

ANNEX: PRACTICAL TOOLS FOR COMMUNITY PLANNING OF LIGHTING IN EMERGENCIES

A risk assessment (for example **Tool 4: Quick and simple risk matrix**) should be conducted before undertaking community consultations. It should include all the relevant risks of implementing a project, including risks of sexual exploitation and abuse by humanitarian workers and others, with specific prevention and mitigation actions. This must be regularly reviewed.

TOOL 1: KEY INFORMANT INTERVIEWS (KII)

INTRODUCTION AND CONSENT

[Organization name] is a humanitarian organization that provides assistance to people affected by humanitarian crises. We are carrying out discussions to understand community needs for public lighting. This interview will take approximately [XX] minutes. We will not record your name or any personal information. The information you give us will be compiled with the answers from other respondents. We will use the findings of this research to improve our humanitarian work. Taking part in the interview is voluntary and you can choose to stop, skip a question, or withdraw from the process at any time. Whether you decide to take part will have no effect on your entitlement to humanitarian aid. Do you consent to take part?

SAFETY MAPPING (ALSO SUITABLE FOR FOCUS GROUPS)

Ask people to describe locations they find safe and unsafe during the day and after dark. Capture respondents' safety concerns, and record their suggested solutions by asking what would make them feel safer.

Example questions:

- What places are safe during the day?
- What places are safe after dark?
- What places are unsafe during the day?
- What places are unsafe after dark?
- What are your safety concerns?
- What would make you feel safer?

For KIIs, it is safer to ask people to describe locations they find dangerous during the day and after dark. With focus groups, this tool is useful in generating discussions before walking the neighbourhood.

SAFETY MAPPING

Key informant information¹:

Date: _____

Location: _____

Role: _____

Age: _____

Circle: female or male



Safe places



Safety concerns



Unsafe places

What would make you feel safer?

¹ We will not record your name or any other personal information.

TOOL 2: FOCUS GROUP DISCUSSIONS (FGD)

Using a mixture of methods will help humanitarian actors get an understanding of the lighting options available and currently being used, and who has access to them; preferences and needs; the difference that new lighting solutions could make; and the priority locations for public lighting.

A variety of groups from the community should be part of your FGDs, including women, men, older women, older men and people with disabilities. Girls aged 13–17, boys aged 13–17 and children aged 6–12 may also be included where the agency concerned has adequate expertise and safeguards to protect minors, or in conjunction with a child protection agency or partner. It is advised to conduct conversations with adolescent girls/young women separately from older women.

Each group should be socially coherent, so people feel free to discuss issues. This may require groups to be made up of just women/men/specific age groups. Consider language, education, religion as well as age and gender. A range of groups will be needed to identify if one group or more has specific needs.

INTRODUCTION AND CONSENT

(Introduce the facilitator/note-taker/translator)

We work for [Organization name]. [Organization name] is a humanitarian organization that provides assistance to people affected by humanitarian crises. We are carrying out discussions to understand the community need for public lighting. We would like to understand where are the strategic areas that need public lighting and how the community can take ownership of these installations once they are set up, in particular in terms of maintenance.

In this discussion, we will not record your name or any personal information. We would like to ask all participants to keep the information shared here confidential, but we cannot guarantee that, so you will need to make your own decisions about how much personal or confidential information you want to share here. We will use the findings of this discussion to improve our humanitarian work based on your advice. Taking part in the group discussion is voluntary and you can choose to stop or leave at any time. Whether you decide to take part will have no effect on your entitlement to humanitarian aid. Do you consent to take part? Would you like to ask any questions?

OBSERVATION AND MAPPING

Many communities cannot view their surroundings from a 'bird's eye' view and therefore struggle with exercises that require this kind of cartographic literacy. Therefore, it may be necessary to:

- ask people to describe locations they find dangerous during the day and after dark (using the safety mapping grid above) and later mark on a map; and/or
- walk around a site with different groups of people asking where the dark spots are, and where they would prioritise lighting. These locations should be marked on a map and checked alongside GPS coordinates.

Note: For this exercise, do not ask 'where would you like a lamp post?', instead ask 'what places do you want to be lit and why?' This is because lampposts can be angled and positioned to shine light on different areas (and they can also create shadow and dark spots). Thus, the facilitator will need to probe to understand actual requirements. Consider for example that a tap stand needs to be in light so that users can see the jerry cans and taps as they use them (rather than put a lamp post directly at a water point). If you can, visit the locations when it is dark.

