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Working Group 'Landscape and Democracy'
Toolbox |*image: Anna Szilágyi-Nagy*

A toolbox for landscape democracy investigators

Landscape and Democracy group members will have one or more ambassador(s) in the working groups. You will be provided by 7special tools that could help to reach a more democratic vision for your working group. Most of the time, you will work individually using a set of tools to advocate landscape democracy at the Forum. The Landscape Democracy group will come together again for a comparative analysis and envision democratic change scenarios for the landscapes under consideration.

Contents

Firstly, join the selected thematic excursion of your main working group. On the bus, before you start the excursion, have a look on the provided tools.

1. Tool #1: LED checklist

2. Tool #2: Walking interview with stakeholders

The tools will help you to focus on democracy related issues and will structure your thoughts and impression of the site. We will discuss your findings the day after the excursion.

LD tool #1: LED checklist and mental mapping
a challenge to discover inequalities and risks around landscape democracy during the excursion

Checklist for exclusion and inclusion
Study the check list before the excursion and focus on the key aspects during your excursion. After the excursion come back to the checklist and record your impression of the landscape you visited. Reflect on the key aspects of the checklist and try to make a small visual representation (a mental map or a concept map/diagram) of your thoughts.

A **mental map** is your point-of-view perception of the landscape you interact with during the excursion. This subjective drawing represents the most important aspects you remember from the landscape you visited during the day. You can draw, analyze spatial aspects or make short notes, a poem about the landscape. This drawing should record the most important landscape challenges you observed and experienced during the excursion. Record spatial structures, feelings, etc. A concept map is a diagram that shows the relation between various concepts and ideas. You can use words, images as you wish to describe the landscape democracy aspects of the visited site.

Source: https://www.researchgate.net/profile/Elen-Maarja_Trell/publication/49583671/figure/fig2/AS:307372456202242@1450294712629/Fig-2-Example-of-a-mental-map-by-Kevin-male-17.png

LED CHECKLIST
WHO AND WHAT IS DRIVING THE LANDSCAPE?

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WHAT IS THE IDENTITY OF THE LANDSCAPE?

Who are the agents and initiatives?

CHALLENGES OF ACCESS
to landscape assets | opinion forming | ownership vs privatization | landscape services | public health

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CHALLENGES OF EXPOSURE
conflicting value schemes/symbols | exposure to visual impact | exposure to risk, environmental justice |power relations

VALUE OF THE COMMONS

LD tool #2: walking interview
A focus on local people as experts

People are experts with deep knowledge of their community, and this should be the starting point for landscape architects and planners. Stakeholders are likely to have knowledge, wisdom, and insight that can have an important agency in democratic decision making. Try to use the opportunity of the excursion and the session tomorrow morning to engage with as many stakeholders of your study area as you can. This exercise will definitely help you to record the landscape democracy challenges into **tool #1**!

Local experts

Stakeholder interviews provide a broad overview of the interviewees' opinions about a specific topic that may reveal hidden concerns or ideas that would not be expressed in response to a set number of specific questions. It is crucial to recognize that there are always different perspectives and realities within communities, with every individual bringing their own unique experiences and interpretations.

Interviews with stakeholders are one-to-one conversations about a specific topic or issue. The primary purpose of these interviews is to elicit project-relevant information and stakeholder reactions, their values and ambitions. Through interviews planners and designers can learn about place-specific understandings of landscape and how landscape democracy is understood within their local cultures. This requires being prepared to unlearn and question our own assumptions and understandings. Participatory tools can help to involve unheard voices and seek local knowledge and diversity what makes planning and design resilient and sustainable.

Principles for a successful walking interview
- Select interviewees so that they represent a variety of perspectives (areas of expertise, representation of groups, geographic location)
- Arrange times and places for interviewing; better quality information will be forthcoming if the interviewee is in a familiar setting, so it may be easier for the interviewer to go to them
- Considering providing information to the interviewees prior to the interview (e.g., the general topics that you'll be discussing with them and goals of your inquiry)
- Make notes and drawings to record the talk, also give detail on the role, age, perspective of your stakeholder
- Try to transcribe interview notes as soon as possible after the interview, while nuances, body language and asides are still in the interviewer's memory
- Prepare a report, including the verbatim interviews, and offer copies to the interviewees

Hints

Before conducting an interview, you need to identify the stakeholders in the area to be interviewed, develop an interview guide. A good discussion with one of the stakeholders could lead you to your next interviewee (this is technically called 'snowballing') Conducting interviews requires time and concentration and additional time is required to transcribe interview notes and analyze the findings.

