

Girls' Safety Walk

Developed for the Because I am a Girl Urban Programme

Guidance Note

Overview

The Girls Safety Walk (GSW) is a walk performed by girls through a familiar part of their city to help identify factors that make them feel safe and unsafe. It is part of a rapid situational assessment that will provide crucial information to Plan COs and partners about how girls perceive their city in terms of their safety and inclusion. It will provide detailed information about how girls' view specific sites within each of the five cities. As part of this tool, girls will formulate recommendations for making improvements in the communities; these recommendations can be used to inform future programming for the BIAAG UP.

The girls' safety walk is adapted from a women's safety audit, which is a complex, lengthy process that spans over a longer period of time. For the purpose of the rapid situational assessment phase of the BIAAG UP, the main focus is going to be on the safety walk itself.

There are **four documents** that form the Girls' Safety Walk tool:

1. Girls Safety Walk Guidance Note
2. Girls Safety Walk Checklist
3. Girls Safety Walk Report Card
4. Girls Safety Walk Reporting Template

Goals of the Girls' Safety Walk

- Gather specific qualitative and quantitative data about the barriers to girls' safety in public spaces considering both the built and social environment
- Gain an understanding of how girls experience their spaces
- Identify necessary areas of change to inform future programming for the BIAAG UP

Why is this tool useful?

The GSW is useful because it provides qualitative data on how a girl experiences her own city, as well as quantitative data on the factors that are most important in defining a girls' sense of safety and inclusion. It allows her to document her experiences and opinions, and provides a wide variety of information about the various factors involved in producing a safe or unsafe environment, which can be infrastructural, social, or based on policing. It will provide a snapshot of the specific factors in the both the built and social environment that contribute to or hinder girls' sense of safety and inclusion in particular spaces.

When should this tool be used and how much time is needed?

The GSW should be the final step in the rapid situational assessment process. It is the culmination of the ideas emerging from other tools into a more specific set of observations and recommendations about the city. The suggested time needed for this tool is provided in the table below. Note that this will change according to your individual circumstances.

Activity	Time required for each step
<p>Preparation time (before the walk) Selecting facilitators and participants, contacting stakeholders, gathering maps and other materials, adapting the checklist.</p> <p><i>This will be done only once before all the safety walks begin. <u>Exception</u>: if the girls want to walk through a particular area (e.g. a park) the checklist may need to be adapted slightly to reflect the space.</i></p>	<p>2-3 days</p>
<p>Day of the walk</p> <p>Before the walk</p> <ul style="list-style-type: none"> • Short icebreaker activities • Pre-walk discussion • Assigning groups and roles • Travel to safety walk location <p>The walk itself</p> <ul style="list-style-type: none"> • Perform the safety walk • Complete the group girls' safety walk Checklist (document 2 of 4) <p>After the walk</p> <ul style="list-style-type: none"> • Travel time to the office • Groups complete the priority challenges and recommendations (part 2 of the Checklist) • Fill out the GSW Report Card • Debrief discussion 	<p>Approximately 3-3.5 hours total <i>(excluding travel time from the meeting point to the walk site)</i></p> <p>1 hour (depending on the distance to the walk site)</p> <p>1- 1.5 hours</p> <p>1 hour</p>
<p>Reporting on the Girls' Safety Walk Go through all of the data gathered during the girls' safety walk (group checklists, girls' GSW report cards) and complete the GSW Reporting Template (document 4 of 4)</p>	<p>One week</p>

Is there a use for this tool beyond BIAAG UP Phase 1?

The GSW can also be carried over throughout the whole programme as a useful tool. Performing girls' safety walks at different points during the programme could be useful to track any changes visible in the communities as a result of the programme, and will also gauge the level of community support for the cause in general. It could also act as a marker for how the girls' perceptions of their city change as they become more and more aware of their own safety and what factors enhance or detract from it.

