are collected by the facilitator.

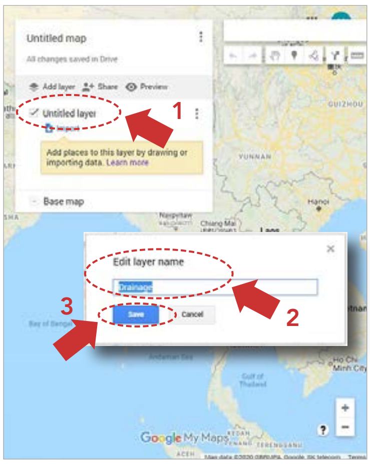
◊ A short reflection session at the end of the process can help the audit team understand the experience of the participants and document their impressions and learnings.

Introduction to a digital mapping tool - My Maps by Google

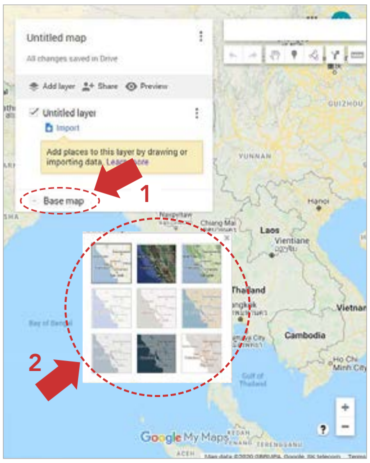
Access Google My Maps (1) and create a new map (2).



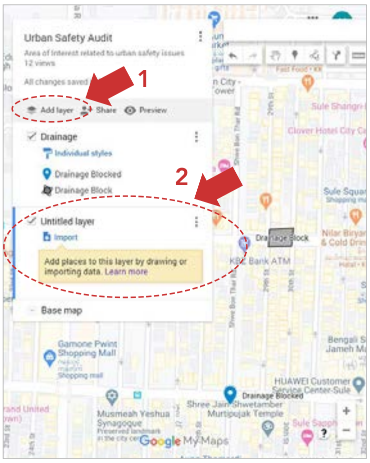
Give your map a title (1), a description (2), and save (3).



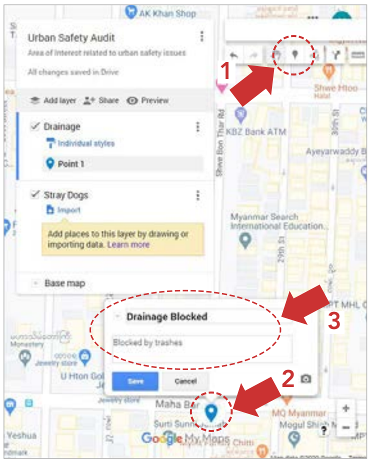
By clicking on 'Untitled layer' (1) you can edit the name of your layer (2) and save (3).



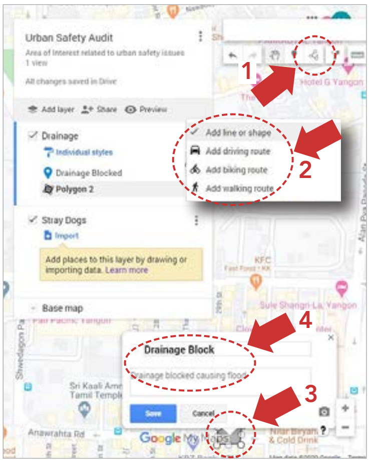
By clicking 'Base map' (1), you can choose a different style for your background map (2).



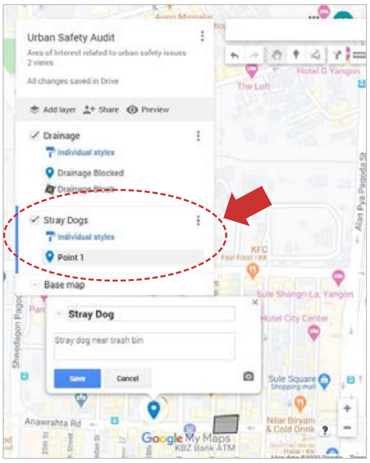
More layers can be added (1) and named individually (2).



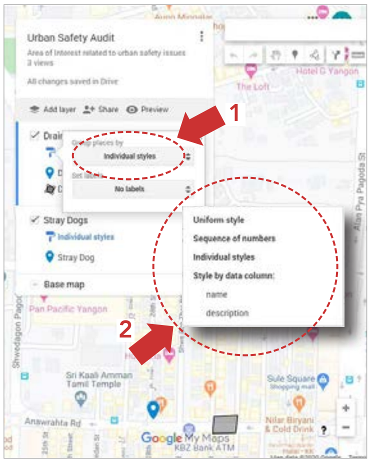
Add a point in your map with this symbol (1), by locating it in the map (2) and naming it (3).



