

April 29, 2026

Entering the Democratic Landscape Transformation

Process

Leading change and mapping the community



OLA

Phase B

You formulated your landscape democracy manifesto...

Breakout 1 Anna

Your name: Juresse Muhongya

Your manifesto: Butembo; N-K; DRC

Your name: Victor Terrazas

Your manifesto: The Bare Truth: A Manifesto for a Democratized Landscape

Your name: Tejas Aruna Bilay

Your manifesto: Stories Before Impositions: From Lived Landscapes to "Developed" Landscape

Your name: Victoria Badoz

Your manifesto: Landscape for democracy but no democracy for landscape

Your name: Célestine Merckx

Your manifesto: Landscape democracy as a way to preserve public spaces

Your name: dora dingoyan

Your manifesto: Landscape democracy as a way to renew democracy in France

Your name: Alexandra Isidoro

Your manifesto: Landscape Democracy Is Not Decoration

Your name: Ali najafi

Your manifesto: People's Landscape Ali Najafi

Your name: Tanmayi Ravikumar Koushik

Your manifesto: Breathing with the Betta

now what?

Time to lead your democratic landscape transformation process!

What might be your role in it (designer/planner VS leader)?

Who should be involved?

How might power relations be shifted? (next lecture)

Learning Goals of Unit 2:



- Critical reflection of **the role of the planner** in a diverse society (expert vs facilitator), and what leadership means in a participatory context.
- **Critical mapping** of landscapes, communities and power
- Identification of **actors** and **power** structures in a new and unknown context
- **Active listening** and a high level of **empathy** for various perspectives and viewpoints in an intercultural context.

How are we approaching these goals?



- Short inputs on **leading democratic landscape transformation processes, community mapping and power mapping**
- Understanding your role as a designer VS **leader** of democratic landscape transformation processes
- Further development of your selected landscape democracy challenge, by developing a **community map** and a **power map**
- Exploring **landscape democracy activists** (each participant selects one)
- **Role play exercise**: As a team, you step into the shoes of each selected role model and you try to address the landscape democracy challenge
- Follow the **seminar readings**

Seminar readings:

- **OLA charta:**
<https://www.openlandscapeacademy.org/vision>
- **Problem-solving and decision-making in small task groups:** Communication in the Real World. Chapter 14: Effective Communication Practices for Small Groups.
<https://pressbooks.nvcc.edu/cst110hurley/chapter/effective-communication-in-groups/>
- **Gamestorming co-creator tools for facilitating events:**
<https://gamestorming.com/>
- **Community mapping:** Bryson, John M., (2004) "What to do when stakeholders matter: stakeholder identification and analysis techniques" from Public Management Review 6 (1) pp.21-53, London: Routledge
https://www.researchgate.net/publication/228940014_What_to_do_when_stakeholders_matter_A_guide_to_stakeholder_identification_and_analysis_techniques

Leading change

OLA charta as an invitation to join democratic landscape transformation processes

Definition of the Charta's key terms:

Landscape: The territory we share, shape and steward as a community of humans and non-human beings. In line with the European Landscape Convention, landscape is an important part of the quality of life for people everywhere: in urban areas and in the countryside, in degraded areas as well as in areas of high quality, in areas recognised as being of outstanding beauty as well as everyday areas.

Landscape Democracy: The right to landscape of humans and non-human beings, and the responsibility to act towards equality, inclusion, healing, reparation, and justice.

Democratic Landscape Transformation: A process and an approach towards community-based, inclusive and co-creative landscape change for sustainability, equity and regeneration.

Literature: Charta for Democratic Landscape Transformation, OLA 2024

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Democratic Landscape Transformation Process

Typically involves:

- identifying communities and designing the process
- understanding landscape values and analysing landscapes together
- building shared visions of landscape futures
- developing strategies and spatial interventions
- supporting implementation and long-term stewardship



Contributing to:

- landscape protection
- landscape planning
- landscape management

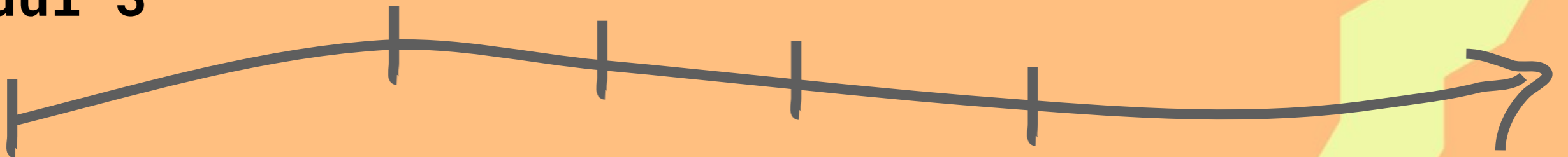
(as described in the European Landscape Convention)

Democratic Landscape Transformation Process

Typically involves: **modul 2**

- identifying communities and designing the process
- understanding landscape values and analysing landscapes together
- building shared visions of landscape futures
- developing strategies and spatial interventions
- supporting implementation and long-term stewardship

modul 3



Contributing to:

- landscape protection
- landscape planning
- landscape management

(as described in the European Landscape Convention)

