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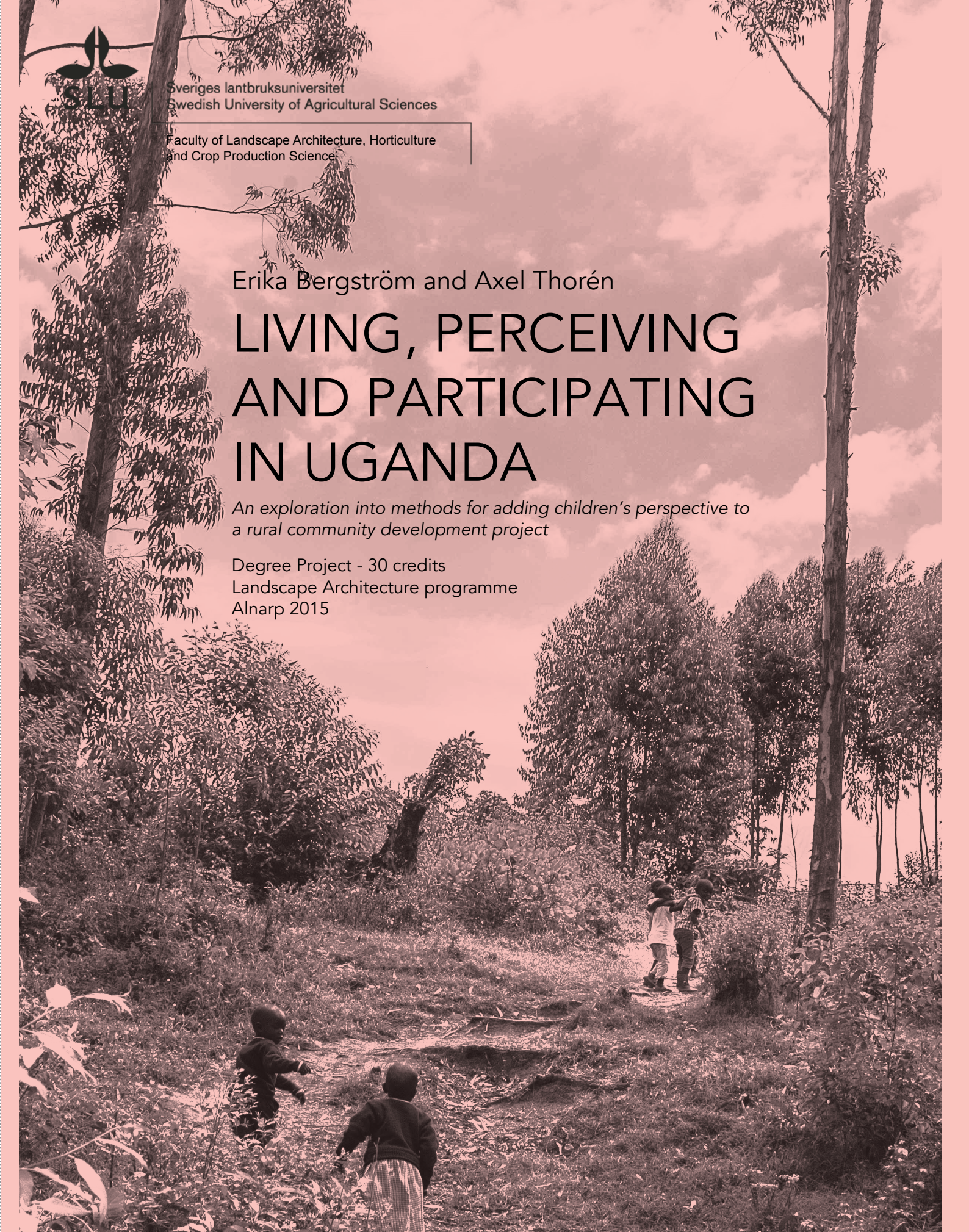
Faculty of Landscape Architecture, Horticulture  
and Crop Production Science

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# LIVING, PERCEIVING AND PARTICIPATING IN UGANDA

*An exploration into methods for adding children's perspective to  
a rural community development project*

Degree Project - 30 credits  
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LIVING, PERCEIVING AND PARTICIPATING IN  
UGANDA

- An exploration into methods for adding children’s perspective to a rural community development project

ATT LEVA, UPPFATTA OCH DELTA I UGANDA

– En undersökande studie av metoder som adderar barns perspektiv i ett landsbygdsutvecklingsprojekt

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## ABSTRACT

The St. Catherine vocational development project works locally in Muhanga, a rural area in south-western Uganda, and strives toward building and facilitating a resource centre that will educate, inform and engage the local community. Since 2012 the plans for a resource centre has taken form in co-operation with ASF Sweden. With the support of the ASF design team and a minor field study grant from SIDA we spent two months in Muhanga in September-November 2014, where we explored methods of involving children in the planning process. By performing a series of workshops and evaluating the process we strived towards an empowering, pluralistic and inclusive participation in the design process of the resource centre.

With a point of departure in the notion of a children's perspective and with methods based on PRA practice, several workshops were performed together with 8-12 year olds and their teachers. In addition to the workshops observation and inventorial work on social and ecological factors were carried out. This work was aiming towards collecting a vast background material to create a sustainable landscape architectural design for the outdoors space of the resource centre together with and for the children.

In the course of the study we have stumbled upon and have had to confront issues such as hierarchical structures and landscape and childhood perspectives that all affected the participatory process and the final design concept. Facing unforeseen obstacles critical reflexiveness, sensitivity and flexibility became important assets. We hope that our attempts and the lessons we have learnt can help future facilitators in making informed choices.

# disposition

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This section introduces the project and the study, the theory behind and the methods used.	
LANDSCAPE, SITES AND PEOPLE IN KABALE	
In this section the site and its geographical and historical context is presented.	
PERFORMING THE STUDY	
This section focuses on the implementation of the study. It goes through the pre-study conducted, the facilitation and result of the six different workshops and summarises the study with a conclusion. The three <i>Focus-pieces</i> form an in-depth discussion on recurring themes that emerged during the workshops	
CONCLUDING DISCUSSION	
In this section the study is reviewed and discussed.	
DESIGN IMPLEMENTATION	
This section summarise the result of the workshops and our analysis with a design concept.	

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A misty landscape with rolling hills and a line of trees. The hills are covered in green grass and some trees are visible on the slopes. The background is hazy, suggesting a valley or a body of water. The overall tone is calm and serene.

# INTRODUCTION

## 1.1 Background

A prevalent definition of the landscape refers to it as »area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors« (Council of Europe, 2000, Article 1). This definition puts the people, or the user of the landscape, in the centre of attention. Without people the landscape would be non-existent and hence landscape *architecture* without the user cannot be. This line of thought has nourished our interest in, and a curiosity towards, how landscape architecture can, and should be, based on democratic values and a plurality that includes all people.

Children as a group and as individuals often have no or little say when landscapes and environments around them are changing, even though they often have a more intense personal relationship with the landscape and will probably grow up in and become the main users of the changed environment. We made the decision to further bring attention to children as users and *perceptors* of landscape in our study, based on growing interest towards that perspective during our studies at SLU. Where we study, at the Department of Landscape Architecture, Planning and Management, SLU Alnarp, there is extensive knowledge on the subject of child perspective and children's perspective in landscape architecture that we wanted to benefit from and contribute to.

During the years in the Landscape Architect program we have been studying several different aspects of the landscape, however the perspectives have generally been very limited in most senses: the perspective of western urban middleclass is prevailing. With such a narrow background we felt that it was difficult to make a credible attempt to work with a democratic and pluralistic landscape architecture. By subjecting the knowledge

that we have to a different context we aimed to develop, test and reflect on that knowledge and become better landscape architects in the process. Merging our interest in how democratic values and plurality can become a part of the practical work of the landscape architect with our desire to gain a more diverse perspective lead us to the decision to make a study on participatory planning and design in a new context.

Finally, a curiosity concerning how our knowledge, as landscape architects, might benefit and add to a development project took us into the project that we now have worked within the past year and will continue to work with in the future.

In September 2014 we went to Muhanga in Southern Uganda to partake in a project that is run as a co-operation between a local organisation *St. Catherine Vocational Development Project*, their Swedish sister organisation *St. Catherine Sweden* and *Architects without borders Sweden (ASF)*. For nine weeks we lived with a local family in the village Kafuka approximately two kilometres from Muhanga, in Kabale District. During this period we did not only perform a study on methods for participation together with the local organisation and a local school but also lived in the local culture and took part in the everyday life at the site. The result of the study we performed in Muhanga and the experiences from our time and life in Uganda form the backbone in this thesis.

## 1.2 Introducing St. Catherine

### 1.2.1. St. Catherine Resource Centre

In an area of Uganda where 60 % of the population live on less than 1 USD a day and access to education and information is limited (Arkitekter utan gränser, 2015) local Anne Tinka founded the organisation *St. Catherine*



*vocational development project* in 2005, aiming to support vulnerable groups, especially children, through ensuring access to education and sustainable sources of income. At the moment the organisation supports 522 children enrolled in 15 different local schools in the Muhanga area with school materials and books; runs a public library, where primary and secondary school students and teachers can access study material that is not available at the schools; host a nursery school in the organisations facilities in Kafuka; and offers small scale vocational training for women. Anne Tinka still run the organisation locally, together with a board of directors, and in co-operation with the Swedish sister organisation, *St Catherine Sweden*, founded in 2012.

By establishing a resource centre both of these organisations aim to improve the local *infostructure* by offering an open arena where information, vocational practice and education is accessible to the people in the Muhanga area, no matter age, gender or physical possibilities. Since 2012 representatives from St Catherine Sweden has visited Muhanga several times, projects aiming to generate new sources of income has been established and plans to build the resource centre has been initiated twice.

ASF became involved in 2012 and currently works on developing the second generation of a concept and drawings for the construction of the resource centre, at a site where the local organisation currently runs a nursery school and a public library. New facilities for the library, workshops for vocational practice, short-term accommodation and a bigger and better school building are up on the drawing table in the current stage of planning. The ASF team work with the basic premise to build and plan through a participatory process, to develop the resource centre in a joint effort by the local community and volunteer expertise. Involvement of local actors on as many levels as possible makes the project socially sustainable. During visits in Muhanga the local community has been involved in workshops and meetings where they have been given opportunity to express their visions and hopes for the R.C.