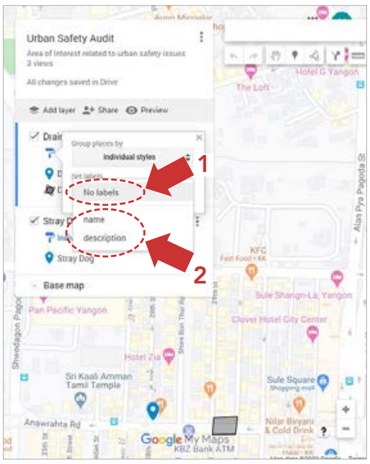
You can add polygons (1,2) by tracing the boundaries of an area (3), and giving them a name and description (4).



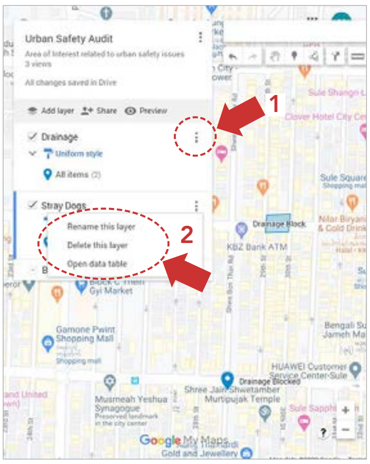
Points and polygons are added to the layer that you are actively on. You can switch between the layers.



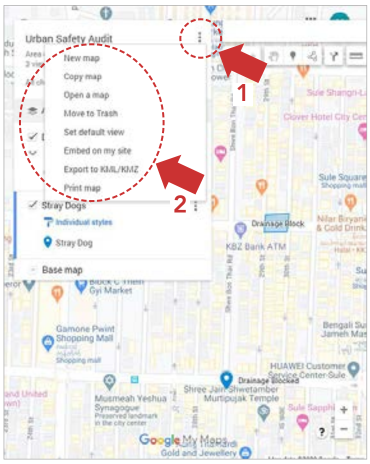
By clicking on 'Individual styles' (1) you will find options to customize the data visualization (2).



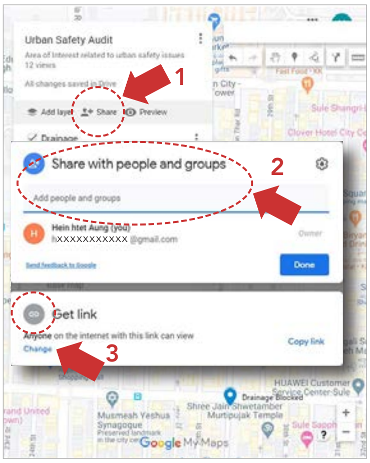
You may label (1) the points and polygons in your map by name, or description (2).



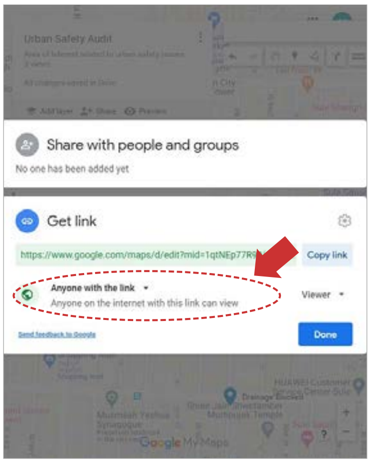
The three-dot-button next to each layer (1) allows you to rename or delete the layer (2).



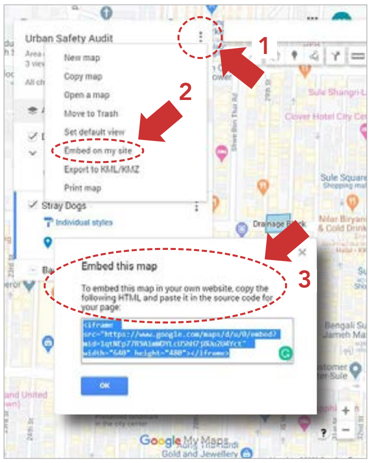
The same button at the top right (1) gives several options regarding the map as a whole (2).



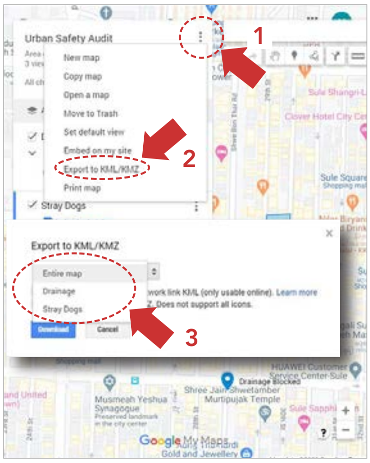
The map can be shared (1) with specific users (2) or with anyone who has the link (3).



