



APPENDIX A

RSSN Safety Audit Guidance

1 | Introduction

The RSSN aims to create and promote **safe** and **appropriate** spaces that respond to the distinctive needs of all persons of concern (POCs) to UNHCR. In order to ensure that spaces are **inclusive**, it is important to include the experiences and concerns of women, girls, men, boys, and LGBTI persons in planning and managing these designated safe spaces¹. Thus, the RSSN safety audit introduces a set of tools and this guidance note for collecting and assessing information in identified settings through participatory means in each Pilot Country with refugees, displaced populations, migrants and other people on the move, specifically as it relates to accessibility, safety, perceptions of safety and risk of exposure to sexual and gender-based violence (SGBV), child protection (CP) risks, and other security risks. The RSSN participatory Safety Audit complements *the Safe Spaces Network Self-Audit Checklist* to assist organizations in assessing **Safe Spaces** and to better understand the risks and specific vulnerabilities of the displaced population from an Age, Gender, and Diversity approach (AGD)².

A space is neither neutral nor static, and it can be experienced differently by different people. Gender influences the manner in which POCs to UNHCR experience risks and threats, especially concerning SGBV risks³. Research has shown that women are more concerned about their personal safety and tend to take more safety precautions than men. Their sense of safety and security will vary based on their own experience in a particular space or based on the experiences of other women around them. Additionally, these risks related to gender is linked to other factors, such as age, ethnicity, race, health or sexual orientation. The intersection of these factors produces different vulnerabilities. For this reason, protection measures must be gender-sensitive and suited to the specific needs and situations of different groups at risk (e.g. older women and men, pregnant women, indigenous persons, transgender persons, persons with disabilities). The RSSN safety audit attempts to capture this gendered use of space and safety concerns for women, girls, men, boys, and LGBTI persons whether through actual or perceived sense of personal insecurity, threats or fears.

For the pilot, the pilot Networks partners can apply the participatory safety audit and self-audit checklist in any designated or to be designated RSSN safe space or other

1. A Safe Space is a kind of physical or mobile space, where groups or individuals can feel “safe”, build social networks, express and entertain themselves while receiving information and accessing protection and assistance services in accordance with the AGD approach, the survivor centered approach, and the best interests of the child principle.

2. UNHCR AGD Policy 2018 <https://www.unhcr.org/protection/women/5aa13c0c7/policy-age-gender-diversity-accountability-2018.html>

3. For example, according to the Gender-Based Violence Information Management System, 2017 trends indicate that the vast majority of sexual and gender-based violence (SGBV) survivors reporting incidents are female (over 92 per cent) and adult (approximately 80 per cent). In 2016 and 2017, children were disproportionately affected by refugee crises, with children representing 51 per cent of the global refugee population, compared to only 31 per cent in the general population. Children who move across international borders face significant risks, including trafficking, forced recruitment into armed groups, SGBV, kidnapping, child labor, child marriage, and separation from parents and other family members (See UNHCR AGD Policy 2018).

protection space⁴ and/or one that provides general information or any of the essential multi-sectoral services. The Safety Audit can also be used as a stand-alone assessment at reception, shelters, and in broader settings. The assessment should consider safety and security risks in both public and private space, and even mobility between these spaces. Such an activity can support different groups in identifying high-risk factors in their surroundings and working together to minimize those risks. The RSSN Safety Audit will help to inform response and to elaborate recommendations. The goal is to evaluate the space from the standpoint of those who feel vulnerable and to make changes to improve safety and mitigate SGBV⁵, child protection and other protections risks and ensure that services are tailored to meet distinctive needs.

Note: This audit is not meant to collect information on individual incidences or personal experiences of SGBV, security or violence, but facilitators and interviewers should be prepared and trained to respond in case an individual wants to disclose an incident of SGBV, CP, or other security issues.

2 | Objective

- To promote the active participation of persons of concern in all protection assessment processes and joint solutions between them and UNHCR and partners.
- To assess the broader protection factors that exacerbate the risks of SGBV and CP in the particular setting.
- To identify gendered concerns and issues of safety in identified spaces. (E.g. In what spaces do women and girls feel most unsafe and/or excluded? If/how does it differ for men and boys, LBGTI persons? Which groups of women feel unsafe/excluded in these spaces? What kinds of exclusion/harassment/assault do women and girls commonly face in these spaces? What actions can be taken to improve safety and inclusion for different groups in these spaces?)
- To encourage local and context specific solutions to issues of insecurity and accessibility of services.
- To analyze and make recommendations and share those results with appropriate actors for relevant actions.

