



# URBAN BOOK FOR WOMEN

## GRPS and safety mapping

(MYANMAR)



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## TOOLS FOR GRPS AND SAFETY MAPPING

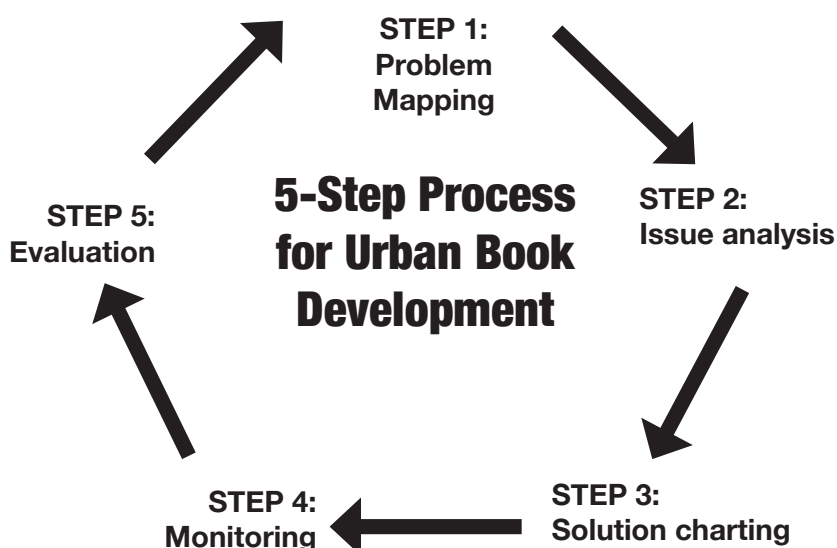
### What is the Urban Book?

ActionAid Myanmar's women's rights team (with support from the Program Quality Impact Assessment Learning and Communications (PQIALC) unit and Global Platform) has developed a simple 5-step process documented in the 'Urban Book' that employs participatory approaches to map areas that are 'safe' and 'unsafe' for women in 7 townships of Yangon and develop community-led action plans to improve safety. This book has been developed through DFID funding under the multi-Country 'She Can' project.

Safety is a perception. It varies during the time of day, from persons to person

and is greatly impacted by a number of tangible and non-visible factors. In most cases, a lack of certain public services such as few police check posts and lack of lighting tend to exacerbate safety concerns. Moreover, a sense of 'unsafe' is also impacted by weakened social safety nets, addictive behaviours and changes in the social, political and economic landscape.

The tools used in the Urban Book process are globally tried and tested and which include the 'safety walk' exercise, 'traffic light', community score card and matrix scoring (amongst others).



### Who participates in the Urban Book process?

The Urban Book process in Myanmar is led by community volunteers who have been trained on issues of sexual and gender-based violence, Gender Responsive Public Services (GRPS) and leadership. Subsequent to trainings volunteers organise urban forums (with support from local government/ authorities, partners and ActionAid) to map areas that are 'safe' and 'unsafe', conduct detailed issue analyses, chart solutions and develop community based action plans.

After the forum, volunteers lead monthly meetings to map progress on action points. Urban forums are held annually and during which tools such as score card and report card are used to rank services and improvements.

By working through community volunteers and with local authorities, the ultimate aim of the urban book process is to institutionalise Gender Responsive Public Services that positively impact women's safety.



