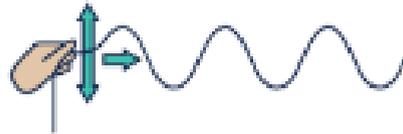


TRANSECT WALKS



MAIN FEATURES

Strengthened skills	LEADERSHIP, AIMS
Suitable for	Teachers, students
Difficulty level	Low
Setting	Group
Number of participants	At least 4
Average duration	2-3 hours
Special equipment/materials	Yes
Online version	Yes

1. Overview



This small-group exercise helps you explore, understand, and reflect on possible solutions to problems and challenges, using a physical space or place to analyse them.

Crosswalks are a type of mapping activity, but they involve walking through an area or zone with a group to observe, ask questions, and listen as you go.

A group exercise involves walking between two points to cross a community intentionally. The group explores environmental and social resources, conditions, and systems by observing, asking, listening, and watching. This information is then represented visually in a cross-sectional sketch/diagram, which describes and shows a location, resource distribution, and observed problems.

This could be useful when mapping a community, area neighborhood and even a region, for example when looking for items (spaces, places, groups) that:

- are historically relevant, narratively to the problem, challenge, or issue to be addressed;
- They are valuable resources and resources to rely on when building solutions to problems/challenges/problems.

In research, they are mainly used in comparative studies (spatial or temporal) or asymmetries of power in which "situated knowledge" is gathered. An interpretation is a situated knowledge that is coloured by a person's experience, worldview, emotions, and movements.

Crosswalks are widely used in activities related to participatory research. They can be powerful vehicles to increase the active citizenship of those who belong to a given community and/or live or interact in a specific space. Researchers and organisations widely use the method to deepen the opinions and perceptions of a community and/or involve community members in becoming active actor in finding and implementing solutions to problems in their neighbourhoods or communities.

Transverse walks can be used as a starting point for other exercises that draw on or obtain input from an analysis of the participants' context and physical environment and the situations they encounter.

2. Objective / Benefits

Transversal walks are highly participatory and relaxing experiences; in walking (physical activity) and observing spaces, places and / or situations, different opinions are collected by group members. While everyone takes notes and observes (and emphasises their points of attention), they allow many different perspectives to be present and discussed.

A transverse walk helps to improve knowledge at the local level; that is, it focuses on a particular space and observes the location and situations related to it. The knowledge that is tacit among those who live or interact in space and that otherwise may not be available. It is also very appropriate for use in communities with low levels of schooling.



It can also be used to validate outcomes (e.g. the results of other activities or exercises that directly relate to the physical space in which participants live or interact).

In addition to its use in active citizenship, for example, as a transversal walk on foot, it can be used to walk with young people at risk of exclusion in their neighbourhoods and analyse places and situations together.

Transversal walks within the TASC project focus on housing types, infrastructure and services, religious and cultural characteristics and behaviours, economic activities, skills and occupations.

Keep in mind that although there are benefits, exercise has some limitations, for example, it is limited to a specific point in a specific time and space. It requires mobility, that is, to bring the participants to the beginning of the route and make them walk the route.

3. Related SKILLS CLUSTERS

Transwalks use a non-formal space (i.e. a path along two specific points directly related to participants) to gain insights into perspectives, viewpoints, beliefs, feelings, etc.

They can be used for a better time to understand others, their perspectives and experiences, and opinions on a particular problem, problem or challenge. Interaction between participants in a more relaxed and less formal environment can increase understanding and relationships. In this sense, it refers to LEADERSHIP and in particular, to the power dynamics in the relationship.

It can also be used to obtain information about situations and interactions that participants encounter in the physical space or place where they live and interact most. It can then help identify and contextualise their problems and problems and be used as a starting point for goal setting. It is therefore linked to the definition of OBJECTIVES and in particular, to the goal-oriented approach.

4. How to do the exercise

Step 1 / Preparation:

(MANDATORY to explain how to prepare and present the exercise to the participant)

The facilitator introduces the problem that will be the topic or topic of the crosswalk. He/she may use additional context material to explain the problem, for example by using newspaper clippings. The facilitator explains the exercise to the participants. Participants are then provided with materials that include notebooks and pens. However, the facilitator may choose to use smartphone or tablet for the exercise (provided by the facilitator or using the participants' own devices).