The leader of democratic landscape transformation processes

- Facilitates dialogue between communities, experts and institutions
- Connects different knowledge types and perspectives
- Supports shared problem framing and vision-building
- Clarifies options and trade-offs
- Navigates conflicts, uncertainty and changing values
- Synthesizes outcomes into landscape strategies and spatial interventions
- Supports long-term implementation, care and adaptation of landscapes

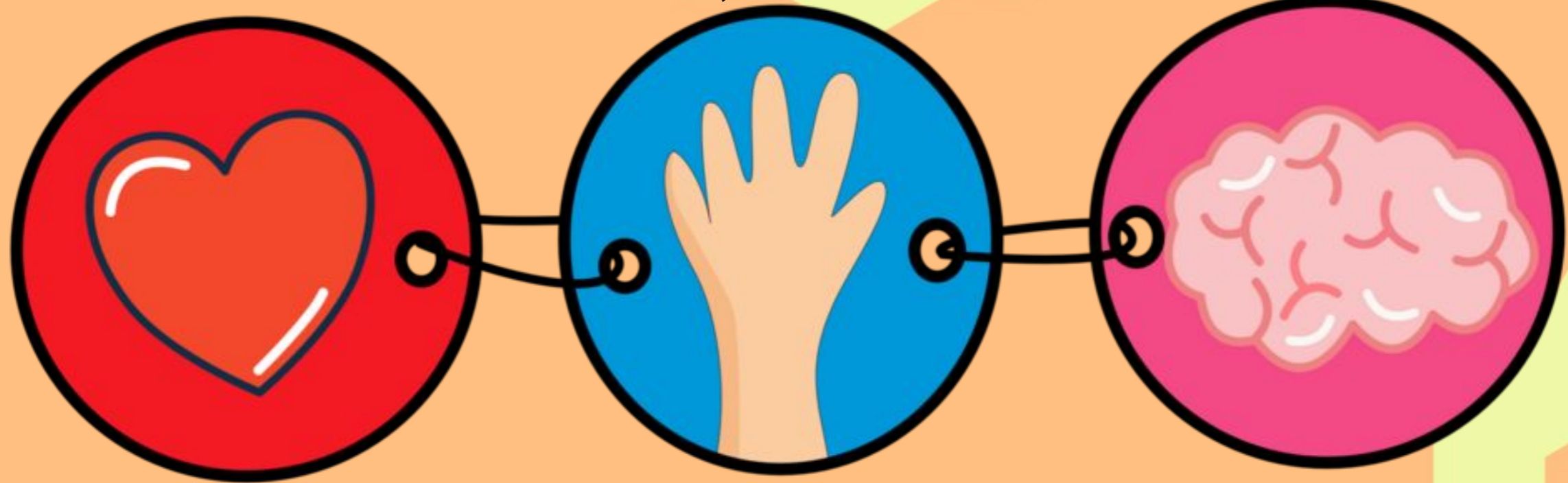
Democratic landscape transformation =

Community-based
Inclusive
Co-creative
Future-oriented
Sustainability-driven

Leader's role =

Facilitates dialogue
Connects actors
Clarifies options
Supports shared decisions
Navigates conflicts and uncertainty
Synthesizes inputs into landscape strategies and spatial interventions
Translates collective visions into plans for protection, development, and management

Democratic landscape transformation needs special competence (i.e. the integrated ability to perform effectively in a real-world situation)



attitude

how you approach tasks, people, and decisions
values, motivations and priorities guiding your actions
(e.g. openness to diverse landscape perspectives, empathy with communities, willingness to share responsibility)

skill

what you can do
technical, cognitive and social abilities
(e.g. facilitating shared landscape analysis, synthesizing visions into spatial strategies, navigating trade-offs between interests)

knowledge

what you understand
facts, concepts, procedures, theories, context-specific information
(e.g. landscape values, governance contexts, stakeholder perspectives)

DESIGNER / PLANNER

Imagine your role as a designer/planner shaping and transforming landscapes (landscapes, open spaces, cities, and environments).

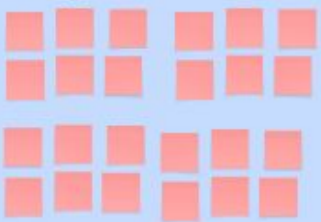
Transformation can take many forms:

- protecting valued landscape qualities
- guiding landscape change/status quo through management
- planning and designing new spatial futures

Think about what *you* bring as a designer.



What **attitudes** guide your decisions about how landscapes should change?



What **skills** allow you to shape spatial strategies and interventions?



What **knowledge** helps you understand landscapes?



LEADER OF DEMOCRATIC LANDSCAPE TRANSFORMATION

Now imagine your role as someone leading democratic landscape transformation processes.

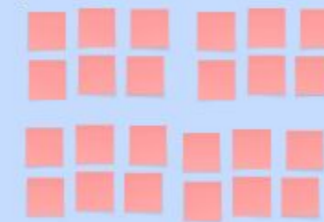
These processes involve communities, institutions, and experts working together to:

- analyse landscapes
- build shared visions
- develop strategies and interventions for protection, management, and development support implementation and long-term stewardship

Think about what you bring as a leader of democratic landscape transformation.



What **attitudes** make shared landscape decision-making possible?



What **skills** help navigate collaboration and uncertainty?



What **knowledge** is needed to support these processes?



Let's compare the three components in each case!

Leading requires...