LD tool #3: collaborative mapping

Come together as a group and discuss what you have seen during the excursion.
- Use the mental map you drew after your site visit to illustrate your story.
- Select one positive and one negative photo for representing the landscape democracy situation in your landscape type. We opened a folder where you could upload the one positive and one negative image you would like to share with the others. https://drive.google.com/drive/folders/0B_kB6oN61AyLNnV6YldYRnhJTGc?usp=sharing

Create an exhibition from the material while you explain your findings to each other.

At the end agree on a common legend and create a collaborative map from your experiences. Mark the various landscape democracy challenges (e.g. spatial, social, legal, etc.) of your landscape types on the map.

Collaborative mapping during the Landscape Forum 2017 |*image: Anna Szilágyi-Nagy*

LD tool #4: visioning chairs
a participatory community design method to help advance your group's analysis

In this activity, we will use a participatory community design method to help advance your group's analysis. You will divide into two subgroups: the 'movers' and the 'shakers'. Each group will sit in front of the other. You will be assigned a question, which you will have the opportunity to ask the people in front of you. You will record their answers literally, without interpretations. You may ask for clarifications, but you should avoid discussing your colleagues' findings at this stage.

During the first phase, the movers will be asking questions, while the shakers will answer. During the second phase, the sub-groups will switch roles, and the shakers will ask questions to the movers. The exercise will be completed once everyone has answered the questions. You will then come together as 'shakers' and 'movers' groups and summarize what you have heard on a large sheet of paper. Once you are done, pin up the drawings and be ready to present the findings to the rest of the group.

Below is the list of questions to be asked:

1. **What are the main areas of dissatisfaction in your site?**
2. **What are the most important visions of potential change?**
3. **What are the first steps that could initiate democratic change?**
4. **What might be the potential of resistance?**
5. **Who might be the drivers/actors or democratic change?**

Visioning chairs during the Landscape Forum 2017 | *image: Deni Ruggeri*

After answering the questions, come together with your "mover" or "shaker" group. Share your notes and ideas. Summarize what you have heard on a large sheet of paper. Once you are done, pin up the drawings and be ready to present the findings to the rest of the group!

Template for Nominal Group Technique
YOUR QUESTION

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NOTES

LD tool #5: nominal group technique
**a tool for collective goal setting**

One of the challenges of community design is to go beyond the 'wants' and 'needs' of a community to allow for a shared vision to emerge. This vision should act as a 'gestalt' (i.e. more of the sum of the parts) and therefore more than the sum of each individual need or need (that will move us from an 'advocacy' to a 'collective visioning' model of participation.

This group activity uses a method called Nominal Group Technique. The method was developed by Andre DelBecq in 1971 (see reading from earlier this week) in the context of the community development and participatory efforts that were emerging at the time in connection to urban renewal urban highways construction efforts.

The technique involves a few steps, which you will be asked to follow as a group.

Needed:

- 1 group leader
- 1 transcriber
- tables for groups of 4-6 people
- a flip chart
- markers
- index cards
- colored dots
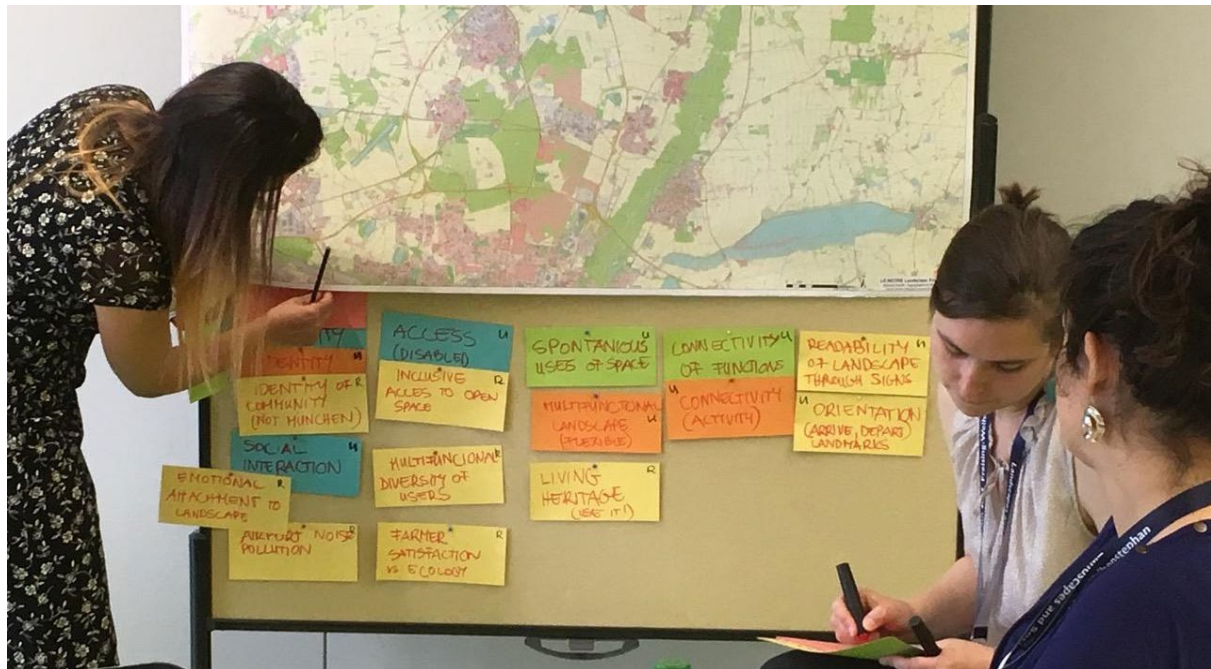
Nominal group technique during Landscape Forum 2017 | *image: Deni Ruggeri*

Step 1

- the group leader begins by explaining to the rest of the group the 'ground rules':
- everyone is allowed to express their opinion but everyone should agree on the structure of the discussion
- there is no dialogue at the beginning. Emphasis is on listening quietly to the others' opinions
- in order to be effective, time will be enforced by the group leader. Please plan on speaking for no longer than the allotted time

Step 2

The goal for the exercise is to sketch out a vision for the community, based on what you know about it. This vision will need to be shared and discussed at each community/site with the students/municipalities etc.

What is your vision for the community, based on what you know about it?

Step 3

Each person gets an index card. Within 10-15 minutes, they write THREE goals.

Important: these goals should be expressed as a verb...for instance, avoid using "playscapes for all children' but instead express the goal as **"playing together safely and delightfully in every neighborhood"** …

advertise, allocate, advocate, balance, change, collaborate, communicate, control, decide, define, delegate, deliver, design, earn, educate, encourage, enhance, expand, explore, form, foster, finance, generate, guide, handle, hire, identify, implement, improve, incorporate, increase, integrate, intensify, launch, locate, maintain, manage, minimize, monitor, motivate, obtain, operate, organize, outline, participate, pilot, place, plan, prevent, process, provide, publish, qualify, realize, recommend, reduce, reinforce, reorganize, respond, review, schedule, select, simplify, solve, summarize, synthesize, survey, target, teach, test, train, translate, use, verify, volunteer, etc.

Step 4

After each person has written their goals, the group leader goes around the table in a clockwise direction asking everyone to express their goals. There is no debating at the moment. It is allowed to ask for clarifications, briefly, but emphasis in on LISTENING.

Goals are written down by the transcriber on a flip chart. Once everyone has listed their goals, the group goes through them to make sure they are understood.

Step 5

The goals are discussed and synthesized. The emphasis in this phase is to combine goals that speak of the same intent, getting rid of doubles or redundancies.

Step 6

A new list is developed that is a more refined synthesis of the group's goals.

Step 7

The next step involves a form of democratic prioritization of the goals. Each person is given 5 colored dots, representing their voting/political capital.

The group members are asked to 'spend' their capital as they like. They could apply those tokens to just one goal that they consider crucial to the achievement of their vision, or spread them around across multiple goals.