Further reading on St. Catherine vocational development project is accessible through the official website:  
<http://www.stcatherinesweden.org/>

### **The role of the study within the St. Catherine Resource Centre-project**

We first came in contact with the project through the ASF team who work on the design of the resource centre in the autumn of 2013. In their team expertise from the areas of architecture, building engineering, water engineering and law were represented and they sought to include landscape architecture into that assemblage. We thought that the project was interesting, especially the aim towards an open and participatory work process, and they thought that our work and study would add to the project.

The future resource centre will be a milieu where the needs of several user groups will coincide and has to be taken in to consideration. The site in Kafuka includes a surrounding outdoor environment: cultivation fields that might benefit the operation and the users of the resource centre in the future and a school environment with play fields and space for outdoor activities. The site is narrow and partly very steep and erosion and water management is a big issue that needs to be handled in the planning. The team wanted to assign us with a holistic take on all outdoor space and we agreed to that under the circumstances that we were allowed to give special attention to the children's outdoors environment.

Starting a participatory project involving children is not only important for the children's use of the resource centre, it increases awareness and overall usability of the resource centre and creates a connection to the resource centre's future users: the children. Involving children is also a way of strengthening the rights of the children in the area by enabling them to actively contribute to the planning process.

The study can add to the project by:

- Providing a research that can be used in the continuous development of the children's outdoors environment on site.
- Helping to further establish the site in the local community.
- Providing our knowledge and perspective as landscape architect students to the project.

## 1.3 Aim and purpose

- The aim of this study is to explore and evaluate children's perspective in participatory design work as a method to promote an empowering, pluralistic and locally valid landscape architecture within a development work situation.

The purpose is to...

- Enable the children participating in the study to engage in the development of their community through landscape planning and design;
- Add the children's perspective and a better understanding of the landscape to the planning process of the Resource Centre in Muhanga;
- Make a conceptual landscape design proposal for the St. Catherine Sweden design group;
- Explore the role of the landscape architect within a development project context.



## 1.4 Theoretical background to the study and its methods

In this chapter the theoretical backgrounds, taken into account in making decisions on implementation of our study, are presented.

### 1.4.1 Children's rights

Even though more than half of Uganda's population is younger than 18 years old, with a median age at 15.8 (DESA, 2013), one can still consider children as a marginal group within the society, even though they make up a majority. It is fair to argue that the adult world still dictates the premise of most children's lives (see Mayall, 2002; Lee, 2001). »Children are best regarded as a minority social group«, says Mayall (2002, p. 20) with reference to several of her own studies conducted in the 1990's in Great Britain. Just as for other groups that are being marginalised in society, due to for example race or gender (minority or not), there are rights assigned to children through the UN *Convention on the Rights of the Child* (CRC). All states that adopt human rights based laws are obliged, as duty bearers, to respect, protect and fulfil them. It does not necessary mean that the state must meet the needs of every individual person, rather that they are »obliged to facilitate, provide and/or promote rights« (Ljungman, 2005, p. 202) to other actors that also are in the role of duty bearers: institutions, NGO's, school principals, teachers to students, etcetera (Ljungman, 2005). The CRC is signed and ratified by the Ugandan government (UN General Assembly, 20 november 1989) as well as the *African Charter on the Rights and Welfare of the Child* (ACRWC) (Organization of African Unity, 28 November 1999). The ACRWC should not be

considered as opposed to the CRC »rather, the two pieces of legislation are complementary and both provide the framework through which children and their welfare are increasingly discussed in Africa« (Olowu, 2002, p. 128).

State parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

(UN General Assembly, 20 november 1989, Article 12)

The 12<sup>th</sup> article in the CRC secures the child's right to participate in decision-making in matters she or he is affected by. The purpose of this study is to give the participating children the tools and methods to more efficiently express their views in matters concerned with the development of the community they live in, hence work towards the fulfilment of the 12<sup>th</sup> article (UN General Assembly, 20 november 1989, Article 12).

### 1.4.2 Defining childhood

Defining social childhood is the *how* in exploring the view on childhood and children in the local context, thus giving a better understanding of children's perspective. The view on the contextual concept of childhood and children will help to understand the why's and how's in the conclusion and discussion of this study.

Our point of departure in the concern of children and childhood in this study is the child as an active agent; in the construction of childhood through social interaction with other children and adults. Children are to be considered as a minority group within a structural social order where the majority, the adults, have the upper hand in defining childhood. Given this we divide children into three levels:

(1) as *agents* within a (2) socially constructed *childhood* (3) that are a *minority* within a political structure.

The children participating in our study will represent both themselves as an individual child but also the collectivity of children in the local community. In the field of childhood studies this dynamic approach relates to the *sociology of children* where children's own views on their daily experiences come into focus and the children are seen as individual agents that participate in the construction of an account of childhood. Within a social world the childhood is constructed through the relations with other children and adults that is a part of the child's life (Mayall, 2002). Or as Karen Wells (2009, p. 1-2) put it:

The new social studies of childhood, whether from a historical, spatial or social perspective, have established that children's lives are shaped by the social and cultural expectations adults and their peers have of them in different times and place; what concepts of childhood prevails at any specific time or place is shaped by many factors external to a child.

Given that different »social and cultural expectations« occur in different societies a childhood in northern Europe will differ from a childhood in eastern Africa, not solely due to, for example, differences in financial and living standards but also because social and cultural differences might form a different *relational construction* of the childhood. Cultural differences in the relational construction of childhood do not only apply to differences between the global north and south. In her comparison between the daily lives of 9-year olds in England and Finland, both European welfare states, Berry Mayall (2002) bring attention to the differences in the social expectations and understandings of children. The English child is to a larger extent understood as beings in a preparatory stage of life whilst the Finnish children are understood as national capital and hence, for examples, as workers at school. In English society children are regarded as vulnerable, with the need for protection and adult supervision, whilst the children in Finland are seen as independent beings that can manage their daily life (Mayall, 2002). These differences are commonly described by the idea of the child as *human becoming* versus *human being* as described by Nick Lee (2001, p. 5): »The division between beings and becomings is that between the complete and independent and the incomplete and dependent.« Historically adults have been defined as human beings, while children have been distinguished from adults and defined as human becomings. Sociologists of childhood argue that the dichotomy of being/becoming

should be rejected in favour for regarding both adults and children as being, deserving respect and recognition in their own right. With a changing experience of adult life in the post-modern society reasons to question, the previously static and stable, image of adulthood arise and call for a reconsideration of the validity in reinforcing the separation of being/becoming (Lee, 2001).

Our study recognizes childhood as socially constructed and children as human beings with rights ascribed to them through the *Convention on the Rights of the Child* (CRC) (UN General Assembly, 20 november 1989). This effects the decisions we make regarding methods, attitudes and behaviour in our study.

### 1.4.3 Children's perspective in participatory planning processes

Under this title we will develop and motivate the concept of children's perspective and participation by assembling the knowledge in the *Background, Defining childhood* and *Children's rights*. The synthesis will lead to the conclusion that doing children's participation with the children's perspective is vital to landscape architecture. We will also provide some more insight on others experience of participation through children's perspective.

First of all, children's perspective is not the same thing as child perspective. Child perspective is adults taking interest in children's conditions while children's perspective derives from the opinions and thoughts of the children themselves, according to Qvarsell (2001). Children's perspective is based on a view on children as active agents and a minority group, as described in the paragraph *Defining childhood*. If children are active agents and *human beings*, not *human becomings* as Lee (2001) argues, it means children should be heard and respected. If children are a minority group, which should be the result of the previous statement, it means that children should have the democratic right to express themselves and be a part in the decisions concerning their lives. These logical conclusions are stated in *The Convention on the Rights of the Child* (UN General Assembly, 20 november 1989) and developed under the paragraph *Children's Rights* in our study.

To include children's perspective in participation also involves the letting go of power, just like in all good participatory practises (Chambers, 1995) but children's participation will probably deflate some more basic ideas of maturity compared to adult participation. Adults need

to become aware of the power hierarchy that gives them the right to prevail in all matters, even the ones decisive in the children's lives, according to Davet (2013). When we start seeing children as full members of the community we can start respecting their opinions, even the ones conflicting the adults (Davet, 2013). »The immaturity of children is a biological fact but the ways in which that immaturity is understood and made meaningful is a fact of culture«. (James and Prout, 1997, p. 7) There is no denying immaturity, but it is, Lansdown (2005) argues, adult's responsibility to create the right environment enabling the children to articulate their opinion properly, something that often fails and is blamed on the children's immaturity. There are a number of ways to interpret even the youngest children if adults accept that their way is not standard, nor natural, but just one way among others of communication writes Lansdown (2005).

Communication is demanded from participation but is not always easy. Lancaster and Broadbent (2003) has developed a simple method to start with called R.A.M.P.S:

- Recognising the many verbal and visual languages of children that allow children to express themselves in their own terms.
- Assigning space for documentation and feedback so that young children have tangible proof that their views have been valued.
- Making time to give children information that is relevant makes sense and focuses on what they want to know.
- Providing children with choices to participate or not.
- Subscribing to a reflective practice to ensure that interpretations are checked and hearing becomes only the first step towards gaining understanding.

(Lancaster & Broadbent, 2003 in Lansdown, 2005, p.13)

This study follows the R.A.M.P.S guidelines as much as possible. This study also has the ambition to let the children identify the issues, to facilitate and not to lead and let the children control the process, something Lansdown (2005) argue is important to maximize the positive outcomes.

Lansdown (2005) gives a great number of examples on the success and positive outcomes of participation with children. For the children themselves she suggests they get: »Greater self esteem and self confidence; access to more skills; access to wider opportunities; an awareness of rights; a sense of efficacy and empowerment« (Lansdown, 2005, p. 32) and that the positive outcomes extend to the personal and institutions working with child participation.

The outdoor environment is part of children's lives as they are dependent on landscape and spend much

time with the landscape. When children interact with the landscape the lives of the children also become part of the landscape. According to the European landscape convention landscape is defined as an »area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors« (Council of Europe, 2000, Article 1). This standard definition of the landscape presumes people interacting and defining physical areas to create landscapes. When ignoring the very interaction and definition that create the landscape, the people, then landscape architecture has failed. Children's intimate relationship to the landscape can be more intense than adults according to Karsten (2003) and children should hence be involved in the redesign of landscape as they are part of it. This statement tells us that children's right to be heard and participate in the remaking of their landscape is motivated not only by democratic reason but because children are already the creator's of, and in an intimate relationship with, their landscape by living in it.