- **Connecting actors and knowledge:** working between communities, experts and institutions
- **Facilitating shared understanding:** supporting collective landscape analysis and vision-building
- **Navigating complexity and uncertainty:** working with conflicting interests and changing values
- **Synthesizing outcomes into spatial strategies:** translating dialogue into protection, development and management actions
- **Supporting long-term stewardship:** thinking beyond design towards implementation and care

Recommended literature:

- **Problem-solving and decision-making in small task groups:** Communication in the Real World. Chapter 14: Effective Communication Practices for Small Groups.
<https://pressbooks.nvcc.edu/cst110hurley/chapter/effective-communication-in-groups/>
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Mapping the community

Mapping the community

Democratic landscape transformation begins by understanding:

- who is connected to the landscape
- where they are positioned within it
- how they relate to the transformation challenge

This is the starting point for **designing** a democratic landscape transformation **process**, building **partnerships**, and **understanding landscape values**.

Who participates in landscape transformation?

The **European Landscape Convention** states: “*landscape means an area, as perceived by people*” (Article 1a, Council of Europe, 2000) and “*each Party undertakes to establish procedures for the participation of the general public, local and regional authorities, and other parties with an interest*” (Article 5c, Council of Europe, 2000).

This means landscape transformation involves:

- the general public
- local populations
- authorities
- interested parties (stakeholders)

In the **OLA Charta**, participation is understood more broadly:

- ecosystems
- species and habitats
- water systems
- soil systems
- future generations

Their interests must be represented in landscape decisions.

Who are “the public”?

In the European Landscape Convention, the public refers to people who live in, use, perceive, or are affected by landscapes:

- local residents
- everyday users of the landscape
- civil society groups
- individual citizens
- communities affected by landscape change

The public contributes:

- landscape perceptions
- local knowledge
- values and meanings
- legitimacy for decisions
- visions of future landscapes
- etc.

Landscape is defined partly through how people experience and interpret it.

Who are “interested parties” (stakeholders)?

Interested parties are actors who influence or shape landscape decisions and their implementation:

- municipalities and planning authorities
- landowners and land managers
- NGOs and community organisations
- economic actors (farmers, businesses, infrastructure operators)
- sectoral agencies (water, mobility, environment, heritage)
- researchers and professionals

Stakeholders contribute:

- implementation capacity
- sectoral knowledge
- resources and responsibilities
- institutional coordination
- policy influence