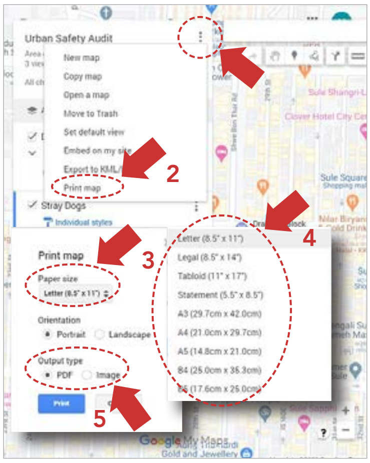
You can give access to others to view and/or edit the map (necessary for embedding).



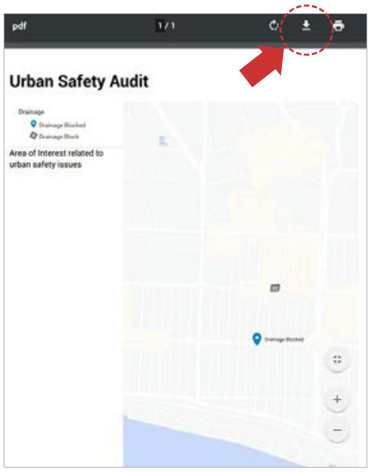
The link to the map may also be embedded in a website.



The geographical data from your map can be exported as a KML/KMZ file.



You can also print your map (1,2) by selecting the format (3,4) and output type (5).



The formatted output is then ready to preview and download.

Tool 14. Photography and video

Objective: Through photographs and/or video, the participants document through their lens the issues they associate with unsafe conditions.

Why use this tool: This is a very immediate way of capturing the issues from the participants' perspectives. What is more, photographs and videos are powerful tools to share the issues to different audiences and for advocacy purposes. Lastly, this is a very accessible medium for most—if not all—participants.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Camera (phone or other)

problem is **not** clearly shown

problem is clearly shown ✓

problem is **not** clearly shown

problem is clearly shown ✓

Step-by-step guide:

◊ While this is a straightforward tool, some instructions can help increase the quality of the output and the smooth flow of the activity. The facilitator can share the following:

- While the participants should document with photographs as many of the issues they identify as possible, they should by no means put themselves in danger while doing so.
- The participants need to ask for permission if they wish to take a photograph or video of other people. If permission is not given, the participants shall move on.
- For clearer and more telling photographs, the participants should capture the issue within its context, avoid taking pictures against the source of light, and ensure the camera focus is correct. It might be helpful to show some successful and less successful examples of photographs, as shown above, before the participants go to the field.

◊ After the fieldwork, the facilitator needs to collect all the materials after the completion of the fieldwork and store them accordingly.

Tool 15. Questionnaire survey

Objective: A questionnaire survey is an important tool to further triangulate the information collected from other activities and get insights about the perceptions and experiences of a much larger sample of people.

Why use this tool: Besides giving voice to many more members of a community (next to the participants), the survey is, in parallel, a medium to trigger a conversation beyond the audit's scope.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics:

- For digital survey: smartphone, area map;
- For paper-based survey: questionnaire sheets, pens, writing board, area map.

Time required: For confirmation: 1 hour
For input: 1 hour
For testing: 1–1.5 hours
For fieldwork: 4–8 hours (per person per day)

Step-by-step guide:

◊ The facilitator develops a draft questionnaire based on the issues that emerge from the different activities before the survey. The following pages show an example of a basic survey sheet, which can be expanded and adapted according to the context.

◊ The draft is shared with the participants, and the facilitator asks them to give their feedback. The following questions can stimulate the conversation:

- *What other issues would be important to include in the questionnaire?*
- *Are there any questions that are irrelevant to your context?*
- *Would you suggest to include different answers to the questionnaire?*

◊ After the participants share their comments and suggestions, the facilitator updates the questionnaire accordingly in the preferred medium (software application or print sheets).

NOTE

Depending on the medium, the time needed to fill out this questionnaire may vary. On paper, a basic survey (around 50 questions) will take approximately 10–15 minutes, while on a digital tool, the entry of the responses by an inexperienced participant can take up to 30 minutes.