Link to Global BIAAG Urban Programme

Given the BIAAG UPs emphasis on the participatory nature of the programme, consistently validated by adolescent girls, the girls' safety walk becomes an essential tool to collect and assess information about girl's perceptions of urban safety in public spaces. It is a process that will bring girls together to walk through a physical environment, evaluate how safe it feels and why, and identify ways to make it safer by formulating recommendations that can then inform future BIAAG programming.

Doing a Girls' Safety Walk

The GSW is conducted by a group of girls who are familiar with an area. Given that girls' experiences as well as their feelings of vulnerability will vary, it is important to as much as possible involve girls from diverse groups in the community. GSW's can be conducted in any of the different spaces that make up a neighbourhood. These could include the streets, areas around residences, parks, market spaces, gathering areas, bus stops and other public transport points. The area may also include schools, hospitals, or community centres.

Girls will use the support of a checklist to record their observations of the spaces where they are doing the walk. The Girls' Safety Walk Checklist (document 2 of 4) is organized around 7 principles of women's and girls' safety¹:

1. see and be seen
2. hear and be heard
3. be able to get away and get help
4. live in a clean and welcoming environment
5. know where you are and where you are going
6. working together
7. inclusion

Group leaders will need to adapt the checklist to their particular needs according to factors such as the local language, and the specific context of young girls. We have provided a comprehensive checklist for the cities to use as the basis of their own checklists. In adapting the checklist, cities should limit the number of pages make sure that there is only one page per girls' safety principle (excluding the instructions page and the group debriefing exercise on the priority challenges and recommendations).

List of Materials

1. GSW checklist (document 2 of 4)
2. Map, clearly indicating the walking route
3. Hard surface to write on (e.g. Clipboard, hardcover notebook...)
4. Pens/pencils
5. Flashlight
6. Camera
7. GSW report card (document 3 of 4)

¹ Adapted from: Ville de Montréal (1993) *Guide d'enquête sur la sécurité des femmes en ville*. Montreal: Femme et ville, Ville de Montréal.

Step 1: Plan the process²

1. **Select facilitators** who speak the same language as the girls and are able to support the girls to speak freely to lead the activities. They should be familiar with the situation for girls in the area. Refer to the *Criteria for Consultants* document.
2. **Recruit participants from the communities where the BIAAG UP will be carried out.** Each safety walk team should have 8-12 participants. As much as possible, they should reflect the target population of the BIAAG UP in your city. Use your judgment to consider the different groups in the communities (e.g. based on ethnicity, language, religion, poverty, disability, or minority status). All the girls should be comfortable expressing their opinions. If you have many people from one population segment you might consider splitting the groups up further.
3. **Define the area and route** for each GSW. It is the girls who should be defining these spaces since the GSW is meant to take place in spaces that are on the one hand familiar to girls but on the other hand are spaces where they do not feel completely safe. The Social Cartography tool (RSA tool #3) could help in identifying the area for the walk since this will show the spaces that girls avoid.
4. **Inform key stakeholders** that a walk will be taking place and will probably lead to recommendations (include city officials, police and possibly key private sector owners of land or buildings). Consult the results from the Stakeholder, Programme and Policy Mapping tool (RSA #1) to help you with this. Try to also identify any key stakeholders who have the power to make changes to the specific area where the girls' safety walk will take place.
5. If the girls agree, you can consider **inviting key stakeholders** to accompany you on the girls' safety walks (e.g. elected officials from local government, local business owners, police, etc.). *Remember that these people will act as observers only (i.e. will not participate in recording their observations) since this activity is girl-led.*
6. **Get maps of the area to be audited and identify the walking route** on the map. These should be studied in detail before the walk.

Ensure the safety and transport of the safety walk team from the meeting point to the walk site and back again. Keep in mind that girls' safety walks should be conducted at dusk in order to assess the quality of lighting in the area.

² This should only be done once before all the safety walks with girls begin.