When sustainable development is discussed reference is usually made to the UN-report *A common future*, also known as the *Brundtland convention* (Brundtland, 1987). The Report states that social, economical and ecological sustainability is needed to attain real sustainability. The argument is that these three subjects are intimately connected; you can't get one without the other. The report states that unjust power distribution due to lack of participation and democratic processes is the backdrop to many of the sustainability problems. Especially vulnerable groups, such as children, are objects of concern in the future search for sustainability. To clarify, strengthening children's power is important to all sustainability categories and the method recommended is participation (Brundtland, 1987).

There is a gap between the complex relationship to the *lived landscape* that children and lay people have and the objectification and reductionist perspective on landscape expressed by the planner, explored further in the Focus-article *Lived landscapes*. When a participatory planning process with children's perspective is performed this gap must be managed so that the children's perspective is fully understood and useful to the planning (Berglund and Nordin, 2007). There is no consensus on how to perform this task but Samantha Punch (2002) and Sofia Cele (2006) had a great impact in the forming of this study's formation. »Great sensitivity, reflexivity and willingness to understand children's realities are qualities needed when consulting children« argues Cele (2006, p. 214) after reviewing studies on children's perspective in

participatory processes from the 1970's until now. Punch (2002) argues that children should not be related to solely as children, but as individuals, affected by gender, class, etcetera, like other general groups in society. Cele (2006) agrees with Punch (2002) on that methods centred around children risk applying the researcher's constructed perception of children while ignoring societal structures. As children are more focused on play, and have other expectations and self-images than adults, Cele (2006) argues that we should not ignore methods adapted to children, as long as we are reflective about roles, assumptions and power, something Punch (2002) agrees on. Punch (2002) identifies PRA-methods as bridging the gap between children and adults, or laymen and professionals, by being made to work over cultural borders and to empower the participants.

Finally, when working with children's participation, both Chambers (1994b) and Davet (2013) argues that methods and experiences from other studies should be taken as inspiration. The method of participation should be flexible renewable to handle the specific context and individuals.

#### 1.4.4 Participatory Rural Appraisal (PRA)

##### Choosing PRA

The study required methods of participation based on empowerment and not extraction; open to modification rather than strict and statistically stringent; culturally aware and simple methods of communication that can be shared and discussed by the participants. Participatory Rural Appraisal (PRA) met those criteria:

- PRA is empowering and enabling.
- PRA is based on experience and keeps evolving.
- PRA is open to modification, creativity and local material.
- PRA takes focus on the will of the weak and holistic understanding of the poor.

It is also ensuring to see that other prominent writers on children's participation has used PRA combined methods with success, Samantha Punch writes: »The visual methods of using drawings, photographs and PRA techniques were most useful in the initial exploratory stages of the research for the investigation of broad themes and seeking children's definitions of the important aspects of their lives.« (2001, p. 13)

##### Describing PRA

Participatory Rural Appraisal, also known as Participatory Learning and Action (PLA), contains methods far beyond what the name suggests. Participation can be done in many different ways: PRA does not need to be rural, nor about appraisal. Mikkelsen describes PRA as a »set of tools and techniques for gathering, sharing and analysing information, and for planning and action« (Mikkelsen, 2005, p. 62). The prominent writer on PRA, Robert Chambers describes PRA as »a family of approaches and methods to enable local (rural and urban) people to express, enhance, share and analyze their knowledge of life and conditions, to plan and to act« (Chambers, 1994b, p. 1253) PRA is pluralistic (Chambers, 1983), based on empirical work and experience from fieldwork and can thus not be seen as a static, single theory but a collection of good practise constantly evolving and learning by reflecting Mikkelsen (2005).

In Robert Chamber's article *Poverty and livelihoods: whose reality counts?* (1995) he explains the profound difference between the reality of the professional western world and the reality of the poor. An unwillingness to let go of power is according to Chambers one of the main reasons behind many failed aid projects. The agendas Chambers (1995) suggests are based on altruism: letting the poor define the problems, prioritizing these problems and letting the poor be the analyser. Making the agencies accountable towards their clients is also an effective way of shifting the power to the client (Chambers, 1994b). Making flexible and easily communicated maps, diagrams, matrixes and transect walks with locals are major tools used in PRA to empower the locals to realise what actions are needed (Chambers, 1994a).

There is an *Institutional challenge*, *Professional challenge* and *Personal challenge* to be dealt with explains Chambers (1995). At the institutional level the employment is important; employing social anthropologists and others that has knowledge about people and listening, like psychologists and social development advisors, especially women and preferably locally based. The Professional challenge has to do with questioning your own values, beliefs and behaviour. The actions you take should be based on the client's values, beliefs and actions. This helps to reverse the self-governing action to something that could really help the client. The personal change is towards taking on a new role when working in the field, a facilitating role, working

for empowerment of clients. The facilitator should let go of power to enable dialog. Truth, trust and diversity are leading words for the new facilitator. All people have social and personal reasons to act the way they do and this awareness and change is imperative in the process of changing behaviour (Chambers, 1995).

The verbal, the visual and the behavioural methods are the common method categories in PRA writes Chambers (1995). The verbal methods involve the client in verbal communication with the facilitator and the community. The visual methods create possibilities for the clients to express themselves in a variety of ways that can be seen by others and the client. The behavioural methods explore situations and behaviour by performing them, often with an audience. Even though all methods are striving for facilitation, reflection, discussion, learning and change, these methods create different result and cannot be evaluated without knowing the specific context and the way they are performed. Step by step, often with repetition and with the focus on the clients will, these methods can be successfully used to affect different levels of learning. Triangulation, a combination of these methods, is often used in participatory processes. Trust, awareness and rapport are essential in the execution of all the methods and tools (Chambers, 1995).

### **The qualitative, semi-structured interview**

The method of semi-structured interviews is prevailing in development studies. The instruments may vary, but the common denominator is implied by the name: a flexible structure that allows more conversational interviews and spontaneous questions (Mikkelsen, 2005). An unconventional variation of this method, described below, has been used in this study. Though the visual method is more in focus in PRA (Chambers, 1994a), the semi-structured interview is a great part of the work. With help from a checklist, a helping PRA observer and your own awareness and rapport PRA adds a level to the semi-structured interviews that helped to get better contact.

Mikkelsen (2005) describes the types of semi-structured interviews called »Interview guide approach« and the »Standardized open-ended interview«. »Interview guide approach« is described as when the outline and issues are specified in advance but the wording and questions are decided by the interviewer during the interview. The flexibility in this method makes the interviewer situational, able to fill gaps and the result more comprehensive, states Mikkelsen (2005, p. 171). The »Standardized open-ended interview« is, just like the name suggests, standardised in the way of wording and

ordering the questions. This makes the interviews more comparable and reduces the effects of interviewers bias.

A combination of the two variations of semi-structured interview was used in this study. The interviews were individual, meaning that the respondents were purposely selected. It was guided by specific questions that were written in order of importance on the interviewer's paper. The first question was the same in all the interviews but further into the interview the interviewer was less restricted by the specific wording, order and fixed questions given by the prepared paper. The wording was changed and rephrased in accordance to the nature of the conversation and the client's understanding of the question. If the client's answer was unclear to the interviewer or if the interviewer found something in the answer worth asking specifically about, new questions were asked to get a clarification or bringing new light to the issue.

The interview situation and aim was decisive in the choice of this flexible interview type. The aim was to deepen the understanding. The language and cultural barrier demanded the flexibility to rephrase and redo the structure to better understand the client. Though understanding was underlined, the understanding was aimed on specific topics. Comparable answers were preferred in the first and most sought after answers. The choice then fell on a combination of the two methods mentioned above as described by Mikkelsen (2005).

### **Coding the interviews**

The data collected was coded and then analysed together with the workshop results. Open coding, axial coding and selective coding of the interview data was used to code the interview data. This means that the data is first subjected to open coding where concepts, categories and characteristics are identified. The axial coding is the second step where the categories of themes are explored and connected. The last step is the selective coding, a process where data is selected to form a theory together with the themes. Storyline and core category is part of this last step before analysis (Mikkelsen, 2005).

### **Limitations to the use of PRA**

Due to the specific subject of the study and the specific circumstances it was performed within, we had to make some exceptions from the PRA methodology.

PRA, as a collection of methods and tools, can be put to use in different stages in the process (Mikkelsen, 2005). This worked well with our study as the main objective, planning the outdoor space of a resource centre, and the

clients were predefined. The basis of PRA is to start empty handed, preferably with no defined problem or expertise, when arriving, letting the community work out their own problems and solutions in their own interest (Chambers, 1995). Our study is thus, according to Chambers (1983), professionally biased, extractive and top down in that we want answers to predefined questions in a limited time frame. Considering the option was not to do a study at all, or using methods that were even more top down and extractive, we chose not to let the perfect be the enemy of the good.

Kapoor (2002) and Mosse (1994) highlights the hierarchical problems that might emerge in a public discussion held with a too unstructured method. Just like women in many contexts (Mosse, 1994), children are not used to being given any attention in the public discussion. By predefining the group and taking them out of the public sphere of expressive adults, we manage to give them an opportunity to express themselves.

PRA should preferably be done from the start as it aims for longevity, processuality and continuity, something we also strive for but cannot execute satisfactory due to our limited resources. By working with tools for expression without a specific aim, meeting many times and developing their perspective, we intend to have a process together with the children; Continuity lays in our strive to make them feel like a children's board, as we called it, and could be used to advice us further on in the project. Longevity should come through encouraging the children's board to act like ambassadors for the project after we left.

Using the local language is preferable when doing PRA (The World Bank Group, 2011), Uganda has more than 40 different living native languages, with English and Swahili as official languages (Ethnologue, 2014). In the eastern Kabale region *Rukiga* is the native language spoken (Lewis et al., 2014) and the school children's understanding of spoken English was limited. Language has different words and different use of words, reflecting culture of the people speaking it. It is hence very hard to fully comprehend what is being said when using an interpreter because the translation will never be fully satisfactory. Being aware of this we considered educating a local facilitator, but would in that case be forced to educate the facilitator as both landscape architect and as PRA facilitator, something that was not possible due to lack of resources and time. Learning the native language simultaneously with performing the study during the ten-week stay was not a reasonable option either. Having an interpreter that both spoke the local language and English

fluently, who was fairly young and knowledgeable of the local context, and about our project, was thus considered the best solution under the circumstances.