3 | Guidance on Safety Audit

The following guidance and tools below should be used to prepare for a focus group discussion⁶ using the participatory tools, key informant interviews, and/or a participatory assessment workshop⁷ with different groups in the identified settings.

These discussions should highlight the diversity of the experiences and help the team to identify more issues during the discussion. In particular, they will provide insights into

5. Inter-Agency Standing Committee's (IASC) GBV Guidelines

6. A focus group is a group discussion which enables analysis and understanding of a selected topic on the basis of the common characteristics of the group (gender, age, ethnicity, socio-economic status, etc.). Individual cases of SGBV should not be discussed in a group, but perceptions and community action to overcome and prevent SGBV can and should be discussed collectively.

7. An alternative to focus group discussion for children and adolescents is a participatory assessment workshop, using child-friendly methods. See UNHCR Listen and Learn: Participatory Assessment with Children and Adolescents (2012). <https://www.unhcr.org/protection/children/50f6d1259/listen-learn-participatory-assessment-children-adolescents.html>

the perceptions of safety for diverse groups of concern. It is important to share your findings and feedback with the RSSN Regional Coordinator.

CONTEXTUALIZE: It is **important that the guidance and questions below are reviewed and contextualized for relevance to your operational context** and to ensure that the appropriate terminology, language and cultural aspects are respected in collecting the information. The questionnaire is not an exhaustive list and additional questions can be included. Please share any adaptations with the RSSN Regional Coordinator.

GROUPINGS: Be clear about focus areas. Each Pilot team should decide the **exact target group(s)** and location(s) for the Safety Audit according to the operational context and the identified organization responsible for operating a physical or mobile Safe Space or another identified setting. It is recommended that participants are grouped by the same gender due to the sensitive topic and taking into consideration that women usually feel more comfortable speaking among other women, and men may also feel more comfortable talking to men. Other grouping considerations should ensure an AGD approach⁸ and other special needs (e.g. pregnant women, single parent) to pinpoint the gaps in services from various perspectives. For children, similar groupings are recommended based on age (and/or maturity) and/or gender and should also take into account any special considerations (younger children, children with disabilities and/or from socially excluded groups). The group size should be kept small (max. 10-12 individuals) to facilitate discussion.

FACILITATION: In each Pilot Networks, a member of the RSSN should be carefully selected to lead the process in that location with the **oversight and support of the national RSSN coordinator and involving partners from the start**, to conduct a training on the tools and safe procedures (e.g. confidentiality, security, referral pathways), and to ensure harmonization of data collection. It is crucial to consult different partners on selecting focus issues and to go over tools and guidance in a multi-sectoral and interagency manner. The facilitators should be sufficiently prepared, which includes specialized training on SGBV and child protection, including survivor centered approach, child's best interests principle, and the age, gender, and diversity (AGD) approach, and are prepared for possible SGBV, Child protection and other types of disclosures. The role of the facilitators is to guide the discussion, ask the participants for feedback to the specific questions (outlined below), and to record their responses. Divide the roles between the facilitators most appropriately i.e. one asks the questions, one takes note of the responses. Facilitators must be able to actively listen to responses and give appropriate feedback to questions that may arise during discussions about this topic (i.e. what should I do if I want to report a SGBV or CP incident? How do we know that information is kept confidential? Etc.).

Please refer to these documents for further guidance:

- <https://www.unhcr.org/publications/legal/450e963f2/unhcr-tool-participatory-assessment-operations.html>
- <https://www.unhcr.org/protection/children/50f6d1259/listen-learn-participatory-assessment-children-adolescents.html>
- https://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf
- <https://www.unhcr.org/59f986967> (Toolkit for Consulting with Youth 15-24 years old)

8. At a minimum, all data collected by UNHCR will be disaggregated by age and sex and by other diversity considerations, as contextually appropriate and possible, for purposes of analysis and programming.

METHODOLOGY AND ANALYSIS: The participatory methods proposed via these set of tools will help to provide detailed information on different groups' perception of safety and inclusion by engaging with and understanding the perspectives of different groups. This is particularly useful when other methods of data collection, such as street surveys, are unable to reach a specific group. It also offers a setting in which vulnerable groups, once comfortable, are more likely to be able to discuss sensitive topics, such as their perceptions and concerns related to SGBV and child protection risks. It is also an opportunity to discuss, clarify and raise awareness about the issue of safety and inclusion for different groups and for participants to discuss solutions for improving safety and inclusion. These methods will not yield quantitative or statistically representative information that can be easily used to make comparisons between different groups or sites, but rather can provide important qualitative information that is context specific.