Step 8

As a group, the goals are scored and counted. They are transcribed on a new sheet in the order of votes they have received. Doubles/redundancies are further refined and a new collective set of goals is achieved
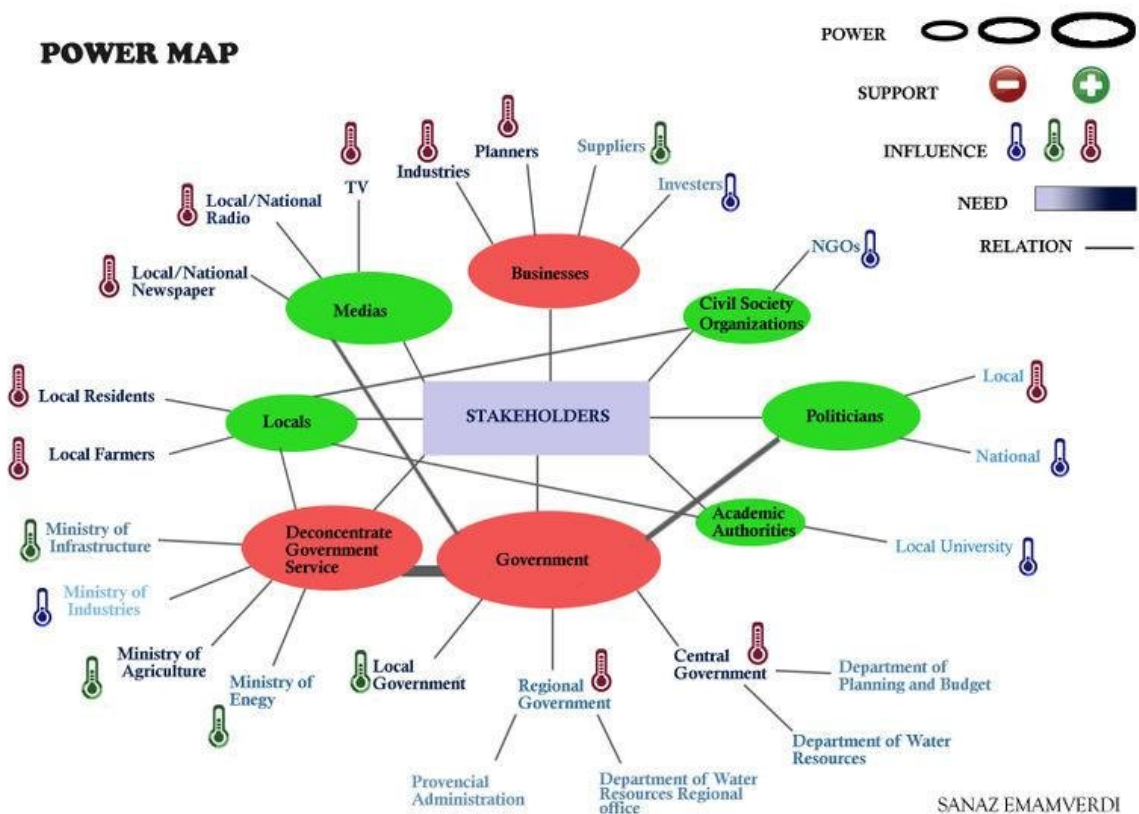
Step 9

This last step is a difficult one. It requires that groups develop a 'name' (or gestalt) to the vision that has been emerging so far. This should be a compelling statement that encompasses the richness of goals and activities/behaviors listed by the group members. It is ok to have a temporary name, as 'gestalts' often emerge during or after processes have begun to take form. You will revisit this vision during the workshop activities in each municipality