## 1.5 Method

During workshops and interviews conducted within the study one of us took the role of the *facilitator*, communicating with the *clients*, the participants, throughout the session. The other one took the role of the *observer*, observing and taking notes of the facilitator's performance during the session. These roles were presented and explained to the clients in the beginning of each session. At the end of each session the observer gave the facilitator feedback on the facilitators behaviour, rapport and interview or workshop technique. This procedure originates from *Participatory Rural Appraisal*, introduced in *Participatory Rural Appraisal* (PRA) and is described in Appendix I.

PRA is very demanding on the facilitators, referring to both the professional and the personal challenge (Chambers, 1995) that is introduced in *Theoretical background to the study and its methods*. Axel Thorén had undergone basic PRA training, but not Erika Bergström, who on the other hand had been working with children in landscape design before. By teaching each other and dividing the work according to experience, Axel leading the PRA workshops with the teachers and Erika with the children, we optimised the situation. We also went through the demanding task of discussing and questioning your own beliefs, attitudes and behaviour.

### Sites

The field study of the physical and social context was conducted at two different sites: St. Catherine's site Kafuka and *Nyeikunama Public Primary School* (Nyeikunama), a primary school in Muhanga, some of the students at the school are supported by St. Catherine vocational development program. The school is public

with about 400 enrolled students (374 in 2013), situated within walking distance from the site in Kafuka and the head teachers showed a great interest in the project; due to these reasons we judged it to be a convenient site of reference within the study.

### 1.5.1 Methods step by step

#### Landscape inventory

Part of our purpose for the study is to make a conceptual landscape design proposal for the resource centre. The work with the children's perspective in a participatory process was given in-depth attention but a landscape inventory and analysis were also an important part of the design work as described in *Landscape and the user*.

Landscape is defined by the European Landscape Convention as an »area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors« (Council of Europe, 2000, Article 1). The physical properties of the site or *natural factors* such as erosion, soil affordance, current and potential vegetation, topography, water movement and retention, sun and shadow, seasonal aspects, etc., were examined at the site in Kafuka and at Nyeikunama and documented through *photographs, sketches* and written down *observations*. A visit to the Kabale District Offices was conducted to *interview* and retrieve information from civil servants. The contextual properties, or what could be described as the *human factors*, such as movements, connectivity, users, etc., were also examined at the site in Kafuka and at Nyeikunama and documented through *photographs, sketches, maps* and written down *observations*.

Observations made of the outdoors environment at Nyeikunama in Muhanga provided a reference site to the resource centre's outdoors environment. Even though the

future requirements on the outdoors environment of the resource centre will be different and more complex than a schoolyard we found it helpful to be able to *isolate* a site where children are the primary user.

#### *Inventory and analysis of contextual properties*

What? Movement, connectivity, users, etc. as found relevant

When? September 23 – October 10

Where? St. Catherine's site in Kafuka; Nyeikunama Public Primary School

#### *Inventory and analysis of physical properties*

What? Erosion, soil affordance, current and potential vegetation, topography, water movement and retention, sun and shadow, seasonal aspects, etc. as found relevant

When? September 23 – October 10

Where? St. Catherine Resource Centre-site; Nyeikunama Public Primary School; Kabale District Offices

### Exploring teacher's perspective: Workshops

As stated in the chapter *Defining childhood*, children are active agents within a childhood that is constructed through social interaction with other children and adults. In our preparation to perform workshops with the children we aimed to gain a better understanding of how children and childhood are perceived in the context that we would work within in.

#### *Head teacher workshop*

Who? 15 head teachers from schools within the St. Catherine-project were invited to partake in the workshop, four turned up partook in the workshop.

How? The clients were presented with open-ended allegations that they were asked to fill out individually with as many suggestions as they found relevant. »Children are...« »Children need...« »...impacts the childhood most.«. Suggestions were written down on separate paper notes. The partakers were then asked to sort the paper notes in order of importance, in a joint effort. When done, the groups discussed the result.

When? Friday, September 26<sup>th</sup> 2014

Where? Library at St. Catherine's site in Kafuka, Muhanga

#### *Teacher workshop*

Who? 6 schoolteachers from Nyeikunama

How? In the same way as the workshop with the head teachers, the method was revised in accordance to the evaluation done after the head teacher workshop.

When? Wednesday, October 1<sup>st</sup> 2014

Where? Teacher's break room at Nyeikunama, Muhanga

### Exploring teacher's perspective: Interviews

The aim of the interviews was to form a deeper understanding of the social context that children in Muhanga and Uganda act within, that we began to explore in the previous workshops. The questions were grouped around five themes: reconnecting to the previous workshop, power and power relations, outdoor play environment, gender and sex, children's own places in play.

The interview technique used in this study derives from the PRA-method, as described in the *Theoretical background to the methods*.

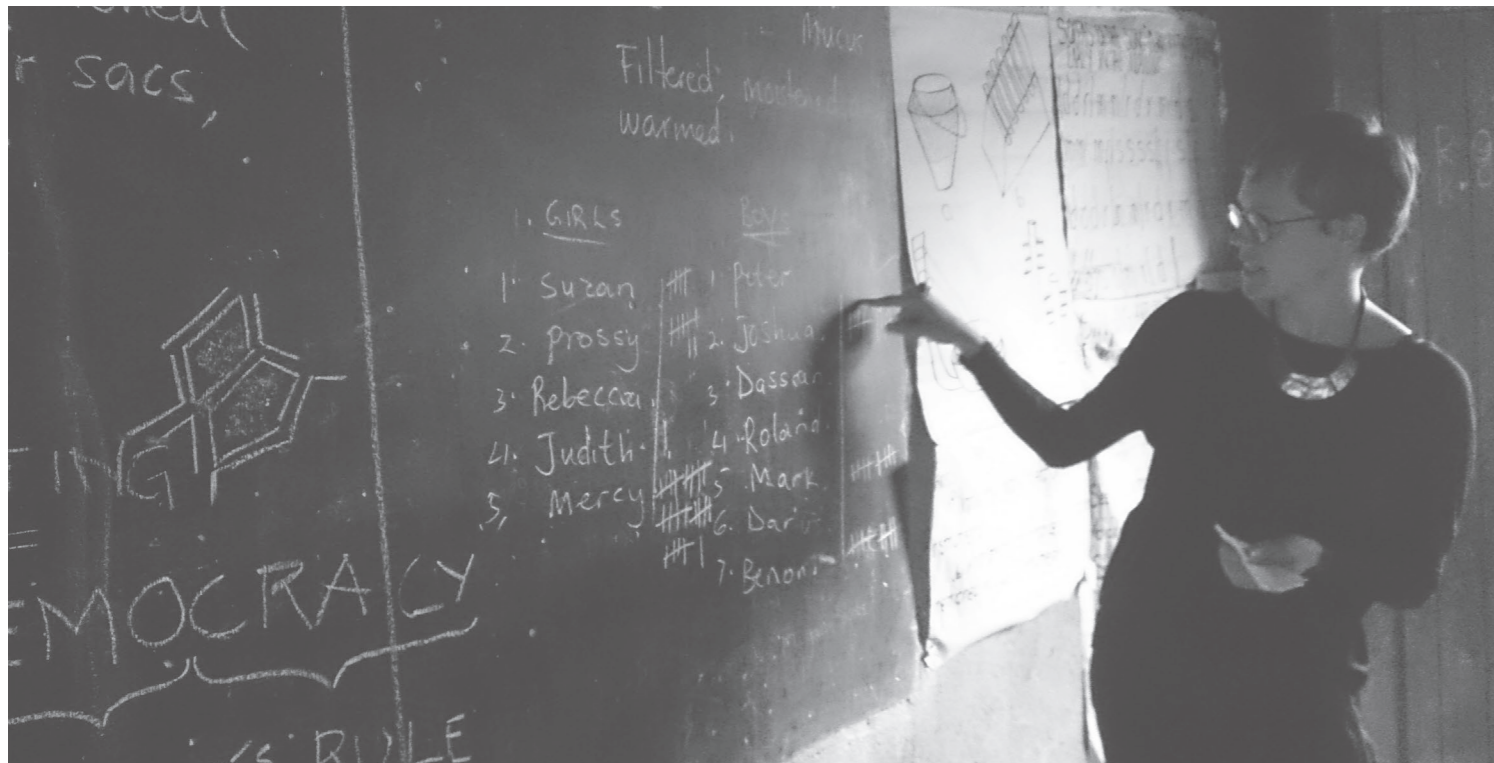
#### *Teacher interviews*

Who? Schoolteachers from Nyeikunama, primarily teaching in 4<sup>th</sup>, 5<sup>th</sup> and 7<sup>th</sup> grade

How? Open ended questions concerning children's use of outdoor environments in the school milieu; attitudes towards gender and sex; in depth question arisen in previous workshop discussions on childhood and the relation between children and adults.

When? Wednesday, October 8<sup>th</sup> 2014

Where? Reception office at Nyeikunama, Muhanga



### Advisory board elections

Aiming towards making the participatory process within this study as credible as possible we decided to involve possible participants, the students in 4<sup>th</sup>-6<sup>th</sup> grade at Nyeikunama, in a democratic election of an *Advisory Board*.

Who? Children in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade class at Nyeikunama.  
How? Children nominate themselves for the election by raising hands; everyone is given two votes, one for a girl and one for a boy, written down on notes; votes are counted in front of the class and the result written on the black board.

When? Tuesday, October 21<sup>st</sup> 2014

Where? 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade classrooms at Nyeikunama, Muhanga

### Children's workshops

The core of our study was to perform workshops together with children in order to evaluate and explore children's participation in participatory processes. This was done through a series of workshops with six students from Nyeikunama Public Primary School, aged 9-11, previously democratically elected. Due to language barriers an interpreter, Walter Kyajaki, were present at all sessions, as well as an accompanying teacher from Nyeikunama.