Step 2: Adapt the Tool

Perform an initial walk with the facilitators, making note of what to look out for. Use this to begin to **adapt** the safety walk to the local context and the group of girls, adding different things to the checklist or removing things as needed. The language on the checklist will also need to be adapted so that adolescent girls in your city can easily understand it. The checklist will also need to be cut down in size. In adapting the checklist, cities should limit the number of pages make sure that there is only one page per girls' safety principle (excluding the instructions page and the group debriefing exercise on the priority challenges and recommendations).

Once you have identified the areas where the girls' safety walk will take place, review the checklist and many **additional adaptations to the specific space** you will walk through.

Record all adaptations to the tool.

Step 3: the Girls' Safety Walk

1. Meet with the facilitator(s) and girls in a safe space where the girls will feel comfortable. If possible, this location should be close to where the girls' safety walk will take place.
2. Ask the girls if they feel comfortable with the session being recorded.

Recording can be done by taking notes during the event and/or by making an audio/video recording. The person taking notes during the activity should NOT be the facilitator. If you choose to use audio/video recording, you must ensure that all participants or their guardians sign the provided **BIAAG UP Consent Form** (see separate document). Remember, if even one girl declines to provide her consent, you cannot record anything for the entire group.

3. Do a short **Icebreaker activity** (10 mins) to make the girls feel comfortable with each other and with the facilitators. We have included a suggested activity here:
 - Say the word 'safe.' Go around a circle and ask the girls to say one word they feel is related to 'safe'. Do the same for 'unsafe'.
 - Facilitate a short discussion on the different words that were used.
4. Using the discussion topics on the checklist, **lead a discussion** with the girls around the 7 principles of girls' safety.
5. **Read over the checklist** (document 2 of 4) to make sure that the girls understand it and are comfortable using it.
6. Go over the **route on the map** with the girls so that all participants have a clear understanding of where they will be going.

7. Break the participants into smaller groups of 6-8 girls (if necessary). Have the girls volunteer for the different **roles**: checklist note-taker, photographer, leader, etc. For instance, two girls might be in charge of taking photos, others might take notes on the checklist and others may mark places on the map. Make sure girls have all of the materials they need to carry out their assigned roles.
8. **Go on the girls' safety walk.** Both the participants and the facilitators should carry paper and a pen to take notes. Those assigned to the role of note-takers should note down everything, and not leave anything to memory. Note-takers could also choose to draw things they choose to visually depict. Be as specific as possible with the location (address, street corners). A second note-taker could record observations directly onto a map.
 - **Use the checklist as a guide** during the walk, but feel free to write observations that are not on the checklist.
 - **Use the map** to guide and to note down issues
 - During the walk, **ask women and girls using the area about their experiences in the space**, if they are willing to share them. Ask them to point out specific areas where they feel safe or less safe and to identify the elements that make them feel that way. Note down incidents, stories etc.
 - Note down which areas have more women users and probe the reasons.

4. Debrief and Finish Reporting on Findings

Return to the office with all of the facilitators, participants and observers. Have refreshments available for everyone.

1. Have the girls sit with their small groups to look over the girls' safety walk checklist (document 2 of 4) that they completed during the walk. Have the group complete Part 2 of the checklist – prioritizing challenges and recommendations. (20 minutes)
 - Maps can also be used to record the information about safety issues based on the checklist and reactions during the walk. Make sure that the most important points from the checklist are also noted down on the map.
2. Have the girls fill out the individual GSW report card (document 3 of 4) ranking each item on the list in terms of safety from 1 (very unsafe) to 5 (very safe). This activity should be done individually and should last approximately 10 minutes.
3. Have the girls sit in a circle and share their initial feelings and observations about the walk. Ask what surprised them, how they felt during the walk, and any other thoughts they had.

4. If you used any voice/video recording, ask again if the girls are comfortable with this before closing the session. If anyone is not comfortable, please do not use the recording.