Example of a basic questionnaire for an urban safety audit

Basic Information						
Name -			Road -			
Section -			Age -			
Gender			O Male		O Female	
Occupation	O Tailor O Guard O Merchant O Waiter O Welder O Restaurant Worker O Broker		O Construction Worker O Vendor O Gardener O Driver O Government Officer O Electrician O Other ______________________________		O House Helper O Food Seller O Plumber O Car Assistant O Retail Shop O Dependent	
Do you have access to the following services?						
Playground	Hospital	Fire Station	Police Station	Market	Religious Building	School
O Yes	O Yes	O Yes	O Yes	O Yes	O Yes	O Yes
O No	O No	O No	O No	O No	O No	O No
Do you have an NRC card?			O Yes		O No	
Do you have a Household Certificate			O Yes		O No	
How long have you been living in this area? O Less than 1 year O 10 < X < 15 years			O 1 < X < 5 years O over 15 years		O 5 < X < 10 years	
Perceptions of Safety						
What makes you feel unsafe? O Natural Disasters O Not having Household Certificate O Insecure Living Condition O Other ______________________________			O Loudspeakers O Drunks O Not having NRC		O Unstable Income O Verbal Quarrel O Fights	
What are the main threats to the safety of children? O Tobacco O Rape O Domestic Abuse O Tilted Slippery Road			O Drugs O Human Trafficking O Diseases O Other ______________________________		O Child Labor O Accident O Stray Dogs	
Responses to Crime						
What types of crime are common in your area? O Abuse O Rape O Burglary O Trespassing			O Snatch Theft O Human Trafficking O Drugs O Other ______________________________		O Murder O Quarrels O Sexual Harassment	

Who do you contact first in case of a crime?		
O Family	O Household Leaders	O Ward Administration
O Police Station		
Do you receive help when contacting the police? O Yes		O No
How are crimes usually addressed and/or solved?		
O With Help from Ward Leader	O With Police	O In court
O Settlement Between Victim and Criminal		
Health		
What kinds of diseases occur in your neighborhood?		
O Malaria	O Diarrhea	O HIV/AIDS
O Dengue Fever	O Other ____________________________________	
What kinds of medical services can you access in your neighborhood?		
O Public Hospital	O Private Hospital/Clinic	O NGO/ CSO
O Religious Clinic	O Charity	
Traffic Accidents		
Do traffic accidents occur often in your area? O Yes		O No
How many times per month do traffic accidents occur?		
O 1 – 5	O 6 – 9	O Over 10
What are the main causes of traffic accidents?		
O Complexity of Road	O Blocked Vision	O Speeding
O Unsystematic Parking	O Driver's Fault	O Drink and Drive
O Natural Disaster	O Stray Dogs	O Road Condition
O Other ____		
Disaster Risk		
Within the last year, what kinds of natural disaster have you faced?		
O Fire	O Flood	O Earthquake
O Wind Storm	O Landslide	
How many times per year do you face a natural disaster?		
O Once	O 2 < X < 4	O over 5 times
Social Cohesion/Trust		
How is the collaboration of people in your neighborhood?		
O Usually strong collaboration and problem solving		
O Collaboration only for solving important/pressing problems		
O Weak collaboration and problem solving		
Are 10 and 100 household leaders trustworthy and helpful?	O Yes	O No
Are NGOs or CBOs trustworthy and helpful?	O Yes	O No

Basic Services: Electricity/Lighting		
What is your source of lighting at night?		
O Solar	O Generator	O Battery
O Government Supply	O Candle	
Are utility posts in your area in a good condition?	O Yes	O No
Does your area have street lights?	O Yes	O No
Basic Services: Waste Management		
Where do you dispose of your waste?		
O Government-Assigned Area	O Vacant Land Inside Ward	O In Drainage
O In Stream/Canal/River	O Vacant Land Outside Ward	O Anywhere
Is there a government-assigned area for disposal?	O Yes	O No
Basic Services: Sanitation		
Do you have a toilet?	O Yes	O No
What type of toilet do you have? ____		
What do you do when the toilet pit is full?		
O Hire Workers to Empty	O Call Private Service	O Put Chemical
O Dig a New Pit	O Call Government Service	
Basic Services: Drainage		
Does your house have drainage?	O Yes	O No
Is the drainage around your house in a good condition?	O Yes	O No
If not, what is blocking the drainage?		
O Waste	O Building Extensions	O Toilet Pits
O Other ____		
Basic Services: Water		
What is your main source of drinking water?		
O Buying	O Well	O Rain Water
O Government Supply	O Other __________________________________	
Is the condition of drinking water good?	O Yes	O No
What is your main source of domestic water?		
O Canal	O Well	O Rain Water
O Government Supply	O Other __________________________________	
Is the condition of domestic water good?	O Yes	O No
Basic Services: Roads		
Is the condition of road in your neighborhood good?	O Yes	O No

What material is the road in front of your house made in? ________________________________		
Can emergency vehicles access the road?	O Yes	O No
Community Organization and Responses to Unsafe Conditions		
How does the government / local administration respond to the above safety issues? ____________________ ____________________ ____________________ ____________________		
Do people address their issues collectively?	O Yes	O No
What was the last collective action/initiative that your community took to address an issue? ____________________ ____________________ ____________________		
Name of Surveyor ______________________	Date _______________________________	

◊ The facilitator gives clarifications to the participants about how many people they need to survey, what areas to cover, until when they shall complete the task, and instructs them about the ethical aspects mentioned on p. 25.