Who? The Advisory Board, six children in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade class at Nyeikunama.

#### Landscape walk

How? By asking open-ended questions the facilitator let the participants guide the group on the school grounds of Nyeikunama. The facilitator led the workshop and asked open-ended questions on what places they consider as good, bad or not allowed and the activities they engage

in at these sites. The participants were encouraged by the facilitator to lead the rest of the group to places they thought were important.

When? Wednesday, October 22<sup>nd</sup> 2014. At the end of the school day

Where? School ground at Nyeikunama, Muhanga

#### Maps

How? The concept of map making were introduced and discussed with the participants. They were given colour pencils and A3 sketch pads and made their own maps of St. Catherine's site in Kafuka. After completing their individual maps they made a collective map on a bigger paper.

When? Friday, October 24<sup>th</sup> 2014. During lunch break.

Where? Outdoors at St. Catherine's site in Kafuka, Muhanga

#### Affordance

How? A selection of premade landscape sections were presented to the participants who then were asked to write down activities that they thought the different landscapes afforded on paper notes. After that the different landscapes were discussed in relation to the site in Kafuka with support from the collective map made in the previous workshop.

When? Monday, October 27<sup>th</sup> 2014. During the afternoon break.

Where? Classroom at Nyeikunama, Muhanga

#### SWOT-analysis

How? The exercise was introduced with an example and the participants were given their sketchpads with premade SWOT-templates that they would fill out. They were asked to choose a place at the site in Kafuka that they wanted to make the analysis at.

When? Monday, November 3<sup>rd</sup> 2014. First workshop in a series of three, before lunch

Where? Library at St. Catherine's site in Kafuka, Muhanga

#### Sections

How? The exercise was introduced with an example of the principle of making landscape sections. The participants made their own sections of the site that they had described in the SWOT-analysis exercise previously, a dream scenario landscape and a future landscape at the site.

When? Monday, November 3<sup>rd</sup> 2014. Second workshop in a series of three, before lunch

Where? Library at St. Catherine's site in Kafuka, Muhanga

#### Model

How? In a slope at the site in Kafuka we had prepared a rough model of the site from leftover bricks. The participants were told that they were allowed to transform the model however they wished, in order to illustrate the ideas they had worked on during the previous workshop exercises. They collected material at the site and worked together as a group. After working with the model in half an hour they presented the changes they had made.

When? Monday, November 3<sup>rd</sup> 2014. Final workshop in a series of three, after lunch

Where? Outdoors at St. Catherine's site in Kafuka, Muhanga

### Share and evaluate results

Working with PRA methods makes it important to evaluate and share the result with the participants (Chambers, 1994a). The evaluation gives the participants an opportunity to develop the method and adapting it better to the context. Sharing the result is an important step in assuring that the participant feel rightfully represented.

In direct connection to the teacher workshops the participants were given an opportunity to comment and reflect on the exercises in the session. The scope was limited but the critical comments that were expressed were considered in the planning of the next session. The results of the workshops were transcribed into a document that was sent to the participants together with our contact information and get back to us with any comments they might have. The same procedure was conducted with the teacher interviews.

For the children's workshops we had one evaluation session after the *Model* workshop. At this time the children could reflect on all the workshop sessions and had the possibility to make comparisons between them. The result of the first three sessions, the *Landscape walk*, *Maps* and *Affordances* workshops, were presented as a recap in the beginning of the full day session on November 3<sup>rd</sup>. The results of all workshops were given to the participants together with pictures from the sessions during a farewell dinner given by us at the site before we left. This served partly as a sharing of results but was foremost a way to give them recognition and thanks for their participation in the presence of their parents, head teacher and members of the St. Catherine board.



LANDSCAPE, SITES  
AND PEOPLE IN  
KABALE

## 2.1 Landscape inventory and history

### 2.1.1 Uganda, a brief history

The central African area that constitute modern day Uganda has historically consisted in several established kingdoms, well organised both socially and politically. From the early 19<sup>th</sup> century and up until the British colonial power took over in the mid 1890's the dominant power were the Buganda kingdom by Lake Victoria. From 1921 and until the end of the colonial period a legislative council representing the European and Indian population ruled the country. Local councils and tribal institutions were allowed to handle the affairs of the indigenous populations very much on their own. As a result of this rather liberal governance of the colony the independence movement in Uganda appeared late in relation to neighbouring colonies (Holmberg, Holmertz, & Hansson, 2015).

Britain and Uganda have strangely similar, schizophrenic memories of colonialism. On the one hand, both countries have a strange nostalgia. I have heard many Ugandans say that the decades of war, corruption and chaotic government following independence, the years of Amin, Obote and Joseph Kony, saw the hospitals, schools and economy deteriorate. The result is that Ugandans look back on the colonial era with rose tinted glasses; they often say it was an era when the hospitals were fully stocked and the schools were better run. It is reminiscent of an old Englishman lamenting the decline of the British Empire.

(Moore, 2014)

In 1962 Uganda became an independent state and the years that followed is strongly connected with years of war, corruption and chaotic government. Seen through

the curtain of those years colonial times are often looked upon with a rather mild mind-set (Moore, 2014). Our young translator expressed an appreciation towards the British colonial power that he believed built the base of a civilized society that could not have been done by Ugandans on there own.

### 2.1.2 Muhanga, Kabale district

Kabale district is located in south-western Uganda on the boarder to Rwanda in the south. Muhanga is a parish in the sub county Bukinda in the eastern part of the district. The district is situated in a mountainous area with a very dramatic topography; in the neighbouring district Kisoro to the east mountain gorillas can be found in both Bwindi Impenetrable National Park and in Mgahinga Gorilla National Park (Fitzpatrick, Ham, Holden, & Starnes, 2012).