## TOOLS

A: Safety walk exercise

B: Road map

C: Traffic light

D: Safety walk report card

E: Township mapping

## STEP 1: PROBLEM MAPPING

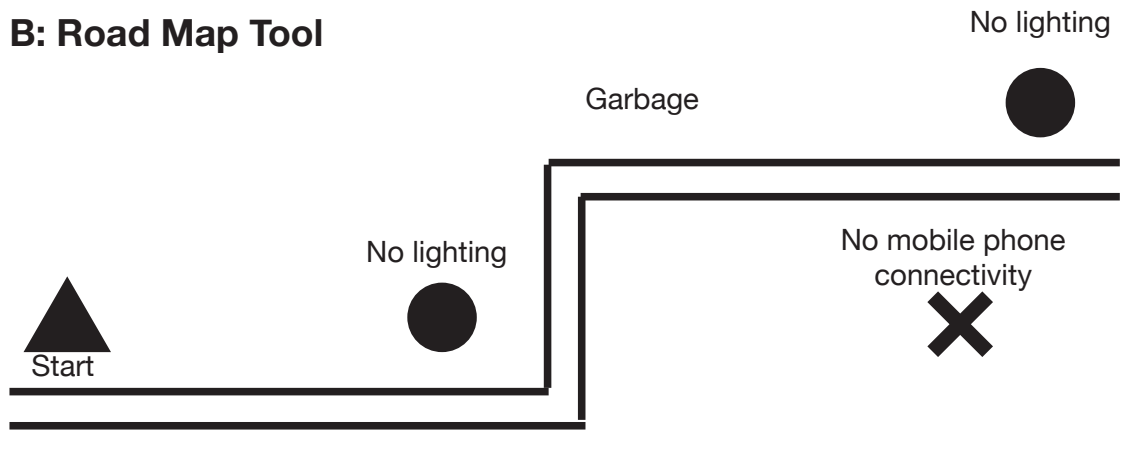
**Goal: Community members are able to visualize their townships and map areas that are safe and unsafe for women.**

### A. Safety Walk Exercise

NB The safety of all participants is of the utmost importance and must take precedence over all other concerns. If it is not safe to carry out the safety walk, then don't do it!

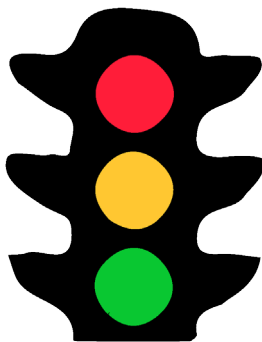
1. This exercise should be facilitated by a trained trainer/volunteer (including trained community volunteers).
  2. Organize a group of women from a select location, who are familiar with their location and its issues. This should be organized in a safe space (ensure women who have young children have child care support)
  3. Brief the group about the exercise they are about to embark upon:
    - Ask the group to define safety – write down these definitions (add to Report Card)
    - Ask them whether they feel safe in their neighborhood. Why not?
    - Discuss various services that impact safety
    - Together with the group identify a route - road map
  4. Draw an outline of the road map
  5. Walk down the route at a minimum of 3 times in the day – in the morning, afternoon and at night.
  6. During each walk, and at various points during the walk, the group should consider the following questions:
    - What is your initial reaction to this area – do you feel safe or unsafe?
    - Why do you feel safe or unsafe?
    - Is the area well maintained?
    - Is there rubbish/garbage lying around (Mark this on the road map)
    - How well lit is the area? (Mark dark areas on the road map)
    - Are there people in this area? What are they doing? Does this make you feel safe or unsafe? (Mark areas with many people on a regular basis such as markets, government offices on the road map)
    - How is cell phone connectivity in this area (Mark areas with no connectivity on the map)
- Are there areas that are lonely/with few or no people? (Mark these areas on the road map).
  - Are there areas where people could hide (behind garbage bins) that make you feel unsafe?
  - Are there any signs on the street?
  - Is it clear where buildings and bus stops are?
  - Are there signs that will help you locate help or get to safe space in case you need help? (e.g. bus stop, university campus, government office, police station)?
  - Does this make you feel safe or unsafe?
  - Are there any groups of people hanging around on the street who make you feel unsafe? What is their sex? (Mark the area on the road map)
  - Why are these people hanging around in this area (drug users, etc)? Do they make you feel safe or unsafe?
  - Can you see police officers patrolling the area?
  - Are the police officers male or female?
  - How do you feel when you see a police officer – safe or unsafe?
  - Where is the nearest police station? (Mark police check posts or stations on the road map)
  - Are there any community leaders/ authority figures present and visible in this area? (Mark government buildings on the road map).
  - Does this make you feel safe or unsafe?
  - Do you know where you would go if you needed help? (Mark this on the road map)
  - Are there any hospitals, schools, university buildings around (Mark on the map).
  - Do these areas make you feel safe or unsafe?
  - Is there anything else about this area that makes you feel safe or unsafe?
- (Adapted from Jagori 2010, Cowichan Women Against Violence Society, 1998)*

## B: Road Map Tool



## C: Traffic light tool

Stickers or markers of three colours - red, yellow and green - are used to indicate safe, semi-safe and unsafe:



Major issue / not safe at all times

Minor issue / safe during certain times of the day

Not an issue / safe at all times of the day

*(Adapted from various sources)*

*Example:*

Time of Day: Street Location (in Ward x; Township z)	
Issue - how does the area make you feel (safe/unsafe)?	Traffic light
Lighting	●
Clean areas with little garbage	●
Busy area	●
Isolated Spaces	●
Police check posts	●
Cell phone connectivity	●
Beer Shops	●

## D. Safety Walk Report Card

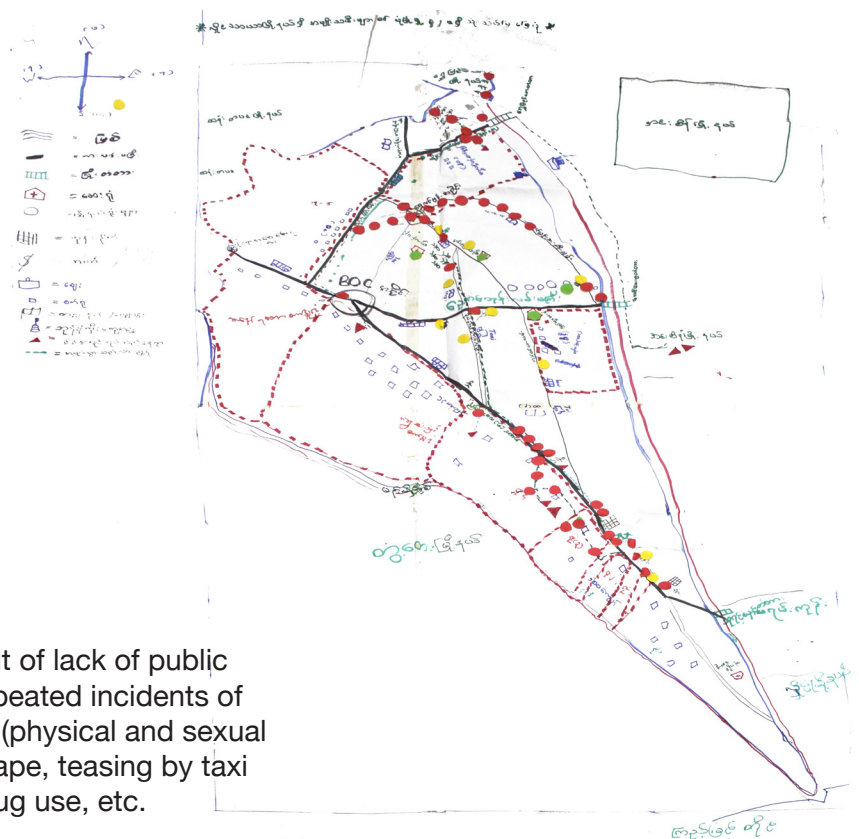
- Based on group perceptions, identify issues that make the group feel safe/unsafe including public services – this should be undertaken before the safety walk.
- At the end of each safety walk complete a report card.
- Against each issue mark each issue with a red, yellow or green sticker (using the Traffic Light Tool)

## E. Township Mapping

This exercise should be undertaken by those who have completed the safety walk, including community members and local government authorities and should be facilitated by a trained community volunteer.

1. Organize a group of men, women and local government authorities/administrators (including the police and those responsible for creating safe spaces for community members). If possible host this meeting in a public space (town hall or community park)
2. Explain the objective of the exercise – i.e. to identify areas that are safe and unsafe for women in the township.
3. On a large flip chart (you may have to glue together 4 charts). Write down the name of the township at the top
4. Make an outline map of the township
5. Ask participants to identify major geographical landmarks (streams, rivers, mountains, lakes, etc.)
6. Ask participants to identify bridges, roads and streets (use symbol key to draw these)
7. Ask participants to draw various modes of transportation (buses, cars, taxi's, trishaws, train, etc.)
8. Now ask participants to identify public services/social economic infrastructure in their township (examples: school, market, factory, clinics, police station, township authority building, restaurants/beer shops, movie halls, parks)
9. Community members discuss issues of safety (here participants from the safety walk exercise can share their experiences and report card)
10. Community members jointly mark safe, unsafe, and semi-safe areas on the map using the Traffic Light Tool.