SCENARIOS

Combining direct questioning with scenarios enables groups to discuss sensitive personal, cultural or GBV-related issues based on impersonal, third-person situations. Specific scenarios will need to be tailored to understand the factors that impact different groups' perceptions of safety.

*'Jamila is 17 years old. She just arrived in the camp and she is afraid to use the toilet after dark. What advice would you give her, and is she right to be scared?'*²

Each FGD can discuss a specific scenario. For example, an FGD with people with special needs may be presented with a scenario of a disabled man who was worried about his solar-powered light being stolen, while older women may be asked what advice they would give to a woman with teenage daughters who has just arrived in the camp. These scenarios have proved very effective for generating discussion and debate. They are also helpful to gain deeper understanding and to contextualize some aspects of household survey data, while enabling participants to talk about sensitive issues in a non-personal manner.

Below are some generic lighting scenario examples:

- Mariam hears that there is a lamppost about to be erected close to her shelter. She has two teenage daughters and is worried that it will attract groups of men playing cards. Do you think this could be a problem?
- Natalie has to go and collect water after dark. The path is very dark and slippery. She has a solar-powered lamp, which helps her see hazards, but makes it difficult to carry the water. What would make it easier for her?
- Anita would like to visit her friends in the evening, but the paths are very dark and she is afraid that men are hiding in the shadows and might attack her. Is she right to be afraid?

COMMUNITY ROLE IN THE MAINTENANCE OF PUBLIC LIGHTING

Explain to FGD participants that your organization will install public lighting in the area, and that the information given in the discussion will support the identification of locations. Your organization will be working with a contractor who will be installing the public lights and will make sure a warranty is in place for the next couple of years. Warranties cover the repair of specific damage but not cleaning and small repairs. There will therefore be a need for the community to maintain the light installations on a regular basis and undertake small repairs. Discuss with the group what the community could put in place to make this happen (e.g. support from your organization in training community members and raise community awareness of the impact of lighting on safety). Some helpful questions include:

- How do you think we can prevent public lights being vandalized or having parts stolen?
- Do you think members of your community would help maintain the lights (e.g. keep the area around them clean and clean the solar panels?)
- If so, what support or training would you need?

²Oxfam. (2018). Shining a Light: How lighting in or around sanitation facilities affects the risk of gender-based violence in camps. https://policy-practice.oxfam.org.uk/our-work/humanitarian/sanitation-lighting-and-gbv?cid=rdt_lighting

SENSITIVELY MANAGING EXPECTATIONS

After gathering the public light locations from each of the focus groups, plot them on a digital map. Go back to the community and highlight the locations which are similar or need further discussions and involve them in ongoing decision making. During the FGDs, use a mixture of the scenarios and mapping/observations exercises to encourage group decisions that would be beneficial for the most vulnerable members of the community.

For every light location agreed it is essential that each household near to the light post is also consulted and in agreement prior to installation. The surrounding households may suggest moving it a small amount, which may be acceptable while still serving the original purpose. Alternatively, they may disagree entirely; in that case, move to the next location identified by the community.

Take note of what needs to be lit and why. This information about why an area needs to be lit can help lighting specialists ensure the correct positioning and angle of the light.

Camps and settlements change over time; if it is possible mapping needs to incorporate notes on how areas may change, e.g. if water tanks or new latrines are to be installed. The community may not know about this, so sharing the GPS data and digital maps with camp management and those installing infrastructure can help identify what changes may be coming that will affect lighting provision.

TOOL 3: SURVEYS

Surveys are used to give answers to questions starting with ‘what’, ‘how many’, ‘where’ and ‘how often’. They produce quantitative information, but can also be used to obtain qualitative information. The research methodology for Oxfam’s lighting project used large scale individual surveys³.

INTRODUCTION AND CONSENT

[Organization name] is a humanitarian organization that provides assistance to people affected by humanitarian crises. We are carrying out discussions to understand community needs for [public and/or household individual lighting]. This survey will take approximately XX minutes. We will not record your name or any personal information. The information you give us will be compiled with the answers from other respondents. We will use the findings of this research to improve our humanitarian work. Taking part in the survey is voluntary and you can choose to stop, skip a question, or withdraw from the process at any time. Whether you decide to take part will have no effect on your entitlement to humanitarian aid. Do you consent to take part?