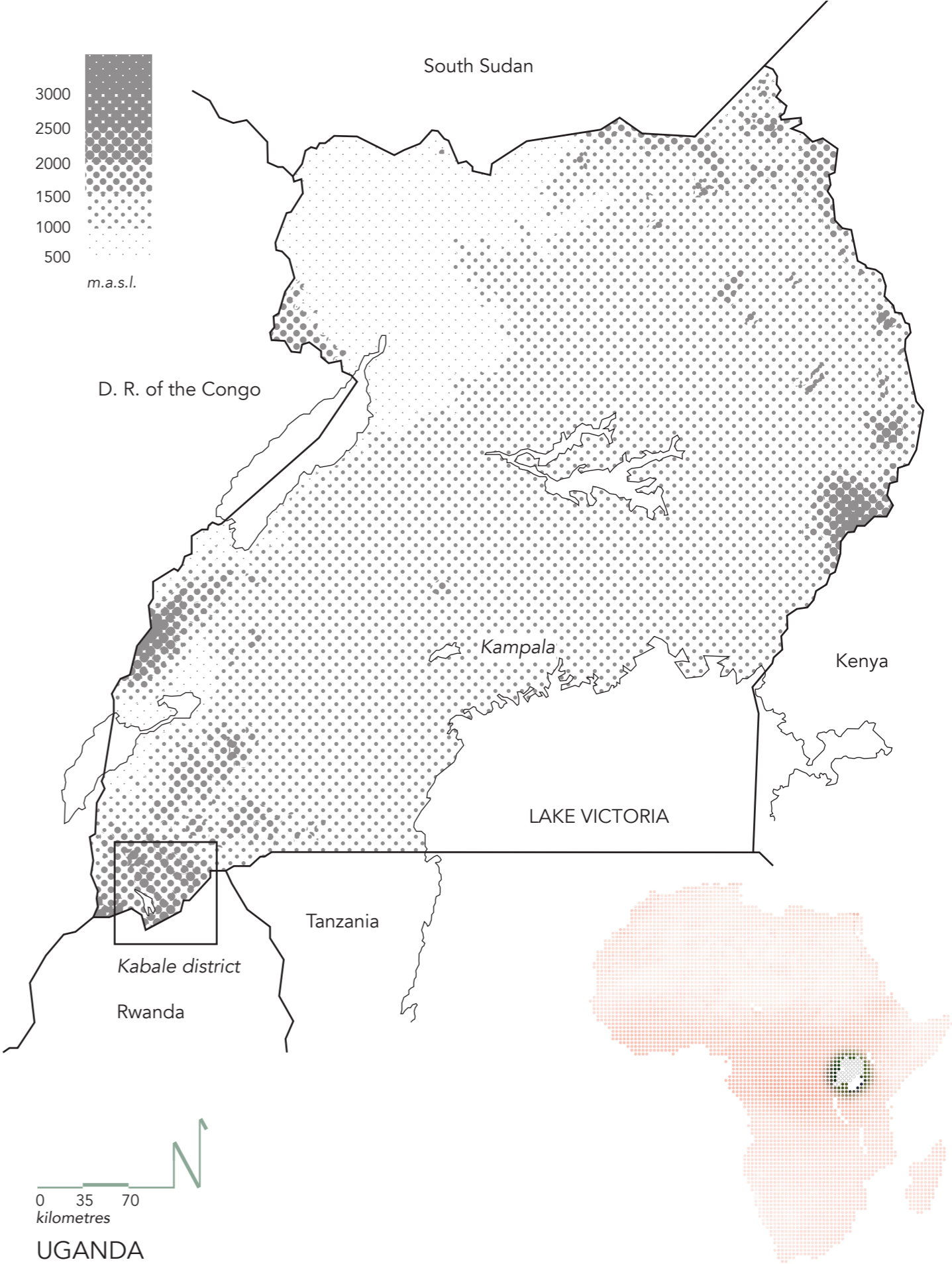
#### Population

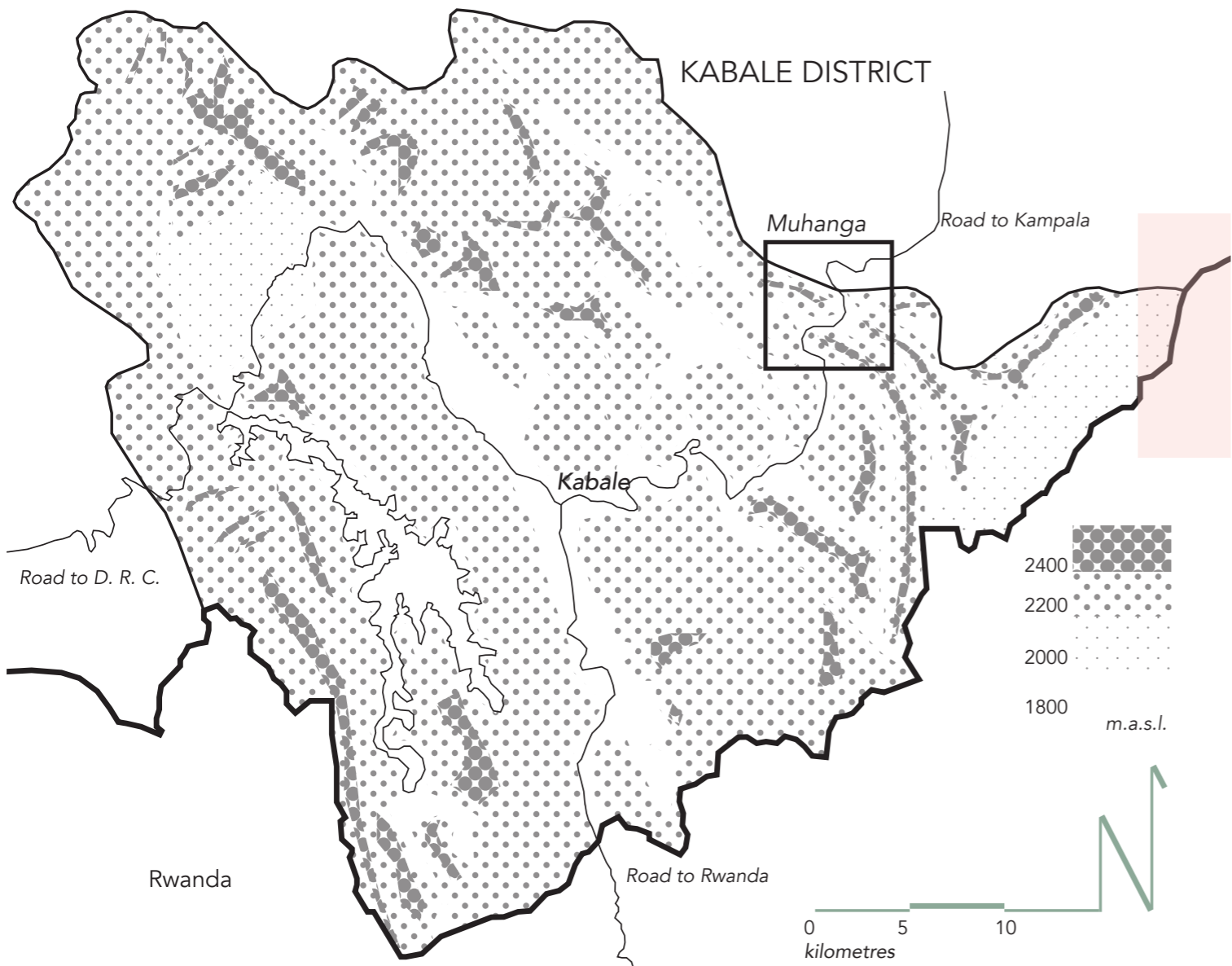
Kabale district: 534,160 (2014)  
Almost 86 % (457,592) of the district population lives in rural areas.  
Muhanga: 11,706 (2014)  
(Uganda Bureau of Statistics, 2014)

The district is historically inhabited by the ethnic group Bakiga who were mostly sedentary farmers and hunters (Home of Ederisa, 15 October 2014), the majority of the rural population in the district are still farmers.

#### Climate

The most distinct change in climate on a yearly basis is the amount of precipitation. There are two yearly rain periods, the longer in March-May peaks in April with





about 150 mm rain falling in a month, and a shorter in November. July is the driest month. During our visit in September-early November the increasing amount of rain was noticeable. In rainy days it often rained heavily a few hour and then cleared up again (World Weather & Climate Information, 2015).

The district has an average daytime temperature at about 22 °C almost year round, January tends to be the warmest month and May the coldest (World Weather & Climate Information, 2015). The dramatic topography and the relatively cold climate, that often drops to below 10 °C at night (World Weather & Climate Information, 2015), made the area known as the Switzerland of Africa among the colonisers (Wikipedia, 2014). The cold nights often result in a thick mist that lingers in the valleys in the morning hours.

**Land use**

The historical method used for cultivating the hilly landscape in the Kabale district was to terrace the slopes for agricultural fields. Plant species such as *Calliandra calothyrsus* and *Pennisetum purpureum* was used to control the terraces and also gave the farmers fodder for the animals (Tushabe Murangira, 7 October 2014). *Calliandra* is a fast growing natural fertilizer that fix atmospheric nitrogen to the soil (National Research Council, 1983) which makes it a very beneficial species in the area. According to Tushabe Murangira (7 October 2014) the traditional terraces are almost extinct now due to change of policies and an increasing pressure from a growing population. In colonial times all land was governmentally owned and hence easier to control, a rising population increases the demand on arable land and

**Population**  
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Muddy and slippery ground at the site after heavy rain  
(3 November, 2014)

firewood. The increased demand strains the resources, the fields climb higher up the hills and the forest coverage decreases, making erosion and depletion of the soil into two major issues (Tushabe Murangira, 7 October 2014). Official action to tackle issues originating in the land use is to educate and encourage better cultivation methods; in steep topography officially recommended management practices are terracing, contour cultivation and absorption banks, crop rotation and fertility improvement, strip cropping and agroforestry (Uganda Law Reform Commission., 2001). Land that is not converted into growing fields are often deforested and used for grazing. This increases the risk of erosion due to trampling and an increased water velocity. Another issue that add to the undermining of the soil, observed by us, is the unrestricted stone quarry operations run by locals at basically any venue available (Tushabe Murangira, 7 October 2014).

**Vegetation**

Since it was introduced in the mid 19<sup>th</sup> century an Australian species of the Eucalyptus tree (*Eucalyptus ssp.*) has been the dominant specie in the area. The trees are mainly used for firewood and charcoal, the main energy source for cooking, but it is also used for construction material. The brewing of alcohol demands a lot of the resource as well. Due to the high demand the species is favoured since it is fast growing, easy to establish and accessible. 90 per cent or more of the firewood and charcoal consumed in Muhanga is estimated to come from the Eucalyptus. However, the Eucalyptus has many negative effects to the environment. As it consumes a lot of water and the semi-poisonous, slow decomposing leafs hinder the understory growth (Tushabe Murangira, 7 October 2014). Deep growing roots might also affect the ground water levels.

There is government sponsored planting programs aiming to introduce and promote other species of tree. Tushabe Murangira (7 October 2014) names species of pine as suitable in these conditions: *Pinus patula*, *Pinus arnas* and *Pinus crebea*.

In rain season bare soil is washed away and poses a threat to houses, road and other infrastructure. The clayey soil becomes muddy and slippery, this include most roads beyond the interstate highways. Bare soil and hard rain also means soil degradation, a very real problem according to the environmental office in Kabale (Tushabe Murangira, 7 October 2014).

### Local perception of the landscape

The landscape is mainly seen as a resource that your livelihood depends on. The major part of it is cultivated and where it is not possible makeshift open pits for stone and gravel production or grazing are common. This view of the landscape can be reflected in the Rukigan word for landscape, which we have been told is the same as the word for soil. Soil is most related to agriculture thus the landscape is then culturally and intimately connected to a specific land-use.

In Rukigan culture the family is the strongest and most steadfast unit. The family-based clans have ruled the land and not kings like on the coast of lake Victoria. The fenced private and protected house and the big family garden is still today a backdrop for the view of landscape. Around the tradition small fenced family housing laid the garden that provide the family with the basic foods. Having a big family meant being able to cultivate more land, which meant becoming richer and thus more powerful (Home of Ederisa, 15 October 2014).

### Possibilities at the resource centre

The future resource centre will do a great deal to the landscape around Muhanga with new knowledge on agriculture and cultivation methods, hence, space for this part of the operation should be prioritised. For recreational spaces the area around the houses should be a strong focus.

It is possible to use parts of the site to introduce more species of trees. In the workshops sessions the children expressed a preference for trees over shrubs, but for ecological reasons some kind of undergrowth is also desirable. The possible changes will be discussed further in the chapter *Design Implementations*.

### 2.1.3 St Catherine's in Kafuka

The site in the village Kafuka two kilometres from Muhanga was donated to the organisation St. Catherine vocational development project by the project director Anne Tinka. The site is situated in a steep terrain and the three existing houses are situated on a levelled terrace in the middle of the site and pit latrine is situated away from the houses just above the main entrance road. The

lower ground floods in the rain season and is used for cultivation. Heavy water flows becomes an issue in rain season and an attempted to tackle it was made in the summer of 2014 when gutters was installed on the school building.

The site has previously hosted a primary school but at the time of our visit only the nursery class was active. The public library at the site is open for visitors at Saturdays and when the administrator is present during weekdays. The groundkeeper lives with his family in one of the unused classrooms.

The nursery school children mostly play at the flat surface in front of the classroom and the library and in the grassy slope towards the fields. There is a swing stand below the slope that was constructed together with children and adults involved in the St. Catherine project in a workshop facilitated by St. Catherine Sweden volunteers in 2013. However, since then the swings have been removed.

There is an *outdoor* kitchen in one of the rooms in the most worn building, used by the groundkeepers family and the nursery class teacher. Drinking and cooking water is fetched outside of the site in plastic containers.