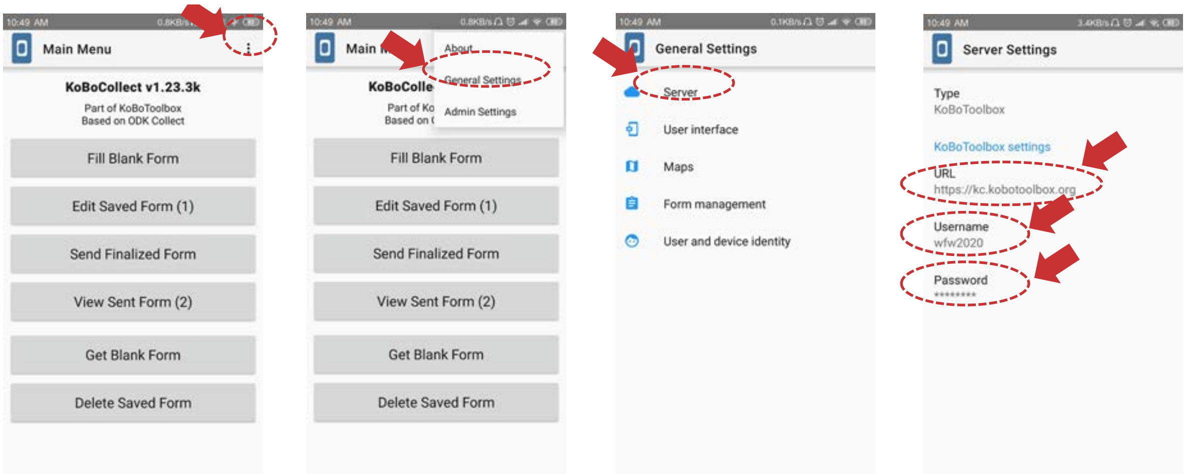
◊ **For a paper-based survey:** The facilitator hands the survey sheets to the participants. Every surveyor that meets their goal returns the filled-out sheets to the ward office or other agreed place. The survey sheets are collected by the facilitator upon the passing of the deadline. The responses can start being entered into appropriate software (e.g. MS Excel) for analysis.

◊ **For a digital survey:** Before the participants proceed with the survey, the facilitator must give them appropriate training to navigate the application. This can be reduced to the essential components for the purposes of the survey, rather than a comprehensive tutorial. The screenshots on the following pages give an example of the necessary steps in the application Kobo Toolbox.

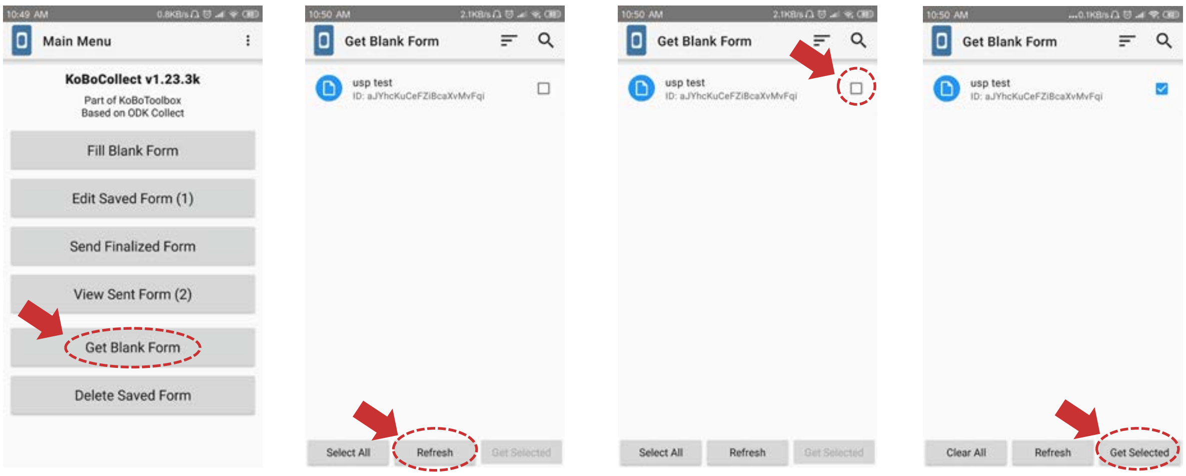
It is advisable to guide the participants into practicing the application with a mock-up questionnaire form, to identify potential challenges or technical issues. Here, it is important to note the affinity of different participants in using this technology. If it is deemed more suitable, the survey can be conducted in pairs, so that the surveyors can assist each other in the process.