The questionnaire (Tool 4) was designed using KoBo Toolbox, which is a UNHCR corporate tool, to help guide the discussion on a range of issues to be discussed in the focus groups and facilitate data collection. The KoBo account for data analysis is managed by RSSN Regional Coordinator. The data collection form uses a nominal scale (yes/no/unsure) to allow some information to be aggregated, but is also flexible to allow for responses to be collected that go beyond the 'yes' and 'no' responses. Responses collected during the pilot period will be used to further refine the items in the tools, as well as generating additional ones (if needed), such as a data analysis tool. The Regional Coordinator will compile results from the pilot locations into aggregate data⁹ to produce a regional report in coordination with RSSN members.

6 | Tools for Safety Audit

The following tools are to help guide the safety audit pilot.

- **Tool 1: Pre-Safety Audit Checklist** – a list of minimum recommendations before starting the Safety Audit.
- **Tool 2: Step by Step Guide** for planning and carrying out the safety audit.
- **Tool 3: Suggested Script** – general guidance that can be adapted and used to start the conversation and introduce the Safety Audit with the group and a set of questions to close the session and provide feedback on the process.
- **Tool 4: Brainstorming on safety and security issues**– here is an exercise that can be carried out with different groups to introduce the topic of safety and security before or during the Safety Audit. It provides a starting point to draw out what the group perceive as their safety and security concerns and which they prioritize as problems. This can also set the tone for facilitating a strong participatory approach.
- **Tool 5: Assessment Questionnaire**– fill in one form per focus discussion group and/ or key informant interviews. This Form is also available on KoBo to facilitate data collection and joint analysis of responses at the regional level. See word attachment.
- **Tool 6: Systematization form template for analysis**- Adapted from The UNHCR Tool for Participatory Assessment in Operations 2006

Annex- Additional Questions – optional questions that can be used in addition to Tool 5 Assessment Questionnaire (these questions are currently not available in the KoBo version).

⁹. Means data is combined in a way to show values or trends without including the records of individual data subjects or data that would render an individual data subject identifiable.



TOOL 1

STEP BY STEP GUIDE FOR CONDUCTING THE SAFETY AUDIT

WEEKS PRIOR:

1. **Reviewing existing information**, including community based needs assessment, baseline of basic needs and protection risks.
2. **Organizing the safety audit**, choosing the sites to be audited, involving other agencies, and inviting diverse groups to participate (relying on previous outreach if possible).
 - Define the area to be audited (Community center, safe space, school, urban neighborhood, street, a particular route traveled, etc.)
 - Mapping diversity- looking at prioritized communities/groups
 - Decide the composition that will work best for focus group discussion (FGDs) (maximum 8-10), and how many FGDs will take place (depending on resources, time, availability, etc.). Also, consider one on one interviews with community or group leaders and/or key informants.
 - Identification of key stakeholders and policy makers, informing them of the safety audit and that it will probably lead to recommendations.
 - Adapt Safety audit - Go over the questions with organizations involved and community leaders if possible and revise as necessary. **Prioritized questions for each of the sections should be kept while the language or means of communication can be adapted.**
 - Some questions may be not be contextually appropriate or applicable to the area being assessed or relevant to the person being asked.
 - Meet with local community and community groups to share the process of safety audits, try to involve many diferrent sets of people so that their concerns can be understood
 - Choose and train the facilitators. Designate note takers.
 - When assigning these roles, consider using neutral external parties, i.e. you may not want to choose a staff member working in the place being assessed as POCs may hesitate to disclose criticisms of the space in front of staff. On the other hand, staff member tend to have a good rapport and may be seen as more trustworthy.
 - Prepare practical support if necessary, e.g. interpreters, cultural and sign interpretation
 - **Ensure they sign Code of Conduct, including PSEA conduct and oath of confidentiality.**
 - Arrange to provide other support if possible, e.g. transportation, childcare, etc.
 - Decide on a safe location to hold the assement.
 - Choose a time and day – It is recommended to do the audit after dark, especially for assessing outdoor areas. This will help with assessing lighting – one of the most important safety features. Night time is when people feel most isolated and least safe. A day during the week versus the weekend may also be considered.