5. Reporting on the Girls' Safety Walk

1. After all the safety walks are completed, fill out the GSW Reporting Template (document 4 of 4) with the girls' average ratings from the report card.
2. A set of recommendations should be drawn up based on the views, perceptions, and experiences of the girls who conducted the walk. These should be discussed further with local community - perhaps in a public meeting - to make sure the process is inclusive and to get more people involved.
3. List positive opportunities for greater safety.
4. When you are reporting on the recommendations made by the girls, try to tie them into the goals of the overall BIAAG programme:
 - a. **Design and planning-** about the design of the built environment such as changing lighting and pathways, regulating traffic, informal surveillance
 - b. **Usage of space-** such as developing play areas to encourage more families to use an area, or policies regulating usage of the area.
 - c. **Governance issues-** such as the kinds of policies that need to be addressed in order to bring about relevant change; link to policies that are already in place (identified in the Stakeholder, Programme and Policy Mapping – RSA Tool #1)
 - d. **Crime prevention-** such as providing resources for young people, or working to assist drug abusers, location of police, training of police, etc.
 - e. **Community-based initiatives-** interventions and changes undertaken and monitored by the community or community-based groups, such as community events, informal mechanisms, etc.
 - f. **Organize recommendations according to the different stakeholders to whom they will addressed.** For example, a recommendation about bus shelters or transport should be addressed to transport authorities whereas the need for more police presence would be directed to the police, and other urban planning and design interventions can be addressed to relevant civic bodies.
5. Provide **feedback on the tool** on the Feedback Form

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Group Checklist

Each group of girls will complete one checklist

Name of city, community	
Names of participants (first names only)	
Ages of range of participants	
Date	
Start time	
End time	
Weather conditions	
What specific locations did you walk in	
Other notable information	

Using the checklist

The girls' safety walk checklist is organized around the 7 principles of girls' safety. You will have had a chance to talk about each of these points before the walk begins. We have also included a short description of each of the principles to remind you of the most important points. Please just ask a facilitator if you have any questions.

You will go on the girls' safety walk with a group of about 8-10 girls. Every group will have one checklist to fill out for the whole group. Your group will appoint 1-2 girls to record your observations on the walk. You will have a chance to sit down together after the walk to make sure that you have written down all of the important information. Please try to take photographs to illustrate the points you are writing down. For example, if there is a street light that is broken and you write that down on the checklist, have the girl who is taking photos for your group take a photograph of the broken light.

You will notice that there are two parts to the checklist. The first part asks you a yes or no question. For example, the first question is "Is there street light guiding you on your walk?", you will see that there is space to check "yes" or "no". You will also have the chance to write more about each of the points. You may want to note whether a light is broken, like in the example we brought up earlier. You could also note if there are areas where the light is good and other areas where it is not so good.

While you are on the walk, you may find that there are some questions on the checklist that do not apply to your community, don't worry, that is just fine! You can simply write NA for not applicable.

1. See and be seen

Description: This design principle for girl's safety involves the sense of sight, and how seeing certain things and being able to be seen can make a girl feel more safe or less safe. This includes things like lighting, seeing clearly what is up ahead, and hiding places.

Discussion topics:

- How does lighting affect your sense of safety?
- Do you feel safer when paths are well-lit?
- How does your own visibility affect your feeling of safety?



Checklist

Questions	Observations and Comments
Is there street light guiding you on your walk? <input type="checkbox"/> yes <input type="checkbox"/> no	
Do houses have lights on? <input type="checkbox"/> yes <input type="checkbox"/> no	
Do shops have lights on? <input type="checkbox"/> yes <input type="checkbox"/> no	

<p>Can you see clearly what is up ahead? If not, what is blocking you? Please note specifics in comments section.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Are there dark corners that you cannot see? Please note specific area(s) in comments section.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Are there places someone could hide without being seen? Please note specific area(s) in comments section.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Are there trees, bushes, or other structures blocking your view? Please note specific area(s) in comments section.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Is it easy to see people's faces from far away? Can you estimate the furthest distance you can see someone's face (in meters)</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	

2. Hear and be heard

Description:

This principle emphasizes the social use of space as well as the ability to hear what's coming and be heard if help is needed.