Panorama:  
St. Catherine site in Kafuka  
seen from the kabage field

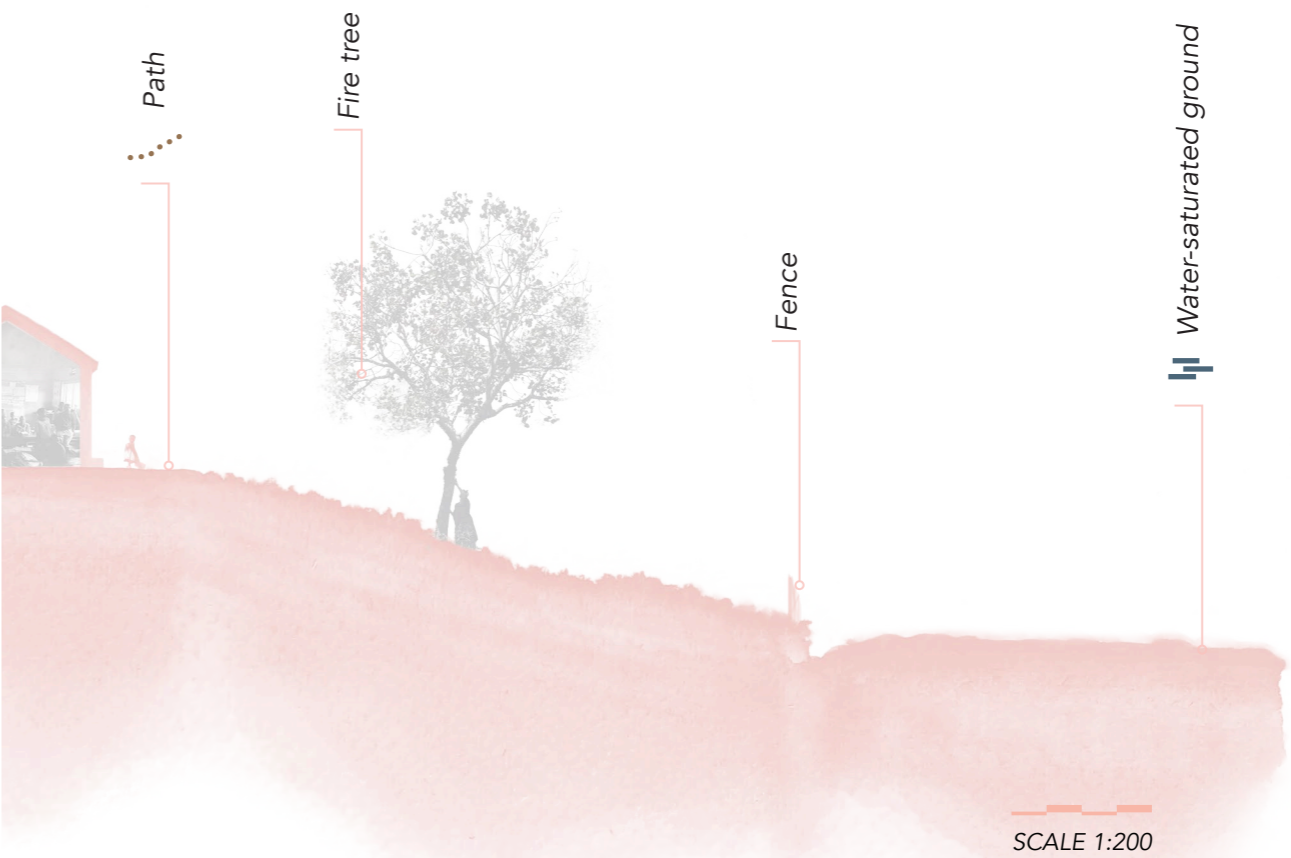




Section A:  
South facing at St. Catherine  
site in Kafuka



Library  
Nursery school



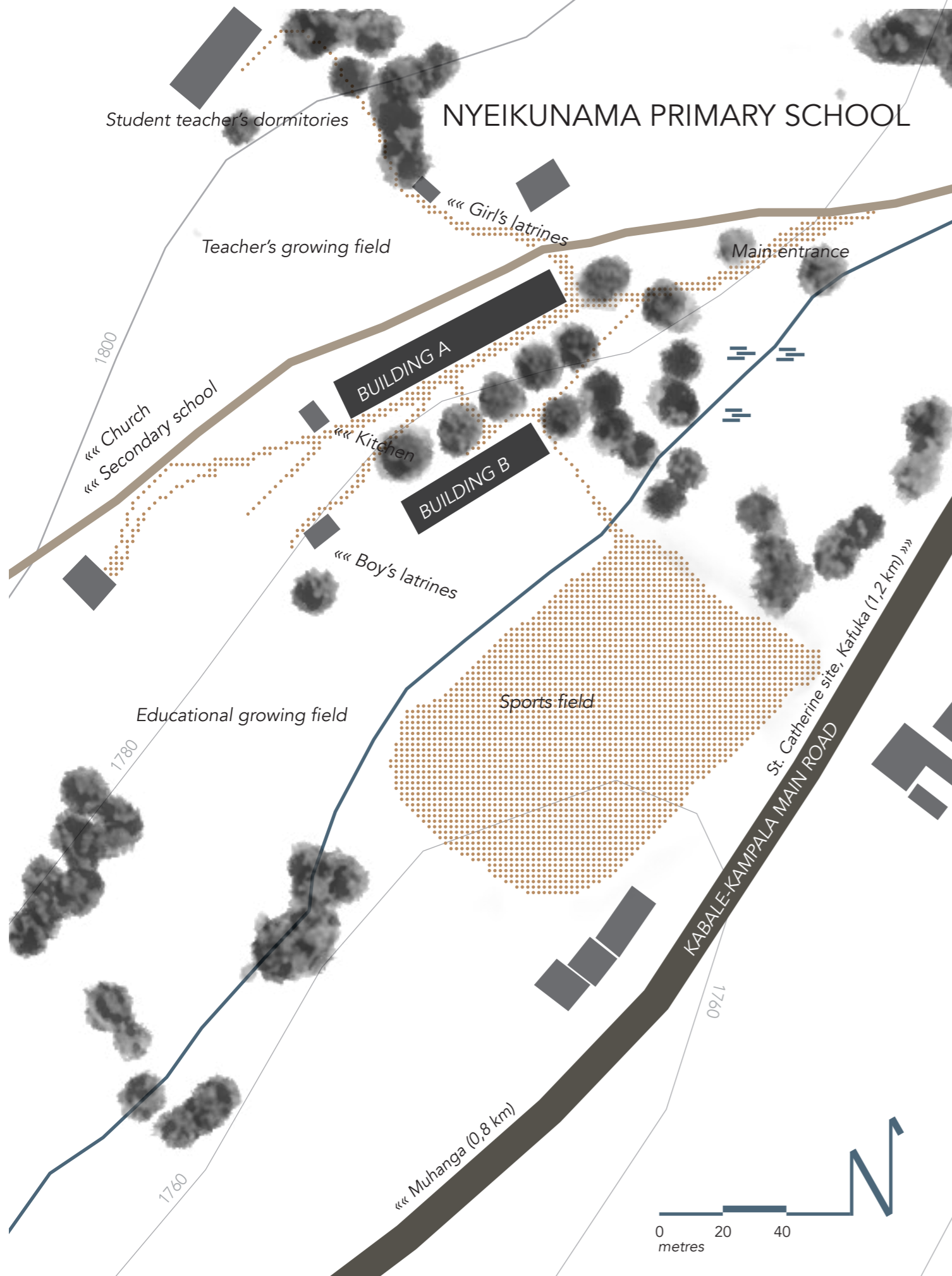
Path

Fire tree

Fence

Water-saturated ground

SCALE 1:200



#### 2.1.4 Nyeikunama

The school grounds of Nyeikunama Public School cover a large area about 500 metres northeast of the village centre of Muhanga, along the main road towards Kampala. The site is elevated; the steepest part is used as agricultural land by teachers as a subsidy; at the higher ground the secondary school, a church and dormitories for student teachers (students form Teachers Collage) are situated, at the lower ground closest to the main road is the primary school. There is also a church at the site and a few houses occasionally occupied by teachers at the school.

The primary school's facilities is situated closest to the road and is allocated in two parallel buildings, between the buildings there is a row of big *Grevillea robusta* that shades the school ground from the intense sun, and at the west end of building A there is a small kitchen. At the backside of building A there is the road that goes up the hill to the secondary school and the church. Across the road a path leads to the girl's latrines and the student teacher's dormitories. The boy's latrines are situated west of building B. In front of building B there is a slope down towards a small stream and a large play field. The play field is located in-between the primary school and the main road, used by the children during breaks but also in the education where physical education in part of the daily curriculum. The site is not enclosed besides a rickety fence behind building A, towards the smaller road.





PERFORMING  
THE STUDY

## 3.1 Childhood in the social context – exploring teacher’s perspective

### 3.1.1 Teacher workshops

Two workshops were conducted with teachers, the first with four of the head teachers of the local schools and the second with six of the teachers at Nyeikunama Primary School. The workshop consisted in an exercise in which the participants were asked to individually complete, in total three or four, different statements. The entire group then sorted the completed statements in order of relevance.

**The objective** of these workshops were to give us a better understanding of how children and childhood are perceived in the context that we will work within in order to better plan, carry out and understand the workshops with the children. Read more about the relevance of perceptions, relations and context in childhood studies in the chapter *Defining childhood*.

#### Facilitation

The workshops were carried out on a Friday afternoon at St. Catherine R.C. and the following Wednesday morning at Nyeikunama P/s. Invitations to the first workshop were sent to the head teachers of fifteen schools, all involved in the St. Catherine-project, on the Monday in the same week. The second workshop was arranged with the head teacher at Nyeikunama the day before.

Out of the fifteen invited to the first workshop only four turned up for the session. Three of them came within 45 minutes of the starting time and we decided to begin

without waiting any further. The workshop was conducted inside of the library at the St. Catherine site; two rows of benches had been arranged in the room slightly v-angled opposite of each other. The participants sat down on one of them and the facilitator and the observer sat down on the other. The participants were given papers and pens to take notes on and the workshop began with an introduction of the on-going plans for the resource centre and our study.

After a short break with refreshments the facilitator gave a presentation of the exercise without making any examples, the participants kept silent and asked no questions during or after the presentation. The three statements that they were supposed to complete were: »I think children are... and are not ...«, »When in school I think children should be... and shouldn’t be...« and »I think outdoor play make children...«. These statements were presented one at a time during the exercise and the participants were given sticky notes to write an ending to the statements on. When the first statement had been introduced a fourth participant arrived and the facilitator gave a short introduction to him as well. The fourth participant had a few questions and asked for clarifications on the instruction of the exercise. One of the questions asked was if they should give the answers as private persons or as professionals, the facilitator told them to answer as professional as we had made a decision to narrow down the study to the school environment. The participants filled in a few sticky notes each and were then asked to put them on a poster on the wall in the front of the room but the participants were hesitant to do so. Some of the participants had written on the wrong side of the sticky-notes and were given tape to fasten the notes to the poster. The facilitator explained that the group would now cooperate to arrange the notes, in order of importance, on the poster. At this point the participants

were very passive and it was hard to initiate the process. The participants had filled in their notes in different ways, making the sorting more complicated than planned. The most authoritative participant suggested that one person should arrange the notes and that the rest of the group could give their consent to the sorting, we agreed to the suggested solution, as letting go of power is a vital part of the PRA method. The same participant sorted the notes while communicating with the rest of the group. As the notes were filled out in different ways, some with only one word others with many suggestions on one note, it became difficult to sort the notes and group notes with the same or similar statements together. The contradictory two-part questions caused confusion, no one seemed sure of how to fill out the gaps but no questions or clarification requests were put to the facilitator. The authoritative participant said that the scope of notes were too unspecific and made the whole group agree that only notes regarding the children’s *moral character* should be part of the sorting. During the sorting of the two following statements the participants took turns at being the person sorting the notes for the rest of the group.