Discuss which time and day is most appropriate to the situation/area being assessed (the time of year may also play a role in safety).

- Choose a secure location for the focus group discussion/interview. Consider safety, privacy, and accessibility when choosing a space.
- Use pre-audit checklist to ensure that at least minimum security measures are in place
- The questionnaire may take a couple of hours at least.
- Provide details of process to intended participants and make sure to explain consent/assent¹, and that participants can withdraw from the process at any time, even after the interview has started.
- Do a pre-audit brainstorming session (see tool) to go over themes and clarify definitions of intended topics of discussion, e.g. sexual and gender based violence, harassment, “What does being safe mean?”, etc. (This session can be done during outreach, as part of the FGD, or as deemed appropriate)

WEEK OF/DAYS BEFORE

3. Call participants to remind them of the details for the meeting place and time and any other practical details.
4. Conduct the safety audit (FGD, interviews, participatory workshop)
 - **Ensure** participants are comfortable. Go over introductions and (re)explain purpose and process (see suggested script).
 - Take good notes, and add as much details as possible.
 - Close session (see script). Allow time for questions and concerns to be addressed in the group and privately. Share the action plan for the next steps with participants.

DAYS/WEEKS AFTER

5. Systematizing the information gathered (see systematization form sample)
 - After the audit, ideally within a few days, the audit team should meet again to discuss the findings from the walk, and formulate appropriate recommendations.
 - A set of recommendations needs to be drawn up based on the views, perceptions, and experiences of people who participated.
 - Share the results and invite feedback. Consider holding small meetings where people are able to talk about their concerns and help with the recommendations. This should not be limited to those who participated in the FGD.
 - Share list of **priorities and recommendations** with stakeholders from targeted sectors, communities of concern, government/police and decision-makers.
 - **Support the development of an action plan with targeted sectors for the implementation of the recommendations.**
 - The first audit can be used as a baseline. Consider repeating periodically to measure for improvement over time.

1. *Informed assent is the expressed willingness of the child to participate in services.*
See https://www.unicef.org/pacificislands/IRC_CCSGuide_FullGuide_lowres.pdf



TOOL 2 PRE-SAFETY AUDIT CHECKLIST

Before beginning the safety audit pilot, the safety audit team should ensure that these minimum measures are in place.

Based on and adapted from WHO Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies (2007).

Also see:

- *Putting women first: Ethical and safety recommendations for research on domestic violence against women, published in 2001 and updated in 2003.*
- *The WHO ethical recommendations for interviewing trafficked women, published in 2003.*
- *UNHCR The Heightened Risk Identification Tool (2010)*

- Is there a data security plan for collecting and storing the results of the safety audit?
- Is there a referral system in place that includes multi-sectoral services (health, psychosocial, legal and security) for SGBV survivors?
- Is there a security plan to ensure the safety of all those involved in information gathering?
- Are measures in place to protect the confidentiality of individuals who provide information about sexual violence?
- Are participants informed of the purpose and process of the safety audit and how their information will be used? Do they give informed consent before participating in the activity? Do they know that they can stop their participation at any time?
- Are members of the safety audit team carefully selected and appropriate to the context (age, sex, religion, ethnicity, etc.)? Have they received relevant and sufficient specialized training and ongoing support? Do they know how to appropriately respond to a possible SGBV disclosure?
- Are there additional safeguards in place if children (i.e. those under 18 years)¹ are to the subject of the safety audit? For PWD (people with disabilities)?
- Are the potential benefits arising the safety audit clearly outlined and do they outweigh the potential risks of participation to respondents and/or their families and communities?
- Are there guidelines and mechanisms set up to confidently report a complaint or an incident of sexual exploitation and abuse?
- Has a location for the interview and/or focus group been identified which provides privacy, security and confidentiality for the discussion?

1. See UNHCR Listen and Learn: Participatory Assessment with Children and Adolescents (2012).



TOOL 3 SUGGESTED SCRIPT

This discussion will be **confidential**, which means that we will speak privately – and any information shared with us today will be kept with us only; we will not share it with anyone else. We will not ask for your names and will not write them down; we will also not record any information that may identify you, or connect you to anything you share today. We will only share anything that was said in this discussion in a **general** way. We ask that all of you keep everything confidential, too. Please do not tell others what was said today, even other people who are also participating. This way, we can keep the information and all of us safe. If someone asks, explain that you were speaking about the health problems of refugees.