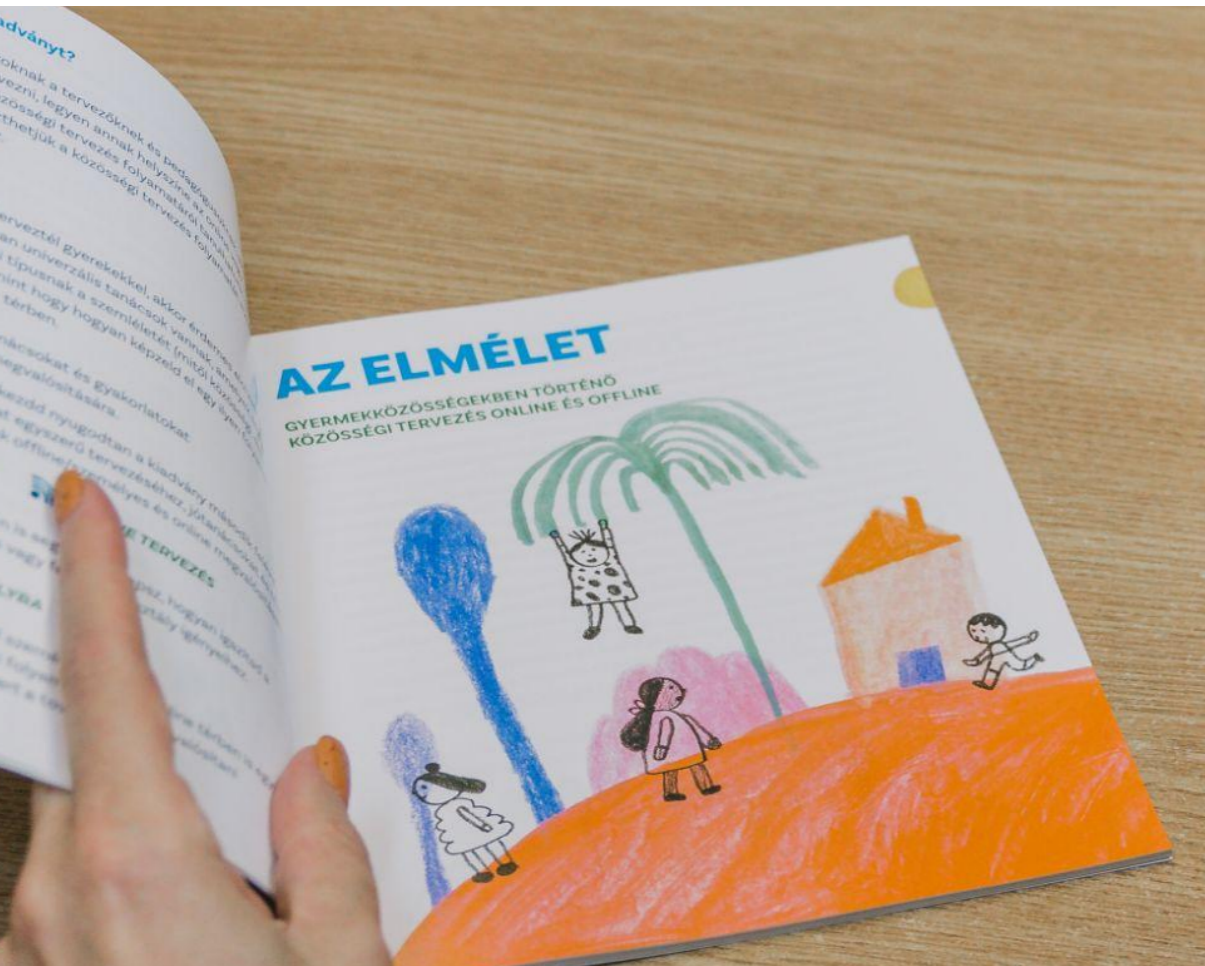
Actors in the landscape

Suggested mapping structure

- **Local people:**
Who lives in or experiences the landscape?
- **Stakeholders:**
Who influences decisions about the landscape?
- **Knowledge holders:**
Who understands the landscape?
- **Affected groups:**
Who benefits or loses from change?
- **Missing voices:**
Who is not represented but should be?
- **More-than-human actors:**
Which ecosystems, species, waters, soils, or future generations need representation in decisions?

**Example from Hungary:
two schoolyard design projects
by kultúrAktív Egyesület**

Community mapping in two schools



With whom



where



what



how



shall we do?

community design process



WITH WHOM

ARE WE DESIGNING?
ESTABLISH THE DESIGN TEAM



WHERE

ARE WE? UNDERSTANDING THE SITUATION AND POTENTIAL OF THE COURTYARD



WHAT

DO WE WANT? SETTING DEVELOPMENT GOALS AND CREATING A VISION



HOW

ARE WE GOING TO ACHIEVE IT?
FORMULATING DEVELOPMENT IDEAS AND STRATEGY



SHALL WE BUILD?!

OPEN SPACE TRANSFORMATION THROUGH COMMUNITY ACTION

For us mapping includes

3. Then identify the adults who may also be involved in the design process.

- Owner:
- User of the space:
- Decision-maker:
- Caretaker / maintenance staff:
- Professional expert:
- Supporter (materials, time, funding):
- Other:

2. Think about the children first.

Which children may be interested in or affected by the future of this open space?

1. What type of open space are you working on? (schoolyard, park, street section, etc.)

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Core group

Participants working continuously throughout the process and shaping decisions together

Example: students regularly analysing the site and developing design ideas in workshops

(engagement methods: workshops, co-design sessions, site visits)

Occasional participants

Actors involved at specific moments to contribute knowledge, feedback, or decisions

Example: the school eco-committee invited at key stages to review proposals and support implementation

(engagement methods: questionnaire, consultation meeting, community assembly)



