

Published by:  
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH  
Inclusive Violence and Crime Prevention for Safe Public Spaces (VCP) Programme

The entire toolkit is available on: [www.saferspaces.org.za](http://www.saferspaces.org.za)

## TOOLTWO

# SOCIAL RESOURCES AND SAFETY MAPPING



### Objectives:

This tool serves to create an overview of available services. It seeks to examine such services in a general sense, but also in terms of spaces for leisure activities or other services specifically for young people. The aim is to locate such services a sketched map. In addition, the tool generates discussion whether such services are accessible and work as they were meant to.

Finally, the tool can help to point out services that may be lacking, and the potential for improving their accessibility.

In a second step, spaces and routes of safety and unsafety are discussed and marked.



### Aspects of Data Collection:

Geographical location of services; spaces for leisure activities and other important points;

Safety and unsafety mapping: spaces of safety and unsafety in the ward, neighbourhood or village; accessibility of services.



### Material needed:

Several big brown or white papers (approximately 3 m –x 3 m), one such large sheet of paper for each group taking part in the exercise. For each of the groups: black, red, green and blue markers (two of each colour).



### Preparation:

Make a copy of the proposed symbols on the next page for each group, or prepare a list of symbols you would prefer to use. Use the different colours for different meanings. For example, we recommend that you use red to indicate negative or potentially dangerous issues. You may also prepare a list of the issues mentioned in task 1 and task 2 for each group – or prepare a flipchart paper with the lists, so that each group can consult it at any time.



### Procedure:

You explain the objectives of this exercise. Then you form separate working groups. One option is to form one group of men, one group of women and one group specifically of young people aged 15 – 25.

### Task 1 (for working groups):

Mark the main streets or roads that cross your neighbourhood/ward/village and agree on the boundaries. This provides a rough outline for general orientation. Working as a group, you then identify and place on the map what is important in your community. The following institutions, services and places may serve as support:

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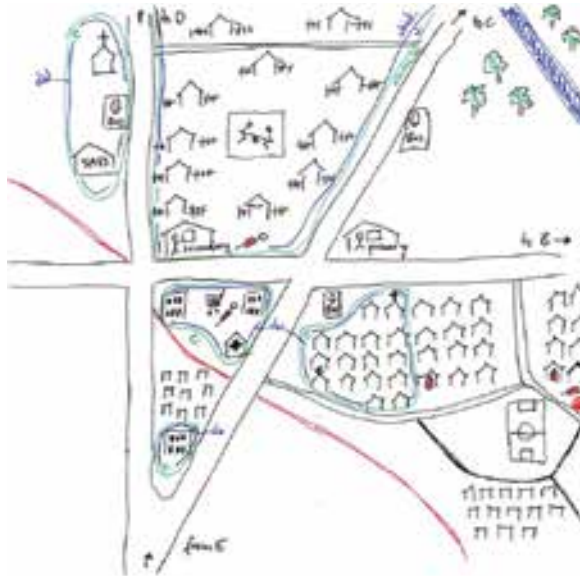


Figure 6: Example for Social resource and Safety Mapping

- Additional large roads and the most important types and routes of public transport (bus, train, minibus taxis, etc.)
- Schools: primary and higher schools, crèches, private schools and other places providing education.
- Health services (formal and informal): hospitals, health centres, special advisory services (e.g. HIV/AIDS counselling, women's support centres, family planning clinics, pregnancy advice services)
- Markets, shops, taxi ranks.
- Churches or places of religious assembly (which religion?)
- Cultural, sports fields or other leisure spaces ( using questions such as, where do you spend your free time? Where do others spend their free time in the neighbourhood/village?)
- Waste disposals
- Settlements with different kinds of housing (see examples for symbols below)
- Once settlements with houses are in place, you can use coloured circles around those houses which have access to:
  - Clean drinking water (use the colour blue to indicate this).
  - Electricity supply (use green to indicate this).
  - Any other places suggested by the participants.

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	RDP House		Hospital		Houses without flowing water		Houses with flowing water
	Shack		Smaller health centre		Pond/lake		Stream/river
	Multi-story dwelling		Bank		Safe places		Safe routes
	Advice centres		SAPS		Unsafe places		Unsafe routes
	Formal or informal mediation/conflict resolution		Bus stop		Shabeen		Dope dealing
	Creché		Playground		Waste water		
	Football field		Supermarket/shop	Religious buildings/places			
	Trees		Bushes		Hindu		Christian
	Bigger road		Smaller road		Muslim		Jewish
	Foot path		Waste disposal		Buddhist		Other
	Houses without electricity		Houses with electricity				

Figure 7: Proposed Symbols

### Task 2 (for working groups):

You have already marked some points related to safety issues. Now you will focus more intensely on safety issues and mark the following places:

- Safe places/routes and unsafe places/routes (green for safe and red for unsafe)
- Police stations, security bodies, security services, protection services
- Contact points for reporting infringements of rights
- Advice centres (eg., centres for the support of victims of violence and crime) and women's support centres
- Formal or informal mediation centres, or people who do mediation/conflict transformation
- Any other place or institution which the group considers relevant.