In this discussion, we are not asking for specific stories; **please do not use any names**. Participation in this discussion is completely **voluntary** and you do not have to answer any questions that you do not want to answer. You may leave at any time. We also want to be clear that our intention is to listen and learn; there will be **no direct benefits**, such as (list examples if needed), related to the time we spend together today.

CLOSING QUESTIONS

- Before we finish, I would like to hear what you think should be done to end sexual and gender-based violence.
- What did you think about the subjects we have discussed? Do you think that this group covered issues that are important to women and girls? Do you think that this group covered issues that are important to men and boys?
- Close the interview: Thanks for your time. If anyone would like to speak with me in private, I will stay here after we end.



TOOL 4 BRAINSTORMING ACTIVITY

This is an exercise¹ that can be carried out with different groups to introduce the topic of safety and security before or during the Safety Audit. It provides a starting point to draw out what the individuals in the group perceive as their safety and security concerns and which they prioritize as problems. This can also set the tone for facilitating a strong participatory approach.

The threat of violence and associated fear can be normalized over time that it might be difficult to recall during the safety audit. One strategy is to ask participants to discuss different strategies women (or girls, men, boys, or LGBTI persons) may adopt to reduce their own risk of becoming a target, for example avoiding certain areas, staying overnight at their workplace, walking in groups, or incurring the extra costs of a taxi to get home. The brainstorming session helps to draw out perceptions and situations around safety and security and to clarify any terminology that will be used during the assessment.

HOW TO DO IT: STEP BY STEP GUIDE

STEP 1

Introduce terminology (see additional resources) and discuss the safety and security issues that affect the group of participants. What makes them feel unsafe in their environment? How does the fear of violence or the threat of violence (physical, emotional/psychological or sexual) affect their day to day lives and/or those around them? It may also be useful to discuss basic gender concepts and gender roles.

Structure the discussion around the space(s) that you want participants to assess for the safety audit: e.g. their community, reception areas, places they receive services, their workplace, their place of study, their social activities and on their way to and from home and to those places. If assessing a **safe space**, make sure to go over the definition and allow participants to contribute to the meaning.

STEP 2

Ask participants to think about three changes that they have made to their current routine as a result of the fear of violence or the threat of violence. If using this tool with literate individuals, ask them to write their experiences on a piece of card or post-it.

1. Adapted from *Making Cities and Urban Spaces Safe for Women and Girls: Safety Audit Participatory Toolkit*, ActionAid (2013) - <https://resourcecentre.savethechildren.net/library/making-cities-and-urban-spaces-safe-women-and-girls-safety-audit-participatory-toolkit>

STEP 3

Encourage participants to discuss the issues raised on the pieces of card. How do their experiences vary? Are some groups of women, girls, men, boys, or LGBTI persons particularly vulnerable?

STEP 4

Discuss with the group whether there is anything that could be done to help ease the fear of violence or reduce their vulnerability.

TERMINOLOGY RESOURCES

- **Sexual and Gender-Based Violence and Child Protection Glossary**
<https://www.acnur.org/fileadmin/Documentos/BDL/2018/11638.pdf>
- **Recommendations for the use of Gender Inclusive Language (Spanish)**
<https://www.acnur.org/fileadmin/Documentos/BDL/2018/11627.pdf>
- **UN Secretariat on use of gender-inclusive language in several languages—Arabic, Chinese, English, French, Russian, and Spanish**
<https://www.un.org/en/gender-inclusive-language/>
- **LGBTI Training Package 2017**
<https://lgbti.iom.int/lgbti-training-package>
- **SGBV Prevention and Response Training Package (2016)**
<https://www.unhcr.org/publications/manuals/583577ed4/sgbv-prevention-response-training-package.html>
- **Guidelines Assessing and Determining the Best Interests of the Child (2018 provisional release)**
<https://www.refworld.org/docid/5c18d7254.html>



TOOL 5 ASSESSMENT QUESTIONNAIRE

* Fill in one form per focus discussion group and/or key informant interviews.
Kobo version also available: <https://enketo.unhcr.org/x/#YqhT2VYv>

Note: This tool is based upon perception and not intended for collecting information on individual security incidences or personal experiences of sexual and gender based violence (SGBV), and/or other types of violence. However, facilitators and interviewers should be prepared and trained to respond in case an individual wants to disclose an incident of SGBV, CP, or other security issues. Recommended resource for facilitators: Psychological first aid: Guide for field workers (2011). https://www.who.int/mental_health/publications/guide_field_workers/en/

Facilitator name(s) & Organization:

Location of Interview (city, country):

Space being evaluated:

(E.g. NGO X safe space, community, women's center)

Time and date of audit:

Type of group:

(Women, girls, men, boys, LGBTI persons)

Any group specific need identified:

(Pregnant women, unaccompanied/separated children, persons with disabilities, elderly persons, indigenous/ethnic groups at risk, afro-descendent persons, etc.)