LD tool #6: democratic change process
implementing a coherent and democratic vision for landscape change
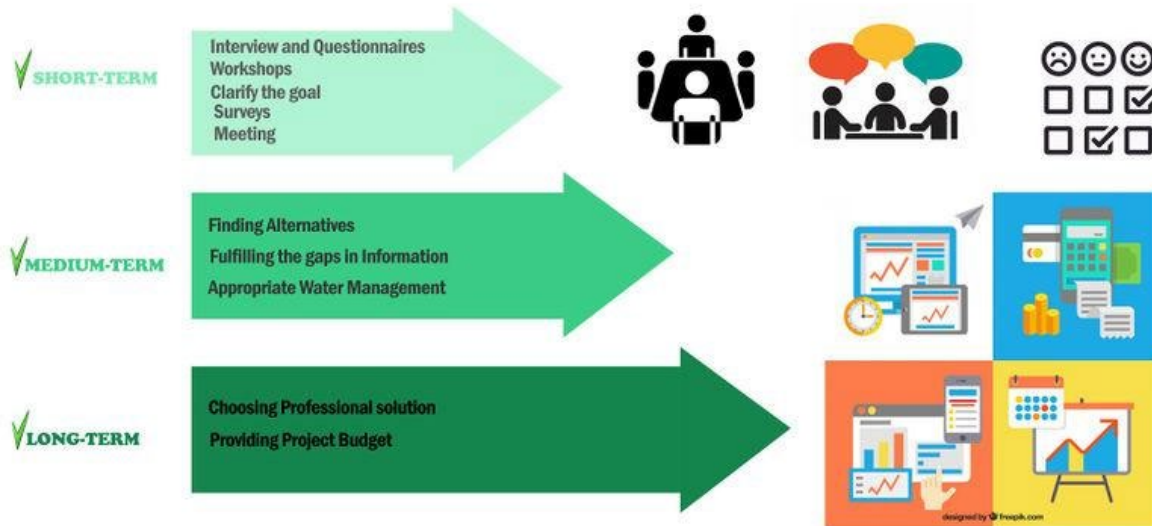
During the last part of the Forum you are invited to imagine yourself as the designer of the democratic change process. This process will include the community in addressing the challenges you have identified together with your group. Your approach should include the following elements:

- a power map identifying who is affected by the challenge and who is influencing it (build on the one you created during the analyses phase). See the description of the tool on page .

- a selection of tools and methods for activating the actors involved. Think about the needs of different groups - you may need a mix of tools to address and involve them all. Be purposeful and methodical in the way you select and combine those tools.

- a scenario illustrating how these tools can be applied within a short, medium and long term perspective involving the groups you want to address, this should include a process timeline

Power Map |*LED 2016 Group E Democratic Change Process. https://ledwiki.hfwu.de*

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CHANGE PROCESS

✓ SHORT-TERM
Interview and Questionnaires
Workshops
Clarify the goal
Surveys
Meeting

✓ MEDIUM-TERM
Finding Alternatives
Fulfilling the gaps in Information
Appropriate Water Management

✓ LONG-TERM
Choosing Professional solution
Providing Project Budget

designed by freepik.com

SANAZ EMAMVERDI

Tools and methods |*LED 2016 Group E Democratic Change Process. https://ledwiki.hfwu.de*

Citizens

Administrators

Experts

Process | *LED 2016 Group E Democratic Change Process. https://ledwiki.hfwu.de*

LD tool #7: power mapping

an analysis of the power structure, relations of stakeholders and their interest in the landscape

A "stakeholder" can be defined as:

Any individual, group, or institution who has a vested interest in the natural resources of the project area and/or who potentially will be affected by project activities and have something to gain or lose if conditions change or stay the same.

Stakeholders are all those who need to be considered in achieving landscape and whose participation and support are crucial to its success. Stakeholder analysis identifies all primary and secondary stakeholders who have a vested interest in the issues with which the project or policy is concerned. The goal of stakeholder analysis is to develop a strategic view of the human and institutional landscape, and the relationships between the different stakeholders and the issues they care about most.

Steps of the stakeholder analyses include:

There are a number of ways of undertaking a stakeholder analysis. Workshops, focus groups and interviews are three common approaches. During the course of the project cycle you may use all three, matching the technique to the evolving needs of the project. Whatever approach is used, there are three essential steps in stakeholder analysis:

1) **Identifying the key stakeholders and their interests (positive or negative) in the project.**
   Identify stakeholders and write them on cards (one per card). Use colorful papers each color represents one landscape type: e.g. green for urban, yellow for rurban, red for tourism, blue for heritage. Write the stakeholders on a piece of paper with the right color and provide a short description of the group:
   - how many people
   - what is their stake e.g. owner of a land, supporters of a certain heritage, etc.

2) **Assessing the influence of, importance of, and level of impact upon each stakeholder.**
   Organize the stakeholders according to their influence over decisions to be made, and the likely impact of project decisions upon them. For this draw a simple matrix on a flipchart. Agree and place the stakeholder cards on the diagram. Consider relationships (e.g. responsibilities, rights, levels of conflict) within and between stakeholders.

3) **Identifying how best to engage stakeholders in your democratic change process. We describe key questions to ask at each of these steps and provide an example of a tool.**
   Consider potential strategies (approaches, methods) for engaging different stakeholders. Different types of stakeholders will be engaged in different ways in the various stages of the project, from gathering and giving information, to consultation, dialogue, working together, and partnership.