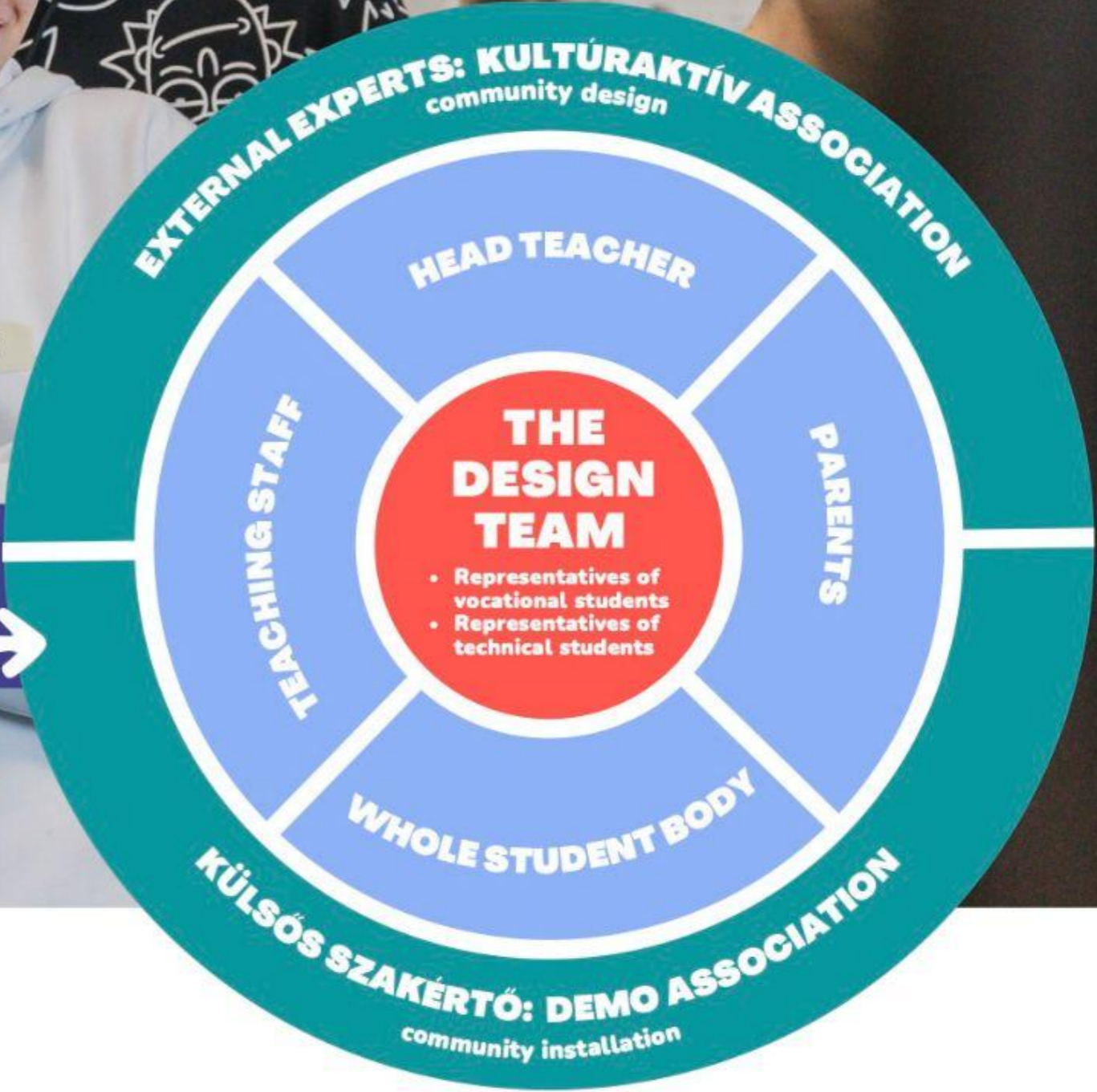
PARTICIPANTS OF THE COMMUNITY DESIGN

THE DESIGN TEAM PLAYING A GAME OF "GETTING TO KNOW EACH OTHER"

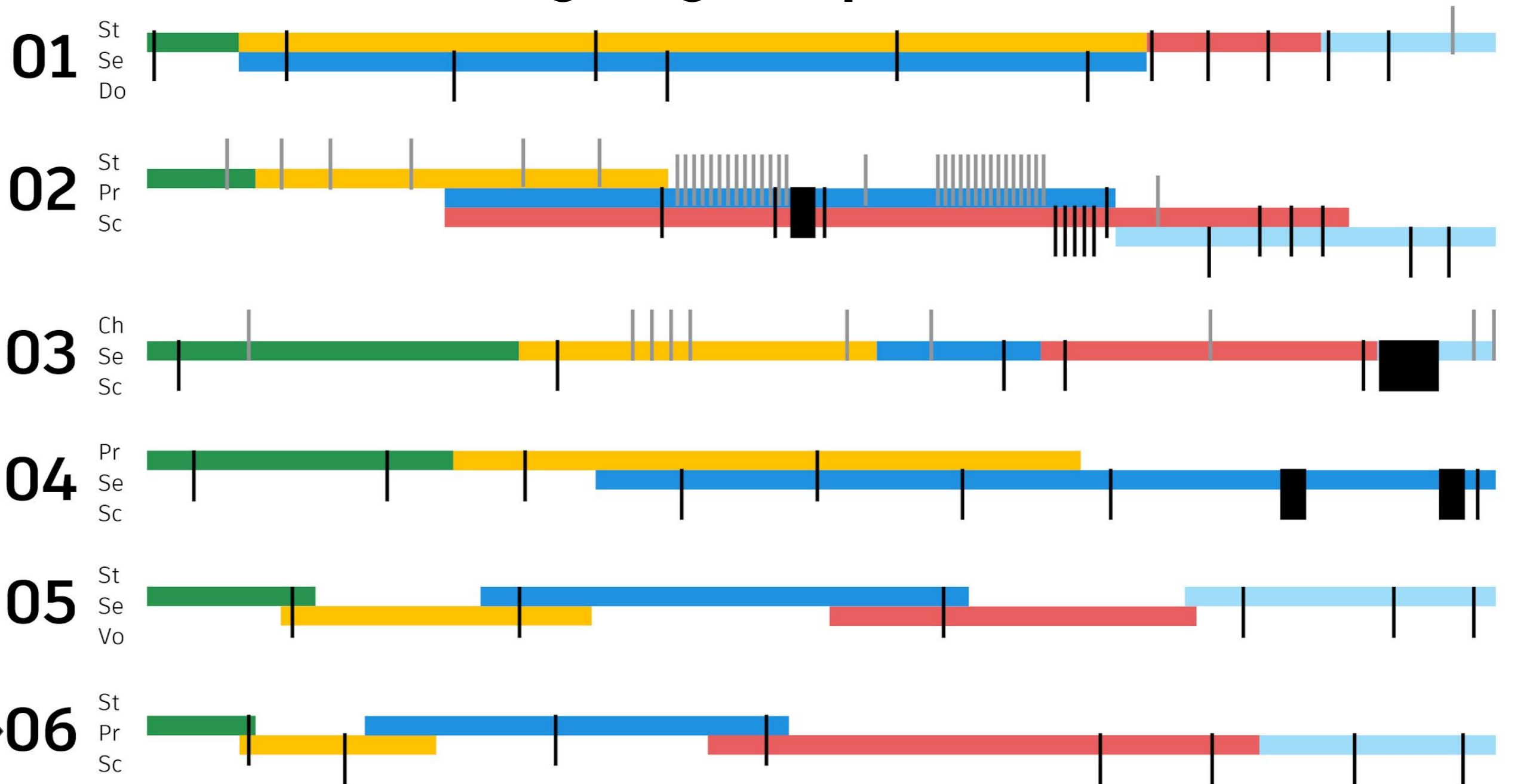




PARTICIPANTS OF THE COMMUNITY DESIGN →



designing the process



institute type

St(ate) / Ch(urch-run) / Pr(ivate)
 Pr(imary) / Se(condary)
 Sc(hool) / Do(rmitory) / Vo(cational school)