The facilitator in preparation of the exercise, chooses a path between two points through the chosen area. The route chosen should pass through as many different physical areas, areas of different land use and social classes of the community or group as possible related to the topic or problem.

Step 2

The duration of the exercise depends on the distance to be covered and although it can take from 1 to 3 hours, the average duration for most walks is about 2 hours. The facilitator should find a balance between the distance to be covered and the characteristics of the group (e.g. taking into account physical problems, attention span, etc.).

The role of the facilitator during the activity is to focus the participants' observations and conversations on particular aspects of the community related to the problem or challenge that is the primary purpose of the exercise (e.g. safety, social activities, etc.). It should also remind participants that they must take notes of what they see and hear during the crosswalk.

Step 3

As and walks along the path, the facilitator stops the group from time to time (as characteristics change and a space, object, or situation relevant to the problem, problem, or challenges faced emerges). At these points, he/lei pushes the group to take notes on what they are observing. The questions that could be used in this perspective are:

- *What do you see?*
- *Who do you see, and what are people doing?*
- *What goods are used at different levels (natural, physical, intellectual, economic, social, temporal, spiritual)?*
- *What goods do you think are not being used?*
- *Identify and talk to people along the way to ask:*
 - *What is quest o (a structure, alandscape, a situation) or what is happening (activity)?*
 - *What else usually happens?*

The practitioner must ensure that some members of the group keep a record of all vital information and that others draw a map and sketch key features/context markers/resources/situations as they are encountered. This could also be assigned to an activity support assistant (a student) in case the characteristics of the group make it difficult to assign it to one of the members. However, record-keeping and drawing are ideally assigned to a group member to ensure that perspective and views from their context are correctly reflected.

Final step / Conclusion:

(MANDATORY to explain what to do to conclude the exercise)

After the walk, the group sits down, and the professional facilitates the group to compile a diagram or table of the main observed characteristics (see example images below). He should make sure to encourage



contributions from all members of the group. The sketch/diagram and list of vital information (as done by assigned group members) are used as a starting point to trigger discussion.

The discussion also aims to determine distinct areas and their specific resources (e.g. vulnerabilities, hazards, etc.) within the path taken.

The sketch/diagram is the basis for a discussion and aims to find answers to questions such as:

- *What did you discover new?*
- *What surprised you?*
- *What types of resources seem to be most valued? Most used? Less used? Because?*
- *What models do you see?*
- *What opportunities has your crosswalk revealed? How do they relate to your aspirations for you and/or your community?*

5. Final reflection

At the end of the exercise, the facilitator summarises the results of the activity, focusing on:

1. What happened during the exercise (events, unforeseen events, unexpected stops);
2. Ask each participant to give feedback on the activity (how they felt before and after about the spaces along the way, their group mates, etc.) and ask them to highlight what they take home as learning or a lesson learned
3. Summarize the main conclusions and what you take home based on the sketch/diagram.

If the crosswalk is the starting point for multiple activities or exercises (explained above), the practitioner should explain how the results will be used and incorporated into these activities.

After the exercise, and depending on the discussion, the facilitator may focus on finding solutions or recommendations to solve the problem or the challenge that participants prefer. Based on the answers to the questions of the final phase of the exercise and discussion, the facilitator may ask participants to think about what recommendations they would give to those stakeholders or actors who are responsible or responsible for the specific problem or challenge.

6. Specific materials

You will need:

- Notebook for notes (or similar).
- Pencil/pen.
- Whiteboard/large paper.



In the case of using electronic devices, you should use a smart monitor or screen so that you can share participants' notes or pictures.