Discussion topics:

- What do you hear that makes you feel afraid? What makes you feel safe?
- What kinds of businesses/people in the area make you feel safe? Unsafe?



Checklist:

Question	Observations and Comments
Are there many people using the space? <input type="checkbox"/> yes <input type="checkbox"/> no	
Is the space used by both men and women? <input type="checkbox"/> yes <input type="checkbox"/> no	
Are there people of many different ages using the space? <input type="checkbox"/> yes <input type="checkbox"/> no	
If you called for help would someone hear you? How close is the closest person who could hear you (in meters)? <input type="checkbox"/> yes <input type="checkbox"/> no	

<p>Is this area busy?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Do the people using the space change with the time of day? Describe how in the comments section.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>What kinds of businesses/ people are using the space?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	

3. Be able to get away and get help

Description

This principle is about the ability for a girl to escape and get help from a situation from emergency services. It looks at the level of formal and informal surveillance, and how this affects girl's sense of safety.

Discussion topics

If you felt you were in a dangerous situation, do you think you could get help easily in your neighbourhood? Why or why not? Who would you go to for help?



Checklist

Question	Observations and Comments
Are there places you can run to if you were in trouble? Please say specific area in comments section. <input type="checkbox"/> yes <input type="checkbox"/> no	
Do you see any security guards around? <input type="checkbox"/> yes <input type="checkbox"/> no	
Are there business owners and community leaders around to help you if you needed? Please say who in comments section. <input type="checkbox"/> yes <input type="checkbox"/> no	

Live in a clean and welcoming environment

Description

This principle reflects that a clean, orderly, well-maintained, well-designed area can help a girl feel much safer in her environment.

Discussion topics

- How does lots of litter make you feel, in terms of safety? Graffiti? Poorly maintained/ dirty areas?
- Are there racist or sexist images on the walls in your community? How do they make you feel?
- Do you notice many areas that need to be repaired? Does this make you feel less safe?
- Do repairs take a long time to make in your city?



Checklist

Question	Observations and Comments
Are the streets dirty? Is there a lot of garbage on the street? <input type="checkbox"/> yes <input type="checkbox"/> no	
Does this place seem cared for? <input type="checkbox"/> yes <input type="checkbox"/> no	
Are there places that people have damaged on purpose? Please note specifics in comments section. <input type="checkbox"/> yes <input type="checkbox"/> no	

<p>Is there public transport that you can take regularly?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Are there things that are broken around you?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>If so, do they take a long time to get fixed?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	

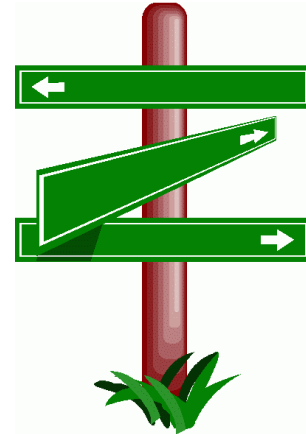
5. Know where you are and where you are going

Description

This principle emphasizes that clear street signs and other visible markings of space can help a woman or girl feel safer in her own area.

Discussion topics

- What helps you to know where you are going?
- Do you often get lost while walking around your neighbourhood and nearby places? How does this make you feel?



Checklist

Question	Observations and Comments
<p>Do the streets have names here?</p> <p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>If so, are there street signs to tell you what the names are?</p> <p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Are there other markings of where you are (names of buildings, maps, etc.)</p> <p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>	

<p>Are there any signs that need to be changed? Which ones? (write in comments)</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>If you were in this area by yourself, would you be able to find your way home easily?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	

7. Working together

Description

This principle emphasises that places with many social and cultural activities in public spaces, as well as a friendly community atmosphere, can be make girls feel safer.

Discussion topics

- Who could help you make your community safer?
- Are there social and cultural activities that take place in the neighbourhood? Who participates in these activities? Which activities make you feel safer? Less safe?
 - Who could help you make your community safer?