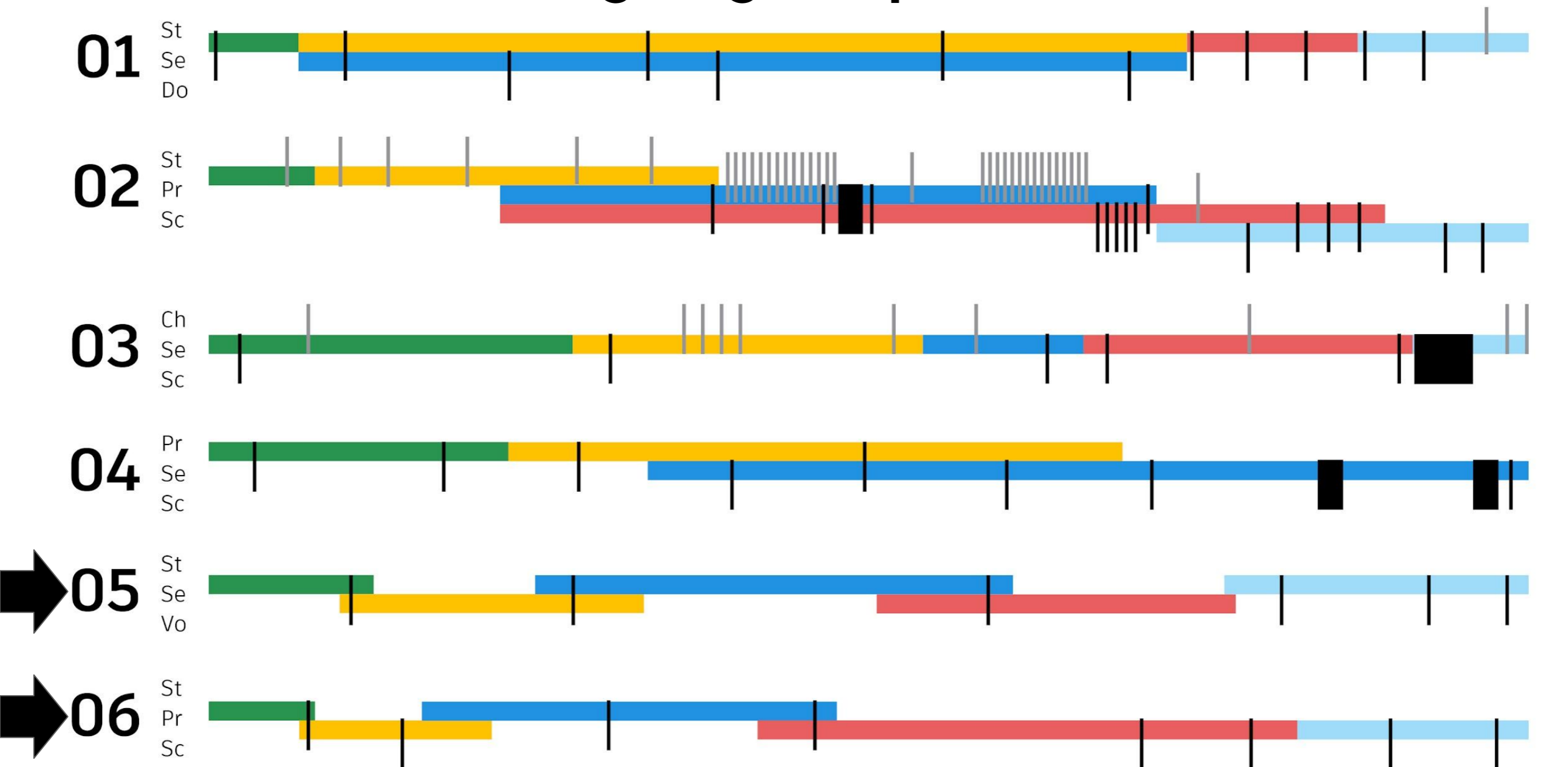
project phase

with whom
 where
 what
 how
 we shape

collaboration structure

offline/onsite event
 intensive offline/onsite workshop days or week
 online event

designing the process



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project phase

with whom

where

what

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collaboration structure

offline/onsite event

intensive offline/onsite workshop days or week

online event

selecting methods

E.g. analysing the schoolyard together



Primary school project: mapping present and future activities through body sculpture



Vocational school project: joint site analysis through like-dislike landscape mapping



After mapping actors: what comes next?

Actor mapping helps decide:

- Who forms the **core group** working continuously on the project?
- Who participates as **occasional participants** at key moments?
- Who should be **informed** or **activated** during the process?