Number of individuals:

Age range of participants:

Education status (no schooling, primary, secondary, university degree, postgraduate)

Economic activity (unemployed, part-time employment, full-time employment, informal sector, retired) _____

Household/family status (married, divorced, common-law, partnered/ separated/ widowed, single) _____

Consent/Assent: Agree to participate in the Safety Audit _____ **Yes** _____ **No**
(may withdraw participation at any point)

Responses: Y= yes N= No NS=not sure

TOPIC 1: Safety and Security (The perception one feels of the physical and/or social space around them, during movement, and with reference to essential services)

QUESTIONS	TO WHOM	Y/N/ NOT SURE	COMMENTS
<p><i>Make sure to note how do these prompts vary for diverse groups, e.g., by age, religion, ethnicity, sexual orientation, disability, etc.</i></p> <ul style="list-style-type: none"> • Do you feel safe in this space? Why or why not? • Do you feel safe accessing the 'safe space' in the location/ community in question? • Do you feel safe asking for information here? • Do you feel safe accessing services/resources (e.g. health, education, food, etc.) in the space? • Are there any services you would not feel safe/comfortable accessing? • Do you feel safe accessing the bathroom facilities in the space? (may assess location, locks, privacy, lighting) • Would you feel safe expressing your sexual orientation and gender identity in the space? (to assess SOGI friendly spaces) • Do you feel safe taking public transport alone (bus, taxis, trolley, train, etc.)? • Do you feel safe walking around alone? During the day/ night? (consider the day of the week, weather, etc. as other factors) • Does the presence of the police make you feel safer? • Would you approach a police officer if you were to experience a security issue or feel unsafe? • Do you feel safe where you live? (e.g. house, building, community) • Do you feel safe with the people that you are traveling with during your journey (can include family, friends, acquaintances, etc.)? • Do you know where to report a security incident or file a complaint? Where? <p><i>If the answer is 'no' to 'do you feel safe' for the questions above, allow participants to elaborate why they do not feel safe and include responses in notes.</i></p>	<p>FDG (Max of 8-10 individuals); Small number of one to one interviews with key informants/ community or group leaders to support FDGs</p>		<p>All responses should be disaggregated by at least age and sex</p> <p>Terminology such as safe (feeling mentally and physically safe) can be clarified and discussed during brainstorming exercise</p>

TOPIC 2: Facilities and Accessibility

QUESTIONS	TO WHOM	Y/N/ NOT SURE	COMMENTS
<p><i>Make sure to note how do these prompts vary for diverse groups, e.g., by age, religion, ethnicity, sexual orientation, disability, etc.</i></p> <ul style="list-style-type: none"> • Do you have access to social support services to meet all your needs in this space (or through a referral- health, education, food, etc.)? If no, why not • Do you think women and girls (men, boys, LGBTI persons, etc.) are likely to access them? • Do you have access to restroom facilities appropriate for your gender? Age/Disability (if applicable)? If no, why not? • Do you feel the operating hours of this space are appropriate? 			

<ul style="list-style-type: none"> • Do you feel the location of this space is easily accessible for you? • Do you feel comfortable communicating with the staff here? (I.e. Staff demonstrates respect for confidentiality and uses survivor-centered approach, and/or child friendly approaches, Staff member available of your same sex/ gender is available and/or shares your cultural/linguistic/ racial/ethnic background)? If no, why not? • Do you feel that you could understand the information provided to you by staff? (Can assess for child-friendly language for children, persons who are not literate, persons with visual/hearing impairments, etc.) If no, why not? • Do you have access to a staff member (or interpreter) that speaks your native language and/or available to meet your other communication needs (e.g. sign language interpreter, braille, etc.)? • Do you know where to file a complaint or provide feedback if an incident were to happen in this space? • Do you feel that you have sufficient privacy while accessing services here? • Would you change anything about this space to help you feel more comfortable? <p><i>Include additional details in notes on responses to any of the questions above.</i></p>			
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TOPIC 3: SGBV risks and related services & Access to Sexual and Reproducti-ve Health and Rights (SRHR)