*Example:*



Issues that arise out of lack of public services include repeated incidents of sexual harassment (physical and sexual assault) including rape, teasing by taxi drivers and high drug use, etc.

## TOOLS

A: Issue documentation

B: Issue ranking

C: Trust mapping

## STEP 2: ISSUE ANALYSIS

**Goal:** Community members are able to analyze issues that create unsafe public spaces for women; and are able to link these to improved gender responsive public service delivery

### A. Issue Documentation

1. Look at all the red areas on the township maps and identify issues that contribute to unsafe areas.
2. List these issues.
3. Identify who these issues impact
4. How are these persons (their safety) impacted by the issues
5. What public services are these issues linked to – identify these
6. Fill in the matrix
7. Repeat this process for the yellow (semi-safe) and green (safe) areas identified on the township map.

*Example:*

### Major issue / not safe at all times

Issue	Who is impacted	How is safety impacted	Public Service
Beer Shops	Women whose husbands are alcoholics	Domestic violence	Department of Social Services/Myanmar Women's Affairs Federation (Counselor service)
	Women who work late at night and have to walk by beer shops	Threat of sexual harassment/ violence	Police
Bad lighting	Women who work late at night (factories)	Threat of sexual violence	Yangon City Development Committee

### Minor issue / safe during certain times of the day

Issue	Who is impacted	How is safety impacted	Public Service
School building at night	Women who work late at night	Lonely area/threat of sexual harassment/ violence	Police

### Not an issue / safe at all times of the day

Issue	Who is impacted	How is safety impacted	Public Service
Good cell phone connectivity	Women who work late at night	Women feel safer as they call their family members on the walk back home	Department of Information & Communications

## B. Issue Ranking

1. For all the issues identified above, ask participants to rank these (in ascending order) using a Score Card (biggest issue ranked lowest i.e. 1).
2. For large groups of people, subdivide them into groups of 10-15 in one group. Ask them to select a leader.
3. Calculate the total per issue. The issue with the lowest score is ranked No.1; the issue with the next lowest is ranked No. 2 and so on.

Let the group deliberate their rankings of the issues. The group leader should rank the issues in ascending order.

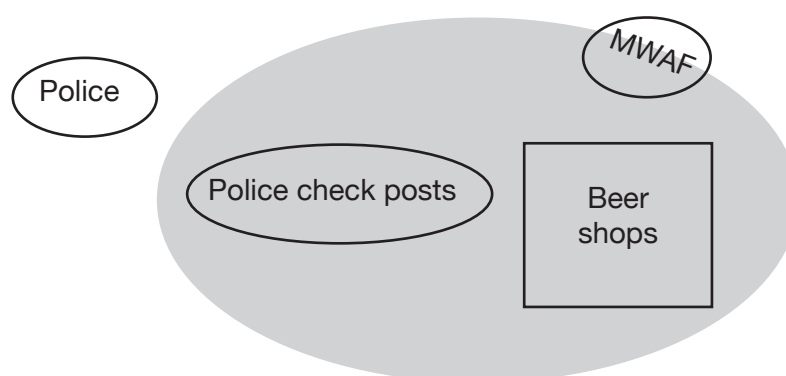
*Example:*

Issue	Group 1	Group 2	Group 3	Total	Ranking
Beer shops	1	1	2	4	I
Garbage	3	4	3	10	III
Bad lighting	2	2	1	5	II
Cell phone connectivity	5	5	5	15	V
Transportation	4	3	4	11	IV

## C. Trust Mapping

1. For all the issues identified above, ask participants to use venn diagrams to map trust in public services
2. Draw a big circle and write one issue in the center
3. Place public services linked to the issue and those that the community trust inside the circle, mark public services with no trust on the outside; services that the community somewhat trusts can be placed on the circumference of the circle.
4. Repeat step 1 to 3 for each issue (i.e. undertake a trust mapping for each issue).
5. For each public service identified, complete the matrix using the traffic light tool

*Example:*



Service	Is this service accessible to all?	Who cannot access this service and why?	How can this service be improved	What are the challenges in improving this service
Police	●	Women (scared of police)	More women police officers	Corruption, lack of laws, little awareness about laws
Mwaf	●	xxx	xxx	xxx