It also helps determine the needs and availability of different actors:

- how different groups can be reached and engaged
- which methods fit each group
- when and how actors should be involved in the process

After mapping actors: what comes next?

Once actors are identified, many methods can help analyse relationships, roles, and strategies for collaboration in democratic landscape transformation processes.

Examples include:

- Power versus interest grid
- Participation Planning Matrix
- Bases of Power-Directions of Interest Diagram
- Stakeholder-Issue Interrelationship Diagram
- Problem-Frame Stakeholder map
- Ethical Analysis Grid
- Policy Attractiveness versus Stakeholder Capability Grid
- Policy Implementation Strategy Development Grid

Literature: **Community mapping**: Bryson, John M., (2004) "What to do when stakeholders matter: stakeholder identification and analysis techniques" from *Public Management Review* 6 (1) pp.21-53, London: Routledge
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Your focus context

Add a map of your context

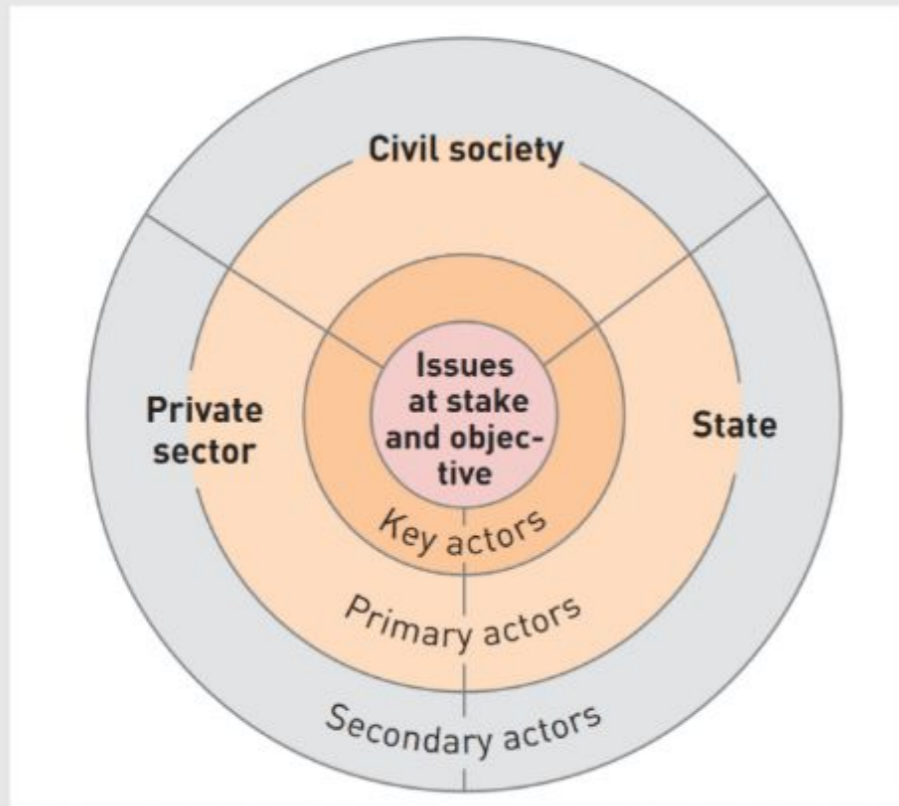
Your name

Where?

What?

Landscape & Community:
What needs to be mapped and why?

Landscape and Power:
Identify actors and locate them on the grid:



Name your actors & add them to the matrix

Think about the connection between the actors and draw them into the matrix

- fair relation exists
- dominance of one actor over another
- known conflict of interest
- relation not clear