The participants can then commence with the survey according to the schedule. Every surveyor that meets their goal needs to upload the results to the server, as instructed. After the passing of the deadline, and after checking that the target number of responses has been met, the facilitator can download the data in raw format (i.e. Excel table) and/or as a report.

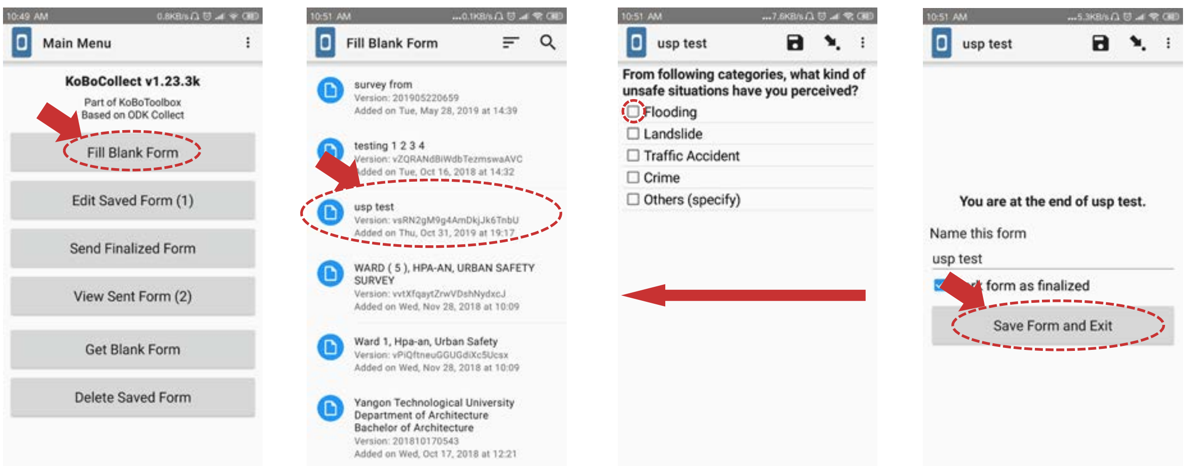
Introduction to a digital survey tool - Kobo Toolbox



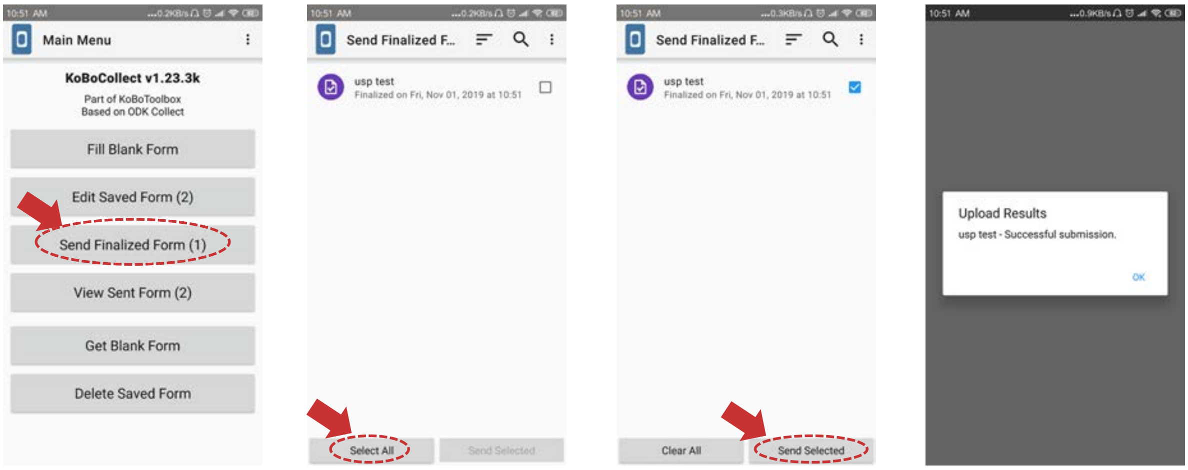
Step 1. Linking the mobile device with the Kobo account and setting up a connection to the server.



