

Foundation module 4

Participation and inclusion

Section 5 Involving children in situation analysis

Exercise 8



Transect walk

Purpose

By the end of this exercise, participants will be able to:

- undertake a transect walk with children to help understand girls' and boys' perspectives of their own community, to identify community assets and who benefits most and least from the community assets.

Timeframe

60 minutes

Resources

- notebook and pen

Method

- 1 Introduce the idea of asking groups of girls and boys to take on the role of tour guides to lead you through their community or camp to:
 - describe their experiences of community or camp life, where they feel most happy or sad and why
 - identify what the community or camp has in terms of human resources (including skilled people), material resources and services
 - identify which children benefit from community resources and assets.
- 2 Explain to the participants that prior to involving children in a transect walk it is crucial to prepare for safe, meaningful involvement. For example, permission from parents and community elders should be sought in advance. Children should be supported to travel in small groups among similar-aged girls or boys and should be accompanied by adults whom they trust.

Wherever possible, girls and boys should also be asked to organise separate tours to highlight any differences in views and opinions between genders.





- 3** Ask the participants to imagine that they are children of different ages and backgrounds (girls and boys) living in their communities or camp.
- 4** Ask the participants (in their roles of girls and boys) to lead you through their imaginary community or camp and to identify:
 - the parts of the community or camp in which they feel most happy or sad, and the reasons why
 - the resources in their community including women, men, youth, boys or girls who have skills which can contribute to their community's development or to the better protection of their rights
 - any community-based organisations which exist in their community including women's groups, youth groups or children's groups
 - community resources or services that currently benefit children or could benefit children if put to better use.
- 5** Make notes of their observations, experiences and descriptions as they progress on the imaginary walk.
- 6** On return from the imaginary walk present your notes back to the participants and seek their views about:
 - whether all or some children benefit from the resources and services available, and the reasons why
 - how local resources could be better mobilised to further the realisation of children's rights.