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Figure 1. Stakeholder Analysis Grid
Note that the lines of the grid are not hard and fast boundaries – they are for guidance only.
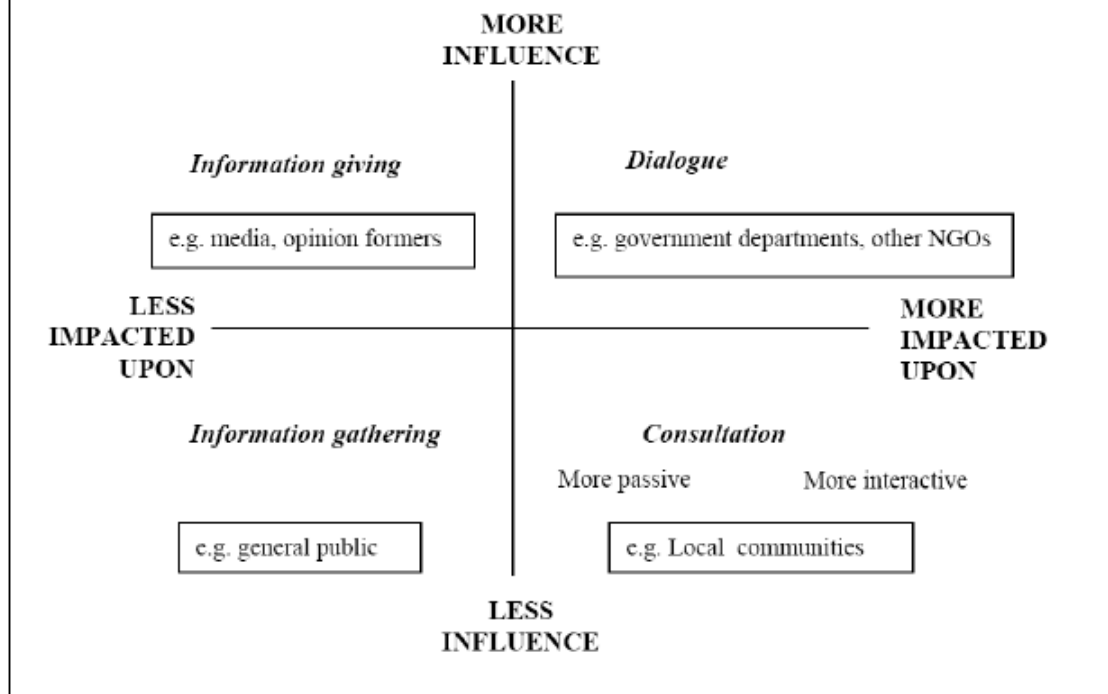
Stakeholder Analysis Grid |*Cross-Cutting Tool Stakeholder Analysis. Resources for Implementing the WWF Standards. Figure 1. p. 5.* www.panda.org/standards/1_4_stakeholder_analysis

LD tool #8: Photo Walk
taking photos with the objects idea

LD Tool #9: Creative construction
design solutions for the problem from various materials

One moment before you leave!

First of all, I would like to thank you for your participation and for the passionate contribution that made the second Landscape and Democracy cross-cutting workshop enjoyable and rich in ideas. I hope you had a wonderful experience and feel empowered to register for the Landscape Education for Democracy (LED) online course! You can join the last online seminar 'Landscape Education for Democracy', starting on 28th of March 2018. More information about the project and registration for the LED online seminar is possible under the following link: http://www.led-project.org

Second, the LED team would like to gather some feedback from you about the process of the Landscape and Democracy cross-cutting theme. Your input is important for us since the concept of the cross-cutting theme is continuously shaping. Follow the link and give some comment.
https://drive.google.com/open?id=1LIO4hxLWWD091DTljhJcAQ2CqleYwsJd090EOYUmz M4

Third, as you might know, there will be a Landscape Forum booklet that summarizes the results of the forum. For this, I would like to ask you to make sure that you presentation paragraph is uploaded into the document under this link:
https://docs.google.com/document/d/10OAe3HHm779lr2XgioFZzzvMQjXR8yIcx2WJeaCm rjQ/edit?usp=sharing

Thank you for the great experience and best regards,

Anna

Democratic visions of Landscape Forum 2017 | *image: AnnaSzilágyi-Nagy*