7. Tips and tricks

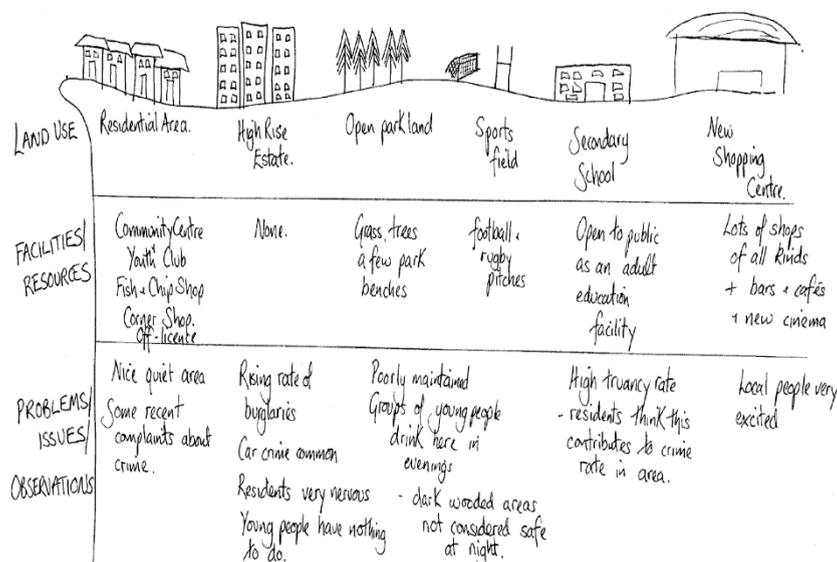
- Be clear about the walk's purpose to focus participants' attention on the characteristics relevant to the problem, problem, or challenge at hand.
- Act as a guide by drawing attention to specific points during the route that you find relevant, however, do not explain what you see or observe, draw participants' attention to the space, location, situation etc. It's the students who observe and take notes.
- Be flexible and spontaneous when opportunities arise to collect rich and varied data that you didn't anticipate, for example, if a participant indicates a specific point that they feel should be looked at in more detail (and it wasn't on your initial list of stops).
- Consider varying the route and time of the walk (day vs. night) to capture contextual information.
- If appropriate, consider taking a camera and/or video recorder to capture observations and interviews along the way.

Sample images for crosswalk diagrams:



Land use	Road	Homestead	Home-garden	Crop field	Pond embankment	Pond
Soil	Clay	Clay-loam	Clay-loam	Silty-loam	Clay	Clay
Trees and vegetables	-	Trees and vegetables, shop	Pumpkin, bean, cucumber, tomato, sugarcane, amaranth, date, radish, etc.	-	Pumpkin, bean	-
Crop	-	Pumpkin, beans, Betelnut, Coconut, Guava, Mango and others.	Pumpkin, bean, cucumber, tomato, amaranth, date, spinach, radish, etc.	BRRI-Dhan-8,11,12,14,28,29, Amon, potato, jute, etc.	Betel nut	-
Livestock	-	Cow, goat, duck, chicken	Cow, goat, duck, chicken	Cow, goat (during winter season) restara	-	-
Fish	-	-	-	Shol, goat, fish, pun, khaliya, etc.	-	Rui, catla, mrigal, big head, silver carp, mirror carp, pangas.
Problems	Most of the roads are kancha	Unemployment and disease	Stealing, pest and disease incidence, lack of irrigation facility	Disease, lack of irrigation facility, high price of agricultural input, lack of agrotechnical knowledge	Lack of landuse knowledge	Diseases, unavailability of good quality fry.
Recommendations	Activation of LGED	Need more nutritional awareness, activation of service centres	Motivation of farmer to adopt improved agricultural practice, Increased accountability of agricultural departments, Initiation of small scale irrigation project.	Need small-scale irrigation project and popularization of low price agricultural tools and technology, expansion of agricultural knowledge through concerted effort	Training	Needs aquaculture training with follow up mechanisms, establishment of hatchery for the availability of good quality fry. Ponds should be used for commercial fish production purpose.

Source: World Bank



Source: Building strong and resilient communities

8. Online version

The exercise can be done online and basically follows the same steps as the offline version. In this case, there are 2 options.

1. Use road mapping tools, such as Google Maps.
2. Record a video of the route and present it to the participants.

This option can be used in a hybrid way, for example, when participants have mobility difficulties or other impediments that do not allow them to undertake the path physically. In this case, the tools and video recording can be used for presentation.

In the case of a group of participants who have the impediments above and/or cannot be gathered in a single space (such as during COVID restrictions) a videoconferencing tool must be used to allow participants to discuss.

Keep in mind that in an online situation, some of the exercise features will be limited. Using street maps and video recordings does not allow participants to observe a larger area (as it is limited by the image shown) or some aspects in more detail. Video traction relishes the added problem that "stops" are predefined by the facilitator and cannot be changed.



However, in cases where a physical path is not an option, exercise can still provide relevant information (even if it is less rich and diverse).

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