PUBLIC LIGHTING

Where possible, disaggregate answers by gender, age, disability/other special needs. These questions can also be used in KIIs and FGDs.

For what reasons do you have to go out after dark?

- | | |
|---|--|
| <input type="radio"/> Access latrines | <input type="radio"/> Go to work |
| <input type="radio"/> Collect water | <input type="radio"/> Visiting other shelters |
| <input type="radio"/> Access bathing shelters | <input type="radio"/> Socialising with friends |
| <input type="radio"/> Go to markets | <input type="radio"/> Other: |
| <input type="radio"/> Go to medical clinic | |

What public lighting exists when you have to go out after dark? Here you may wish to offer the following examples:

- | | |
|--|---|
| <input type="radio"/> Lamps hung outside people’s shelters | <input type="radio"/> Lamps outside facilities like latrines and bathing shelters |
| <input type="radio"/> Lamps from traders/market stalls | <input type="radio"/> Other: |
| <input type="radio"/> Lamp posts on main pathways | |

Do public facilities have lighting?

Type of facility	Yes/no	Inside/outside
Latrines		
Water points		
Bathing areas		
Health centres		
Markets/trading areas		
Other:		

Are there things you cannot do because you do not have adequate lighting? If so, what? (can be open text or create a context-specific multiple-choice list)

What will you be able to do when you have better lighting that you cannot do now? Why?

What kind of lighting would you like to have for your personal and household use?

- | | |
|---|-------------------------------------|
| <input type="radio"/> Solar-powered torch | <input type="radio"/> Battery torch |
| <input type="radio"/> Rechargeable torch (e.g. wind up) | <input type="radio"/> Other: |
| <input type="radio"/> Handheld lanterns | |

Where would you like to have public lighting? Which locations are a priority and why?

³ Ibid.

INDIVIDUAL/HOUSEHOLD LIGHTING

What forms of lighting do you use inside your shelter after dark? (tick all that apply)

- | | |
|---|---|
| <input type="radio"/> Solar-powered lamp (you may ask about other functions e.g. with charger, torch) | <input type="radio"/> Candle |
| <input type="radio"/> Battery torch | <input type="radio"/> Kerosene lamp |
| <input type="radio"/> Mobile phone light | <input type="radio"/> Other (please state): |
| <input type="radio"/> Rechargeable torch (e.g. wind up) | <input type="radio"/> Nothing |

What type of lighting do you use personally if you go out after dark?

- | | |
|---|---|
| <input type="radio"/> Solar-powered lamp | <input type="radio"/> Burning sticks or grass |
| <input type="radio"/> Battery torch | <input type="radio"/> Kerosene lamp |
| <input type="radio"/> Mobile phone light | <input type="radio"/> Other (please state): |
| <input type="radio"/> Rechargeable torch (e.g. wind up) | <input type="radio"/> Nothing |
| <input type="radio"/> Candle | |

(If applicable) Where did you get your light from?

- | | |
|---|--|
| <input type="radio"/> Aid agency distribution | <input type="radio"/> Private donation |
| <input type="radio"/> Brought from home | <input type="radio"/> Other |
| <input type="radio"/> Bought in market | |

What kind of lighting would you like to have for your personal and household use?

- Solar-powered lamp
- Rechargeable torch (e.g. wind up)
- Battery torch
- Other (e.g. torches with mobile chargers/radio)

Does everyone in your household have access to a light if they need it (e.g. to go to the latrine after dark)?

Who uses which type of light?

How do you decide, as a household, who can use the lamp, and for what?

THANK YOU

Thank you for taking the time to talk to us today. We will use this information to improve our work. Do you have any questions for us or more suggestions about how to increase safety after dark?

At the end of this project we will try to feedback our findings to the community (NOTE: only include if your organization can/will do this).

If you have any further questions, you can contact a member of our team.

Thank you again for your time!

TOOL4: QUICK AND SIMPLE RISK MATRIX

Date _____ Version _____

Proposed activity	Anticipated benefits to community (optional: to partners/Oxfam)	Potential or actual risks to community, partners and/or Oxfam	How might these risks be prevented, mitigated or managed?	Actions/adaptations agreed by management (optional: by whom and by when)

The matrix should be updated on a regular basis to monitor risk, and will require the involvement of managers who can make informed judgements about the activities to be carried out.

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Elrha is a global charity that finds solutions to complex humanitarian problems through research and innovation.

www.oxfam.org.uk/lighting

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