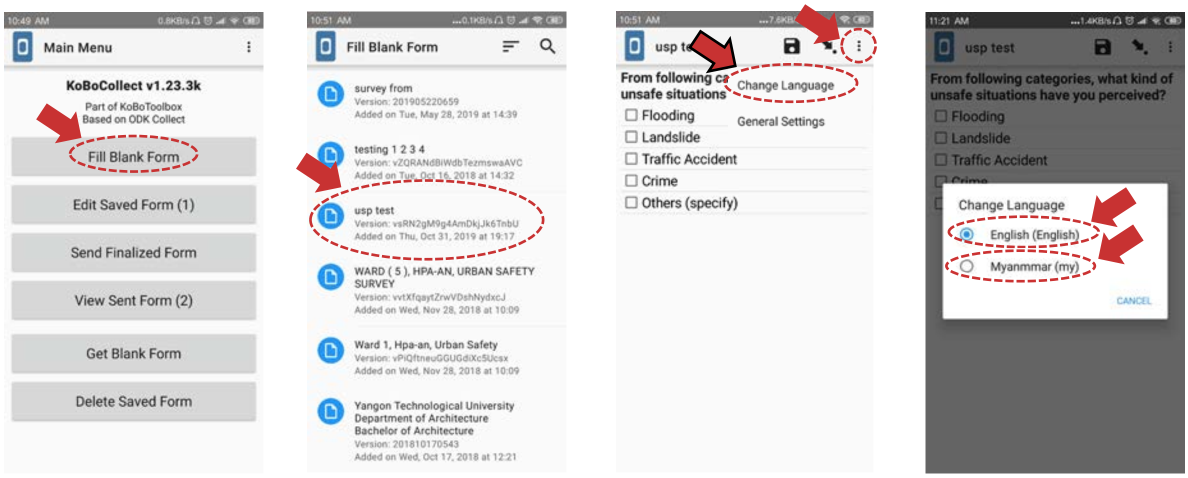
Step 2. Downloading a survey form from the Kobo account to the device.



Step 3. Entering the responses to the questionnaire and saving the survey form.



Step 4. Submitting the saved forms to the Kobo account.



Note: Option of changing the language settings.

Reflection and Action Plan

Tool 16. Problem tree

Objective: This activity aims at emphasizing the interconnectedness of safety issues and linking their causes and effects through discussion and reflection.

Why use this tool: Through the image of a tree, people can easily visualize and map the root causes of an issue, and its effects.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Flip chart paper, markers, colored crayons, tape

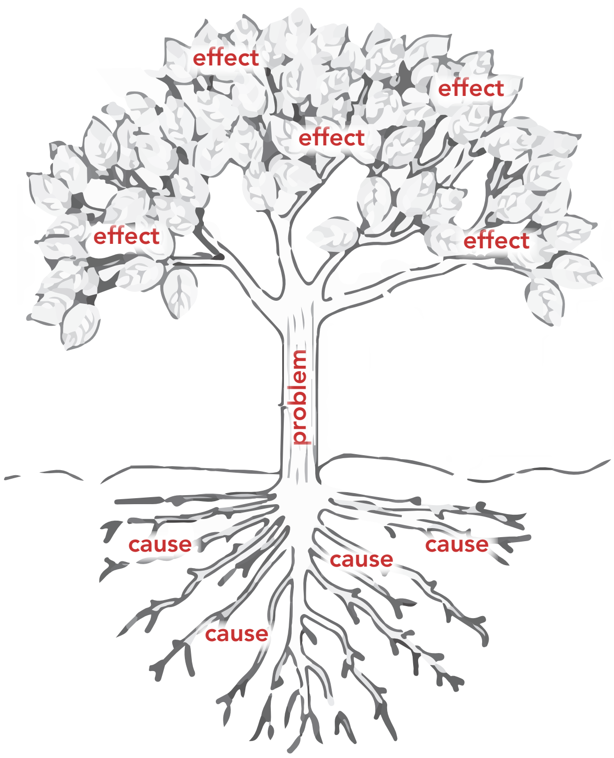
Time required: 30–45 minutes

Step-by-step guide:

◊ The participants are divided into smaller groups and are given a flip chart paper and markers.

◊ Each group is asked to draw a tree over the whole paper, including the roots, tree trunk, and branches.

◊ The facilitator explains the exercise, namely that the participants need to 'map' their observations on the tree parts: the underlying causes of an issue are placed at the roots of the tree, the issue itself (as identified in the process) is placed at the tree trunk, and the consequences that emerge from that issue are mapped on the tree branches.



For example:

Problem: Blocked drainage *(Issue identified during the audit)*
Cause: Improper waste disposal *(Underlying cause that led to the problem)*
Effect: Mosquito-borne diseases *(Consequence of the problem)*

◊ Upon completion of the activity, each group presents their 'problem tree' and reflections can be summarized.

Tool 17. Action Planning

Objective: This activity aims at identifying and prioritizing actions that can and/or need to be taken based on the findings of the audit and the needs of the community. Besides the actions, participants also identify the leading person or body, the collaborating partners (e.g. local organizations, local administration, etc.), and the expected time frame.

Why use this tool: Ultimately, the purpose of the audit is to prepare the ground for addressing issues, through the engagement of communities and other responsible stakeholders. Given the central role of the community in the whole process, it is important to develop a plan that is building on their findings and reflects their priorities, capacities, and ideas. Putting together an action plan can stimulate the initiation of actions, as the community has a much clearer picture of what to do and where to seek support from.