Checklist

Question	Observations and Comments
Are there social and cultural activities that take place in this area? (please explain in comments section) <input type="checkbox"/> yes <input type="checkbox"/> no	
Who participates in these activities?	
Do these activities make you feel safer? Which ones? <input type="checkbox"/> yes <input type="checkbox"/> no	

<p>Are there communities and groups that are concerned with the neighborhood? Who are they and how do you feel about them?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Do you have friends and neighbors you can count on in the area if you need help?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	

8. Inclusion

Description

This principle is based on the need for all girls, even those with special needs or with disabilities, to be able to easily access everything and feel included in their city.

Discussion topics

- What are spaces where it is difficult to participate as a girl?
- Do you feel like you belong in your city? Why/why not?
- What makes it easier for girls with disabilities to get around in your community?

Checklist

Question	Observations and Comments
<p>Are there places in the area where girls cannot go? Where/why? (write in comments)</p> <p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Do you feel like you are welcomed in the area? Why/ why not? (write in comments)</p> <p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>	

<p>Do you see people with special needs (parents with young children, people who are in wheelchairs or use walking sticks, elderly people, people who are visually or hearing impaired) walking around in the area? If yes, specify which in the comments section.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	
<p>Do people with disabilities have trouble getting around?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	

Part 2 – Prioritizing Challenges and Recommendations

Immediately after the walk, come together with the group you were with on the Girls' Safety Walk to identify the most important problems that you noticed. Think also of ways to address these problems and record the group recommendations in the spaces provided below. You should refer to the information you noted on Part 1 of the Checklist to complete this part.

See and be seen

What is the number one biggest problem observed by your group in this section? What ideas do you have for fixing this problem?

Hear and be heard

What is the number one biggest problem observed by your group in this section? What ideas do you have for fixing this problem?

Be able to get away and get help

What is the number one biggest problem observed by your group in this section? What ideas do you have for fixing this problem?

Live in a clean and welcoming environment

What is the number one biggest problem observed by your group in this section? What ideas do you have for fixing this problem?

Know where you are and where you are going

What is the number one biggest problem observed by your group in this section? What ideas do you have for fixing this problem?

Working together

What is the number one biggest problem observed by your group in this section? What ideas do you have for fixing this problem?

Inclusion

What is the number one biggest problem observed by your group in this section? What ideas do you have for fixing this problem?

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Girls Safety Walk Report Card

Every girl who participated in the Girls' Safety Walks will have the opportunity to share her individual impressions about the walk in this **Girls' Safety Walk Report Card**, This should only take about 10 minutes to fill out since it is mostly just checking boxes to share your personal opinions about different things you saw earlier today on the Girls' Safety Walks.

Name:

Date:

Age:

What community did you do the Girls' Safety Walk in:

Please rate how you think each issue influences how safe you feel in the area by checking the boxes. For example, does the lighting in the area make you feel safe or unsafe?

Category	Issue	Rating
1. Overall Sense of Safety in this Area		<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
2. See and Be Seen	Lighting	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Hiding places	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Things blocking your view	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
3. Hear and Be Heard	People being able to hear you if you cry for help	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Kinds of people using the space	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Kinds of businesses in the area	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe

4. Be able to get away and get Help	Distance from emergency services	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Presence of security guards	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	People to help you	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
5. Live in a clean and welcoming environment	Overall design of the place	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Cleanliness of the place	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Maintenance of the place	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
6. Know where you are and where you're going	Presence of signs	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Being able to find your way around	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe

7. Working Together	Social and cultural activities in the area	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
	Sense of community	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe
8. Inclusion	Places that are off-limits for girls	<input type="checkbox"/> 1. very unsafe <input type="checkbox"/> 2. unsafe <input type="checkbox"/> 3. not safe but not unsafe <input type="checkbox"/> 4. safe <input type="checkbox"/> 5. very safe

Based on the walk, what do you feel is the most important problem for your safety? Of the 7 categories, please choose one that you feel is most important, and write why you think so.