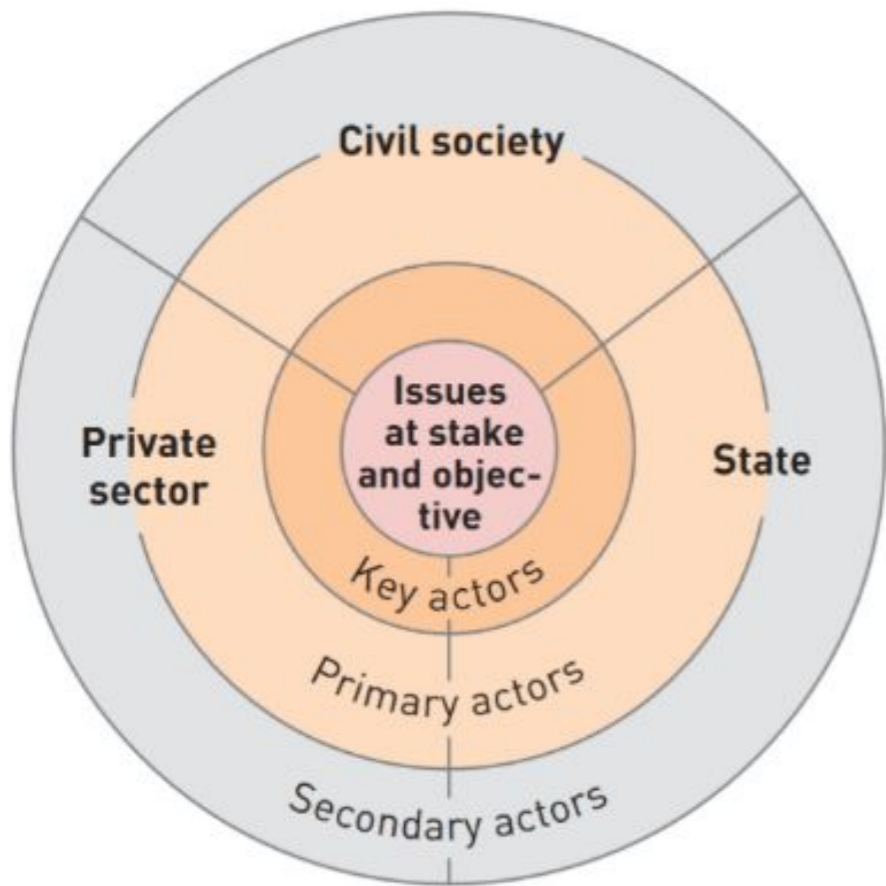
Your community map

Visualise actors, assets, risks and power in your landscape in a synthetic, creative, critical way

GIZ, Capacity Works, 2015

Sector

- **State actors:** public authorities and institutions responsible for landscape decisions
 - examples: municipalities, planning agencies, regional authorities, ministries, protected area administrations
- **Civil actors:** organisations and groups representing community interests and values
 - examples: local residents, associations, NGOs, activist groups, schools, informal community initiatives
- **Private actors:** individuals or organisations with economic roles or property interests
 - examples: landowners, farmers, developers, companies, tourism operators, infrastructure providers



GIZ, Capacity Works, 2015

- **Key actors:** essential partners without whom transformation cannot happen
- **Primary actors:** directly affected by the landscape challenge
- **Secondary actors:** indirectly connected but still relevant

Your focus context

Add a map of your context

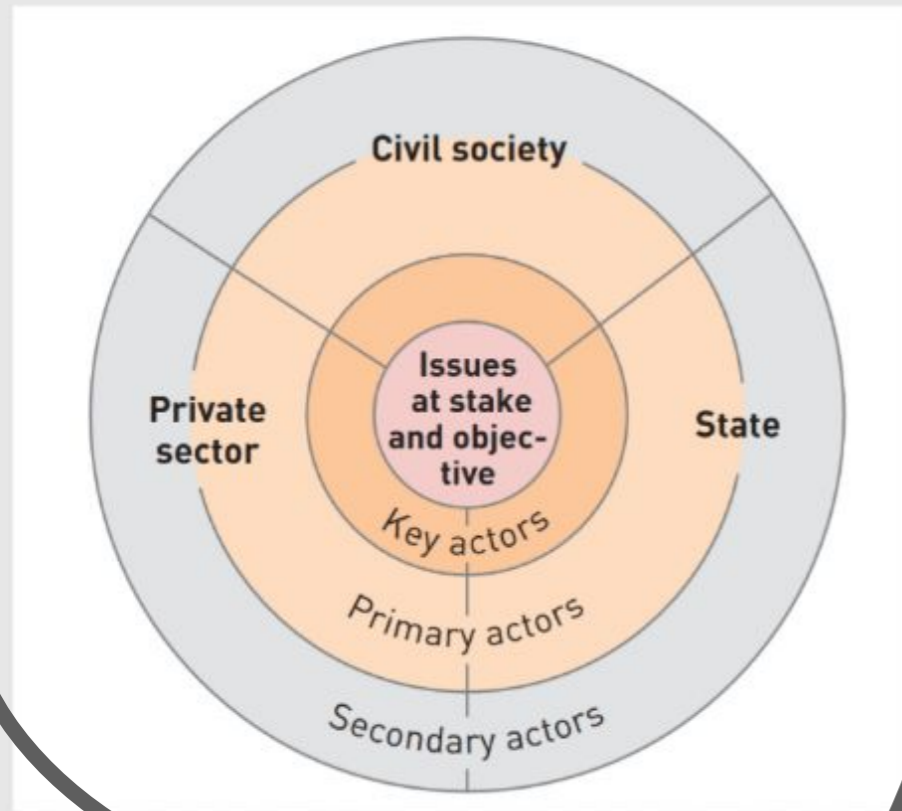
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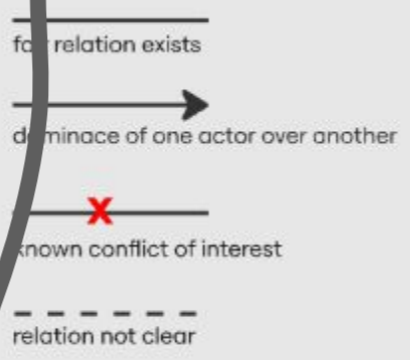
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Your community map
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GIZ, Capacity Works, 2015

What are your next steps?

- Work on your template for the community/actor mapping for next week, especially on **mapping the actors**. Complete the template **before May 13**
- **Select an activist** representing a role model for democratic landscape transformation. The person does not necessarily have to be a spatial designer, but his/her work should clearly advance democratic landscape transformation.
- **Possible sources:**
 - Your own context: Who is active and possibly a role model?
 - Secondary research (books, web...)
 - Our [Padlet Map of Movers and Shakers](#)
 - Our [short list on the wiki](#)
- Add your activist to the MIRO board before May 13
- On May 13, you will do a **role play** and represent the activist you have selected. Using his/her approach, you will address one of the landscape democracy challenges of your group.