

SPORT AGAINST GENDER INEQUALITY

Background Reading Material for Activity Workbook 6

Participatory Safety Audit (PSA)

This background reading material is a component of Activity Workbook 6 part of the Sport Against Gender Inequality (SAGI) online resource pack. Instructors must ensure that they read this document in detail before planning and delivering the session.

A Participatory Safety Audit (PSA) helps map out all the safe and unsafe spaces in a locality. It is a tool which systematically assesses and reviews safety of women and girls based on participatory methodology. It gives a clear picture about the safety issues for women and girls in these spaces, the attitudes and mindsets of individuals residing within these spaces, and the key factors that impact women's safety. Youth, especially girls, are experts on their own environment and safety and should be encouraged to share relevant knowledge.

Moreover, the PSA aids in translating unsafe/moderately safe spaces into safe spaces by promoting community knowledge on the subject, including cases of sexual harassment, rape and sexual assault, which would result in reduction of such problems in their local areas.



A PSA helps in identifying:

- Perception of local community, especially the youth, about issues related to violence against women and girls (VAW/G).
- Gaps in knowledge of the local community about VAW/G.
- A sense of ownership to the problems and processes involved in dealing with such problems.

The core objective of the safety audit is to develop an appropriate strategy to reduce incidences of VAW/G in public spaces, with knowledge, ideas and support of the local community. It is important to understand safety audit as a tool through which people can be made aware about the issues of safety of girls and women in public spaces.

Steps to conduct PSA

The steps stated below explain the comprehensive process of doing a PSA, but can be modified and adapted as/when required.

- **Transect walk (optional):** A systematic walk across the PSA location to explore each place by observing, listening, looking and interacting with local people. The information collected during the walk will be used to draw maps, based on which discussions are held amongst the participants. This step is optional and can be skipped if the map is already available.
- **Mapping:** The map of the location will be drawn based on the observation of the transect walk, but if the map is already drawn then this can also be skipped. The realities of men and boys are different from that of women and girls. Separate groups should be created for boys and girls in order to capture their unique experiences. Each group should be asked to identify safe, unsafe and moderately safe spaces **for girls** within their village, school, community or university with the help of an appropriate mood sticker on a map.
 - **Smiling mood sticker to identify a safe space.**
These are spaces that girls feel comfortable going to, even when alone. Being in these spaces does not induce a feeling of fear or of being scared.





- **Sad mood sticker to identify an unsafe space.**

Unsafe spaces are described as a space where girls do not venture during the day or night, alone or in groups. Being in these spaces makes them feel afraid, tense and unhappy.



- **Moderate mood sticker to signify a space which is sometimes safe and sometimes unsafe.**

These are spaces that girls can go to with a group of friends or with their mothers. They would however not venture into these spaces alone. This could also be a place that is safe only during certain parts of the day.



- **Focus Group Discussions (while putting stickers on the map):** In this step, the participants will put stickers on the map by categorizing into three types of spaces: safe, unsafe and moderately safe. It uses the participants' own past experiences to specifically share information and attitudes related to safety/lack of security of girls and women. Make sure to hold separate focus group discussions for different groups: girls and boys. The discussions should focus on:
 - Understanding the attitudes and behaviours that exist within men, women, girls and boys.
 - Learning in detail about the issues that emerged from the safety mapping exercise.



- **Recommendations:** After putting up the stickers, participants will adopt appropriate strategies by encouraging context specific solutions for making moderately safe as well as unsafe spaces safe. Encourage participants to prepare a list of recommendations that can be implemented to translate unsafe and moderate spaces into safe spaces.
- **Sharing safety audit results:** It is important to share the findings of the safety audit with the concerned authorities and all important stakeholders. It is beneficial if the sharing meetings result in decisions by the institutional stakeholders to take concrete actions within a specified time period. Such decisions/actions taken in public forums lead to greater accountability, as the community can later demand these promises be fulfilled.

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Activity Workbook 6
Reading Material



The Commonwealth

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