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### Task 3 (discussion in plenary):

Back in plenary, all maps are laid out on the floor so that everybody can have a look at the results from other groups. You can ask the participants if there are any comments or questions with regard to their own maps or the maps of the others. Some things in the maps will be the same but some will be different. Each map will show a different perspective. This is not a problem. Clarify that it is important to acknowledge different perspectives, and welcome the richness of information. Example: experience has shown that for instance, people who go by bike, and people who go by car, draw completely different maps of the same area. Still, there is no correct and incorrect map. Women and men may emphasize different facilities – for example, women may be more aware of the existence of certain health facilities.

### Task 4 (analysis of accessibility in plenary):

Ask the participants to help you make a list of relevant services and places in the community. You write these in a left column of a table of two columns on a flipchart paper, or any other bigger paper. Then you add this title (to the top of the page): Accessibility.

Now the participants discuss the uses and the accessibility of the services/places listed. To begin with, ask if there are any places or services reserved for, or blocked from, certain groups or sections of the population (aspects you could mention explicitly include gender, ethnicity, socio-economic backgrounds, age, religion, cultural aspects, etc.). This might include official or unofficial ways of excluding others. The right column is for notes on these limitations of accessibility.

Participants' may have very different views of safety and accessibility. The objective is not to achieve consensus, but rather to let the points of view stand alongside each other. The idea is to notice how different people see the situation.

It is your responsibility as facilitator to ensure that different views are expressed and heard. You should ensure that where views are shared by various participants, they are taken into account.



### Observations: (Additional notes for the facilitator)

The symbols proposed here are just to give examples. You can make up your own symbols, or the participants can come up with symbols. Any symbols can be used as long as they are clearly explained, so that everybody understands them. For proper documentation, it is also important to record the meaning of the symbols used.

Trees and bushes are coloured in green on the symbols list. You can tell the groups they may colour trees or bushes in red as well in places where these contribute to a feeling of unsafety.

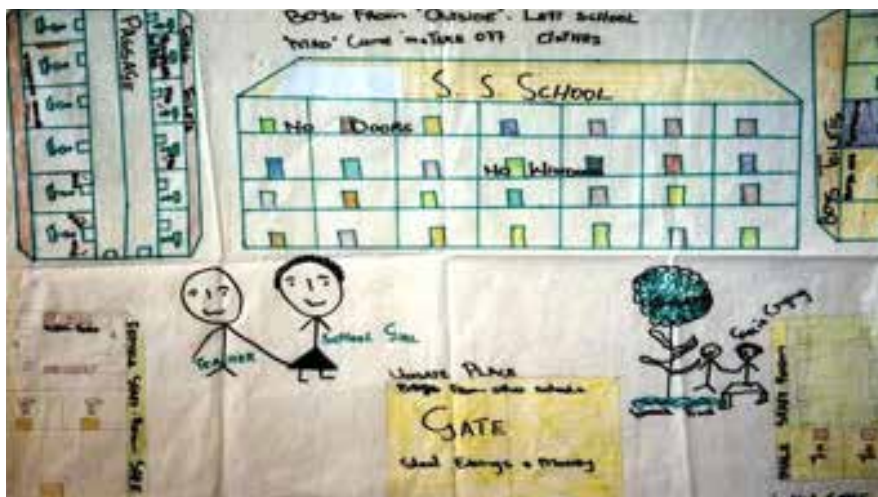
Making a map as participants do in the exercise is called mapping. It is a powerful participatory tool. It can be used in the beginning, but also at any time later during the process, in all three phases: the collection of information, the analysis of information and the planning of measures. The topics or issues that inform the mapping may then change accordingly.

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SOCIAL RESOURCES AND  
SAFETY MAPPING**Options:**

In South Africa, some organisations work together with the community to produce maps using geographical information systems (GIS) or global positioning systems (GPS). These systems enable the digital production of maps. This is another option, especially helpful when mapping a huge area. However, the handmade maps have several advantages: it is easier, quicker and less expensive to produce them; and everybody can have access to them, since you don't need computers to make them. And they can be adapted or reproduced easily at any time.

Mapping as a tool can also be used for specific questions such as in the example below. This example of mapping shows a specific aspect of school-based sexual violence, as used by CSIR and MRC.

**End Product:**

By the end of the activity, the objectives set for this tool have been achieved. Related to the objectives, the following will be in place:

- Various maps showing different perspectives of the community with its services, important institutions, places, etc. as well as routes and places of safety and unsafety.
- Problems with accessibility of services and places are identified, as well as which services and facilities are lacking.
- The participants have discussed the results, and understand that there can be/are different perspectives on the same issue.