Participants: Ward leaders, residents, local CSOs, volunteers, youth groups

Logistics: Flip chart paper, markers, tape

Time required: 1–1.5 hours

Step-by-step guide:

◊ The facilitator prepares a table that may include the categories: issues, actions, leading body, time frame, and others. An example sheet can be found on the next page, but generally, the table can be adapted according to the aim.

◊ The facilitator can fill out the first column, of the issues, according to the priorities of the participants, as they were recorded from the relevant activity (see Tools 8, 9).

◊ The participants are guided through the issues and discuss what kind of **actions** can be initiated to mitigate the problems they face, the roles and responsibilities of different actors in addressing each issue, and the challenges they anticipate.

◊ As the last step, the actions can be prioritized according to the urgency of a problem, or its potential to be addressed immediately depending on the available resources.

ACTION PLAN - Exercise sheet						
Unsafe condition	**Indicators**	**Action**	**Leader**	**Partners**	**Time**	**Challenges**
Waste accumulation	▫ *Blockage of the drainage* ▫ *Unhygienic environment and bad smell* ▫ *Increased risk of fire in the dry season*	▫ *Map problematic areas* ▫ *Raise awareness among residents*	*Household leaders*	*Ward leader, residents, CDC*		*Insufficient funds*
. . .	. . .	. . .	. . .	. . .	. . .	. . .

CONCLUSION

In light of the rapid transformations in Myanmar's urban areas, community-led processes to understand and improve safety are adding an important lens to the way we look at urban governance. The essence of these processes is to equip the participating communities with a better understanding of the conditions that lead to unsafe environments, increase their awareness about collective action, and create important linkages to authorities and other urban actors that can lead to collaborative solving of different challenges. Therein, the collection of data is for the one part a **tool of mobilization**, but also helps communities formulate clearer, **evidence-based requests** to the responsible departments.

It shall be noted that this manual is based on the experience of Women for the World from operating in urban settings in Yangon, Hpa-An, and Taunggyi. Depending on the social and geographical conditions, the scale of the site, and the level of social organization in a given community, this process might take different turns. As is highlighted throughout this booklet, the audit team needs to be perceptive and flexible, and **adapt the activities** and the overall project according to the conditions they encounter. With openness towards the unexpected and the unknown, and good engagement from all sectors, this process can produce many learnings for everyone involved, and, not least, be a fun experience of working together.

Appendix

Additional resources:

◊ On safety audits

Jagori and Women in Cities International (WCI). A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods. 2017. *https://issuu.com/femmesetvilles/docs/handbook_with_design*

Social Development Direct (SDD) and ActionAid. Making Cities and Urban Spaces Safe for Women and Girls: Safety Audit Participatory Toolkit. 2013. *https://cambodia.actionaid.org/sites/cambodia/files/actionaid_safety_audit_participatory_toolkit.pdf*

European Forum for Urban Security (EFUS). Guidance on Local Safety Audits: A Compendium of International Practice. 2007. *https://www.saferspaces.org.za/uploads/files/EFUS_Safety_Audit_e_WEB.pdf*

UN-Habitat, Women in Cities International (WCI) and Swedish International Development Cooperation Agency (SIDA). Women's Safety Audits: What Works and Where? 2008. *https://femmesetvilles.org/downloadable/womens%20safety%20audits%20what%20works%20en.pdf*

◊ On participatory engagement

International Fund for Agricultural Development (IFAD). Good Practices in Participatory Mapping. 2009. *https://www.ifad.org/documents/38714170/39144386/PM_web.pdf/7c1eda69-8205-4c31-8912-3c25d6f90055*

International Federation of Red Cross and Red Crescent Societies (IFRC) and UNICEF. Focus group discussion guide for communities: Risk communication and community engagement for the new coronavirus. 2020. *https://www.unicef.org/sites/default/files/2020-03/Focus%20group%20discussion%20guide%20for%20communities.pdf*

Burns, Janice, Cooke, Deanna and Schweidler, Christine. A Short Guide to Community Based Participatory Action Research.2011. *https://hc-v6-static.s3.amazonaws.com/media/resources/tmp/cbpar.pdf*

◊ **On digital mapping tools**

Training for QGIS
https://docs.qgis.org/3.10/en/docs/training_manual

Training for ArcGIS
https://www.esri.com/training/catalog/search

Training for My Maps
https://support.google.com/mymaps#topic=3188329

◊ **On digital survey tools**

Training for Kobo Toolbox
https://support.kobotoolbox.org

Training for ONA
https://help.ona.io
https://www.youtube.com/channel/UCRk_x9aZfY9QFALTJ0tDKBA