QUESTIONS	TO WHOM	Y/N/ NOT SURE	COMMENTS
<p><i>Make sure to note how do these prompts vary for diverse groups, e.g., by age, religion, ethnicity, sexual orientation, disability, etc.</i></p> <p>Without mentioning names or indicating anyone specific:</p> <p>Ask participants to answer these questions based on their perceptions of SGBV</p> <ul style="list-style-type: none"> • What SGBV risks concerns you the most? [dropdown menu options] • Have you ever felt at risk of sexual assault in this area? • Do you take any additional precautions to protect yourself from SGBV? (e.g. avoid a particular street, walking in groups, carry a weapon) • Do you feel more exposed to SGBV risks at any point during your daily/weekly routine? (E.g. while using public transport, going to or at work, etc.) • Do you feel there are too many people using this space? (to assess if overcrowding and perception of overcrowding affects perception of heightened risk to SGBV) • Do you feel that you have an equal say in the decisions that are taken in your marriage/relationship/family? (to assess gender equality/power dynamics within relationships as it contributes to SGBV risks) • Do you feel that you can easily access information on SGBV and available services? • Would you attend community education activities that are focused on sexual and domestic violence? • If you heard about a case of sexual violence against someone you know occurring inside your community or near it, would you report the case? If yes, ask the following: Who would you report the case to? 	<p>May not be appropriate to ask all age groups (i.e. young children).</p> <p>Based on the outcome of the brainstorming exercise, you may ask the group to share their perceptions on SGBV risk for other groups- For example, Asking parents about their perception of SGBV risk for their children</p>		<p>The brainstorming session can also help to define asking about people in the community/ urban location, etc.</p> <p>Be prepared for silence; do not press participants to answer sensitive questions. This may indicate something is wrong with the group composition or facilitators, or a larger issue that is too risky for them to share.</p>

<ul style="list-style-type: none"> • Would you feel safe reporting an SGBV incident to authorities? To UNHCR/NGO? • Would you feel safe reporting an SGBV incident to a friend or family member? (to assess support in the family/ community) • For women and girls, do you feel you could access menstrual hygiene materials without facing any stigma and/ or discrimination? • Do you feel that you could access contraceptives/condoms without facing any stigma and/or discrimination? Do you feel that you can obtain information on how to use these items correctly and consistently? • Do you feel you possess the knowledge to protect yourself against sexually transmitted infections, including HIV? Would you be able to access this information without facing any stigma and/or discrimination? <p><i>Include additional details in notes on responses to any of the questions above.</i></p>			
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TOPIC 4: Child Protection Related Risks & Support

QUESTIONS	TO WHOM	Y/N/ NOT SURE	COMMENTS
<p><i>Make sure to note how do these prompts vary for diverse groups, e.g., by age, religion, ethnicity, sexual orientation, disability, etc.</i></p> <p>Without mentioning names or indicating anyone specific:</p> <ul style="list-style-type: none"> • Do you feel your views are listened to and valued by adults in your life (parents/ caregivers, family members, educators, etc.?) • Are there any places you are not allowed to go/play? Parents/Caregivers: Are there any places you would not allow your child to play? (If yes, note concerns e.g. danger from strangers, road traffic, etc.) • Do you feel that there are enough activities for children your age? • Do you feel supported and cared for by your community/ family? • Do you think education for girls/for boys is important? (to assess perception on the importance of education) • Does your family and community support education for you and other children and youth? <p>School/Educational facility, if applicable (Can be adapted for other child spaces):</p> <ul style="list-style-type: none"> • Do you feel safe going to/from school? (If no, why not? Note the factors, e.g. traveling alone, in a group, by which means, etc.) • Do you feel safe at school? (If no, why not? Note the factors) • Are there areas at school you would avoid e.g. classroom, school health clinic, hallways, bathrooms, locker rooms, school property outside of school building? • Do you face any challenges accessing education? • Do you think women and girls are safe at school? • Do you think LGBTI children and youth feel safe at school? • Do you feel safe with your teachers? • Do you feel safe among the other students? 	<p><i>This section is meant to complement the above sections, omitting any questions or sections that are not relevant or appropriate.</i></p>		<p>Refer to guide for conducting participatory workshops with children or young people. The formal setting of FGDs is not recommended for children.</p>

<ul style="list-style-type: none"> • Would you feel safe approaching a teacher or other staff at school to report a problem? • Do you feel you have the right to express yourself at school? • Do you feel supported by your teachers and peers at school? <p><i>Include additional details in notes on responses to any of the questions above.</i></p>			
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Services/support can refer to organizational support/government/community, etc.