## Accountability and Transparency

For purposes of accountability and transparency, a board should be installed at the local township authority's office in public view that includes the service mapping:

*Example, GRPS accountability board:*

Service	2016	2017	2018
Police	●	●	●
Xxx			

### TOOLS

A: Solution mapping

B: Action Plan

C: Yardstick tool

## STEP 3: SOLUTION CHARTING

**Goal: Community members are able to identify solutions to issues that negatively impact a woman's safety and develop action plans.**

### A. Solution mapping

- Based on the results of the ranking tool, ask participants to chart solutions using the following matrix

Issue	Improvement Required	Stakeholders (including NGOs, Community leaders/ volunteers, those who are impacted by the issue, etc)	Public Services	Resources required (monetary and non monetary)	Negative impact of change (if any)
Beer shops	Fewer beer shops, regulated consumption, etc	Local XXX organization, women paralegals, police, local health clinics, Impacted: Women working late at night, wives	Police, Myanmar Women's Affairs Federation	Time (meetings with local groups, government officials, police, etc)  Money (printing of advocacy flyers, hosting community meetings)	Threat from beer shop owners/ alcohol industry, etc
xxx	xxx	xxx	xxx	xxx	xxx



## B. Action Plans

Community members develop action plans based on the solution map for each issue:

Action	Time line	Stakeholders involved (including community members impacted by issue)	Resources required	Responsibility /focal persons
Meet with MWAF, Police	3 weeks	Paralegals, community volunteers/leaders, community members, community nurse	Time	xxx
xxx	xxx	xxx	xxx	xxx

## C: Yardstick Tool

Map each key action point along a time line (The Yard Stick Tool).

*Example, beer shops:*

	3 weeks	6 weeks	6 months	1 year	1,5 year	2 year
(Time line)						
(Action Points)	Meeting with beer shop owners	Meeting with township authority	Township level meetings by ward to raise awareness of issue	Community watch groups	Advocacy to limit alcohol consumption	Reduced alcoholism

## TOOLS

A: Community meetings

B: Documentation

## STEP 4: MONITORING

**Goal: Community volunteers are able to meet regularly with community members to monitor progress towards achieving goals of improved safety and are able to identify and tackle challenges**

### A. Community Meetings

- Conduct monthly meetings to monitor progress towards action plans
- Monthly meeting organized and facilitated by community volunteers
- Based on issue to be discussed,
- Meeting minutes to be documented
- volunteers to invite key government authorities and those community members to who are impacted by the issues ( i.e. the case of beer shops, invite women who work late at night and have to walk past beer shops)

Example Monthly Meeting Minutes Template

Number of community members present: Number of township authorities present (identify departments): Meeting facilitated by (name and role):	Female	Male
Discussion Points/Action Plans discussed:		
Challenges faced:		
Solutions/decisions:		
Signatures of those present:		

**B: Documentation of in-creased / improved public services that target women’s safety**

Using the matrix below, document any positive changes in public services as a result of urban book advocacy.

Example:

No	Date / Month	Type of Service	Improvement / new service (achievement)	Area impacted	Cost	Source of Funding	Key persons / individuals involved
1	12th Nov 2015	Lighting	18 new light posts	4 streets in Daw Pone, ward 10	16000 USD	YCDC	Soe Moe Kyaw
2	xxx	xxx	xxx	xxx	xxx	xxx	xxx

**TOOLS**

A: Evaluation of progress

B: Focus group discussions

C: Urban Forum

**STEP 5: EVALUATION**

**Goal: Community members, government officials and leaders can track changes to women’s safety in their areas and identify concrete results and impacts of their work.**

**A: Evaluation of progress on Action Plans**

We will identify the progress of each

action plan / service using the tools from STEP 1 to 4. This process should be undertaken before the next urban forum

**B: Focus group discussions**

The M&E officer will conduct focus group discussions with participants and their communities in each township

we work with based on an ActionAid questionnaire. This process should be undertaken before the urban forum.

**C: Undertake process in STEP 1 & STEP 2 with the community during the urban forum**

NOTE: We are still developing and experimenting with other tools, such as repeated panel interviews with participants etc.