Describe one idea you have for improving this problem and making your city safer and more inclusive for girls.

THANK YOU!

Girls Safety Walk

Developed for the Because I am a Girl Urban Programme

Reporting Template

This template should be completed after all of the Girls' Safety Walks have taken place. Please refer to the Group Checklists (document 2 of 4) and Girls' Safety Walk Report Cards (document 3 of 4) when filling out this template.

Safety Walk details	
City, country and PU:	
Start and finish date:	
Community(ies) and group(s):	
Specific Areas Audited:	
Number of participants:	
Age range of participants:	
Facilitators names:	

Step 2: Which girls?				
<i>Place an 'x' by the sub-groups of girls who are most marginalised or most excluded in your context. Remember that many of these identifies can be inter-secting (i.e. an adolescent girl who is out-of-school could also be a young mother. Note: Identifying the sub-groups of girls who are most marginalised is seen as an international best practice.</i>				
Girl Children: 0-5 years		Girls in urban cities		Migrant girls who are living apart from their families
Girl Children: 6-9 years		Commercial sex workers		Orphan girls
Adolescent girls: 10-14 years		HIV-positive girls		Young mothers
Adolescent girls: 15-18 years		Girls without an identity		Girls in hard-to-reach rural areas
Young women: 19-24 years		Girls with disabilities		Girls responsible for their household
In school girls		Internally displaced girls		Girls from ethnic minorities/ castes
Out-of-school girls		Married girls		Girls in conflict with the law
Domestic workers		Pregnant girls		Girls living in conflict or post-conflict areas
Girls affected by emergency or disaster		Other (please explain)		
<i>Reflect on the unique situation of these girls, and why they deserve priority in your context.</i>				

Please include any other pertinent information about the girls who participated in the Girls' Safety Walks in your city.

Girls' Average Rankings on the Safety Walk

Please record the average ratings noted by the girls in the GSW Report Cards (document 3 of 4) in the table according to this scale:

- 1= very unsafe
 2= unsafe
 3= ok
 4= safe
 5= very safe

Category	Issue	Rating (1-5)
1. Overall Sense of Safety in this Area		
2. See and Be Seen	Lighting	
	Hiding places	
	Things blocking your view	
3. Hear and Be Heard	People being able to hear you if you cry for help	
	Kinds of people using the space	
	Kinds of businesses in the area	
4. Be able to get away and get Help	Distance from emergency services	
	Presence of security guards	
	People to help you	
5. Live in a clean and welcoming environment	Overall design of the place	
	Cleanliness of the place	
	Maintenance of the place	
6. Know where you are and where you're going	Presence of signs	
	Being able to find your way around	

7. Working Together	Social and cultural activities in the area	
	Sense of community	
8. Inclusion	Places that are off-limits for girls	

Girls' discussions around their ratings on the Girls Safety Walk

Please summarize the reasons and examples for the rankings, referring to specific items on the checklist as well as specific areas. Consult the questions outlined in the Guidance Note (document 1) to complete this section.

Please summarize the girls' thoughts/observations of each of the following categories. What did they identify as important for their safety? What were their ideas for improvement?

1. See and be seen

2. Hear and be heard

3.. Be able to get away and get help

4. Live in a clean and welcoming environment

5. Know where you are and where you're going

6. Working together

7. Inclusion

What were the common themes/topics/issues that emerged during the safety walk?

How did the girls observations and the results of the walk differ according to the area audited and their specific community? Be specific and provide inferences and reasons as to why.

What points did girls identify as being the most important in determining her sense of safety?

What ideas emerged for improving girls' safety and inclusion in the city? What actors did the girls identify as having a role to play? What role did the girls see for themselves in building safer more inclusive cities?

What are the priority areas for intervention that the girls identified after the safety walk?

What emerged from the GSW that was surprising or unexpected?

How will you use the data collected during the GSW inform future BIAAG UP Programming?

Other