LIST OF ADDITIONAL QUESTIONS (OPTIONAL)

SAFETY AND SECURITY

- Does the amount of people in this space influence your feeling of safety? (To assess whether overcrowding is an issue)?
- Do you feel safe socializing with other people in the space?
- Do you feel safe among the staff here?
- Do you think the security in this place is the appropriate amount for making you feel safe? (may assess presence/amount/gender of guards and other security measures as applicable)
- Do you feel safe engaging in the activities in the space?
- Are there any areas that you would avoid? *Where? Why?*
- Do you feel safe using all the facilities here?
- Are there any isolated areas near that you make you feel unsafe?
- Do you think the police would help you if you had a problem?
- Do you feel safe among the people you live with?
- Would you change anything about this space to help you feel safer?
- Would you feel safe reporting an incident and/or filing a complaint in that space?
- Do you restrict your movement and/or take any precautions due to concerns for your safety? *How? Why?*

FACILITIES AND ACCESSIBILITY

- Do you think there are enough safe spaces in your location/community/near you that are appropriate for your needs? *Why/why not?*
- Is it easy to find your way around in this space? (e.g. signs, map)
- Do you find it easy to reach a staff member when you need it? (to assess availability of staff in person, over the phone, online if applicable)
- Do you feel that you the staff member listens to your opinion and allows you to make your own decisions? *If no, why not?*
- Do you feel that the staff takes the time to listen and respond respectfully to your opinions/concerns? *If no, why not?*
- Do you feel that you are being treated fairly by the staff in this space? *By whom? Why/How?*

- Do you feel you have access to use all the facilities here? *If no, why not?*
- Do you feel that the space has sufficient lighting? *If no, why not?*
- Are you aware of the escape routes in case of an emergency?
- Do you feel like the space is well maintained? (Note any areas that may need maintenance)

SGBV RISKS AND RELATED SERVICES & ACCESS TO SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)

- Do you generally feel safe from sexual and gender-based violence and/or sexual harassment? *If no, is this influenced by location, activity, social interactions?*
- Do you limit what you because you don't feel safe, from sexual assault?
- Do you generally feel safe from SGBV among the other users in this space?
- Do you feel there are too many people living with you? (same as above)
- (To assess whether community is aware of how to report cases)
- Do you feel that a case of rape or other sexual violence and/or harassment case would be sensitively handled by authorities? By UNHCR/NGO staff?
- Do you feel that you have the right to defend yourself verbally/physically, if you were being sexually harassed? Without facing any stigma and/or discrimination
- Do you feel that you can access information and services (easily) to meet your sexual and reproductive health needs without facing any stigma and/or discrimination?
- Do you feel that you have the right to advocate for your sexual and reproductive well-being? Without facing any stigma and/or discrimination

CHILD PROTECTION RELATED RISKS & SUPPORT

- Do you generally feel safe (most of the time)?
- Do you feel protected by the adults in your life?
- Do you feel that your family/community are against child marriage? (to assess family/community attitudes on this topic)
- Do you feel that your family/community are takings steps to prevent teenage pregnancy? (to assess attitudes towards teenage pregnancy)

SCHOOL/EDUCATIONAL FACILITY, IF APPLICABLE (CAN BE ADAPTED FOR OTHER CHILD SPACES):

- Parents/caregivers: Do you feel that your child is safe from violence at school?
- Do you feel that you can attend school without facing any stigma and/or discrimination?
- Do you feel your teachers and/or staff treat you fairly?
- Do you have access to student clubs and activities that promote a positive school climate? (e.g. multi-cultural clubs, gay-straight alliances)
- Do you think that adults at your school would try to stop bullying and harassment?
- Do you know how to report bullying or harassment?
- Do you think a teacher or school staff would help you if you needed them?
- Do you have access to a trusted adult to disclose concerns to, and a way to report harm anonymously?
- Do you see people drinking alcohol or using drugs?