For the second workshop we had adjusted the questions and the order they were presented in slightly. The adjusted statements were: »According to me children’s own outdoor play makes them...« »According to me primary school children should be...« »According to me primary school children are...« and a fourth statement had been added »According to me children age 8-12 can be described as a/an... because...«. The reasons for adjusting the questions were that we wanted to clarify some of the questions that the participants had during the first workshop concerning the statements aims and their role as informants. The rating system had also been adjusted and the number of notes to write answers on for each statement had been limited.

Before the exercise we gathered around a big table in the teachers break room. The workshop had been arranged together with the head teacher but the participants were not informed about the purpose of the meeting they had been called to. A reduced introduction of the R.C.-project and our study was made, more focus should however been put on clarifying the aim of this workshop as there were questions on that later in the session. We had brought buns, teabags and sugar but had trouble with arranging water for the tea and the participants seemed a little dissatisfied with the refreshments offered.

After the introduction the group was gathered around a smaller table and the facilitator explained the exercise and made a short example similar to one of the statements

in the exercise but with *Swedes* instead of *children*. The facilitator then presented the first statement and the participants were each given three notes to write on. When the participants had written the notes each with words concluding the statement, the facilitator collected the notes and placed them on the table. The participants were asked to sort notes that meant the same thing together. After the sorting the participants were given *three markers* and were allowed to grade the most *correct* statements with them. They were allowed to place all three markers on the same note or divide them between the notes. The changes made to the exercise improved the implementation and the participants seemed more confident and comfortable with the workshop situation.

#### Conclusion and contextualization of the facilitation

In these two workshops we experienced a conflict between our objective to create an open-ended exercise with no fixed answers and the participants demand for distinct instructions and pronounced expectations. In the first workshop the participants were all authoritative figures on their line of work and there seemed to be a distinct fear of losing face by exposing ignorance through asking the wrong questions in front of the others. The participant that took command over the situation was both more self-confident and put himself in a position where he was the authority over us as facilitators. This development both had a positive and negative impact on the workshop. The participant’s need of a more distinct hierarchy with an authority figure who gave distinct instructions became fulfilled; they became more comfortable with the situation and became more active in the exercise. A situation that had come to a standstill was resolved but on the other hand one participant affected and controlled the outcome of the workshop. The effects that authorities can have on a public discussion are one of the downsides to the PRA method, discussed in the *Theoretical background to the methods*, that became more obvious through these workshops. In many senses the first workshop became a trial, as we were able to figure out when we needed to be more specific in order for the open-end exercise to work and make adjustments.

To divert the attention from the individuals in the exercise were a seemingly good strategy. By anonymising the notes before exposing them to the group and turning the sorting into the sum of the markers each participant’s contribution became less distinct; the confidence and comfort created made it possible to make them express themselves more freely. Having the paper to stick your notes to in front of the participants, so that they had to rise

up from sitting and be exposed like in the first workshop, created tension that we did not experience while standing around the table with the paper laying on the table, like in the second workshop.

#### Specific advice based on this session

- Try out the questions on each other before trying them on clients.
- Reduce the background information that only creates more questions.
- Keep the aim and instructions very short and clear to avoid uncertainties.
- Standing around a table for even power distribution.
- Focus on individual suggestions and simple and relaxed sorting to avoid passiveness
- Allow some authority from facilitator to create clarity in the beginning of the workshop
- Give an unrelated and humoristic example of how to complete the exercise to clarify and make the clients relax.

#### Result

The head teacher's answers reflected their profession, probably because of their question if they should answer the question like a professional teacher or not; the answer was *yes*. The view on the children was very focused on the environment's impact on the children and an environment that is closely connected to the family. Children born into a *well to do, suitable* or just *right* family or environment are given the right opportunities to develop into *loving, caring, friendly and open* children, not to mention *brilliant, clever, active and open minded*. Children were also described as a God given proof of marriage and the prestige of the family that indicates a pressure put on the parents to influence their children in a positive way.

How do you manage to direct the potential that children contain in a positive way? The question about outdoor play holds a clue. Play is good and develops the child to be social and to create leaders, if the play is controlled through equal distribution of play equipment and supervision. Another way to control and mould the children into good behaviour and obedience is to keep them in school uniform. This was a subject the participants were asked to comment after it was mentioned on a note. When the children are in uniform they have to go to

school, the uniform shows that they are well taken care of and that their parents put effort into their education.

The second workshop deepened our understanding of the concepts presented in the first workshop. Children are playful and selfish in themselves and must be *constructed* by adults and the environment. We asked them about the popular and conflicting concept of obedience and playfulness, the *should be* and the *is*. They explained the intimate connection between the two concepts: you have to be obedient to follow the social rules and the outspoken rules of the play to participate through that you learn by being playful and obedient. Obedience is also interconnected to smartness, it is for example smart to be obedient in class because obedience means attentiveness, attentiveness means learning more and learning means getting even smarter.

The second workshop added to the image of play. Physical play, social play and creative play are all very good for the child's development. Apart from that, the two workshops both gave a clear image of the child filled with energy and potential that needed to be controlled, guided and harnessed by clear orders from the adults and a teaching based on Christian moral teaching.

#### Conclusion and contextualization of the result

The concept of *Tabula rasa*, the blank state, child with unlimited potential is a concept that was popularised during the European romantic era (Davet, 2013) we claim to have found in the workshop results. This perspective on children development as *to become adults* means that you have to fill the child with the right things, the things the child needs to become a successful adult (Holloway and Valentine, 2000). It is then ultimately the responsibility of the adult to teach this selfish but interested child. Good behaviour of the children is to have abilities that increase positive learning, such as being obedient, open to new concepts, inquisitive, being clever and social to be able to handle instructions and learning.

What does this mean for the child? To be viewed as an unfinished *building*, as one teacher suggested, can imply having a less valuable opinion and knowledge compared to adults, who are the builders of houses. It can also mean that a child's environment fully controls the child's development, making control, education and rules viable tools for creating positive outcome, but for whom? The children themselves become less important than the adult product. The *to become adult* is goal-oriented, whereas the *children's perspective*, that is used in this study, is process-oriented and thus these perspectives are conflicting. *Children's perspective* focuses on the

children as a minority group, a citizen that is in the social position of *childhood*, see paragraph *Defining Childhood*, while the *normative* child has no knowledge or rights as a group, something that has to be given to the child from the knowledgeable adult community.

Trying to contextualize what is being expressed during the workshop includes considering what is not mentioned. The self maintained child, a questioning and reflecting child were not discussed during any of the two workshops. The creative child was mentioned once in relation to play in the second workshop. However what is most contrasting to *the social childhood* is that the benefits for the child as an individual child, here and now, was uncommon. Becoming happy was mentioned considering play, but was not rated high. This development and learning focus can of course be partly due to the fact that we were talking to teachers in a school context. It could also partly mean that the children's well being has only instrumental value in relation to hers or his development to a full adult.

If this conclusion is partly true it will make the implication of a children's perspective and empowerment of the children much harder, as the children's self image is a reflection of the adult's definition of children. The implications of this will be discussed further in the *Conclusion* chapter.

### 3.1.2 Teacher interviews

**The objective** of the interviews was to form a deeper understanding of the social context that children in Muhanga and Uganda act within, that we began to explore in the previous workshops and to ask questions that had emerged during the workshops.

#### Facilitation

In the morning of October 8<sup>th</sup> we conducted three separate interviews with three of the teachers at Nyeikunama in Muhanga. Two of them, head of the P4 and P7 class, had participated in our workshop at the school (1/10/14) and were well informed of the purpose of the study. The third teacher, head of the P6 class, had not been participating in the workshop.

The questions were grouped around five themes: reconnecting to the previous workshop, power and power relations, outdoor play environment, gender and sex, children's own places in play. All questions that had been discussed or had emerged during the previous workshops.

The interviews were held in the reception office outside of the headmaster's office, who was not there

at the time. The facilitator (interviewer) and the client (teacher) sat beside each other on a low bench while the observer sat to the side on a chair. The interviews were done individually and took 30-45 minutes. At the beginning of the interview the facilitator explained the objective of the interview and the roles of the facilitator, observer and client. A Consent Form (Appendix II) was presented and the client chose either to sign it straight away or to do it at the end of the interview and the client was also informed of that the observer would make an audio recording of the interview. During the interview the facilitator asked questions on the themes presented above without necessarily sticking to the set order. The clients that had been partaking in the workshop before the interview were more relaxed and easier to connect with. The facilitator was attentive, confirmative and relaxed during the interviews as prescribed by the interview guidelines (Appendix I) and actively tried to make the client relaxed by smiling, laughing and joking. The aim was to ask as open-ended questions as possible but during the course of the interviews occasional *why*-questions occurred as well as some leading questions.

#### Conclusion and contextualization of the facilitation

The interview guidelines (Appendix I) say that *why*-questions should be avoided because they might put the client in a defensive position. However during the interviews the facilitator experienced that it was hard to avoid the *why*-questions but the over-all the positive contact between facilitator and client seemed to obstruct the clients from feeling uncomfortable or threatened.

#### Specific advice based on this session

- Follow the guidelines (Appendix I) and allow humour and some small side-tracks to occur.
- Prepare as a facilitator by relaxing and heightening awareness to the self and client.
- Find a place where the client feel at ease and the facilitator is a guest.
- Keep the observations discreet, but clearly visible to the client.
- Create an architecture where the facilitator and client are sitting on equal levels to lessen hierarchy
- Create an architecture where the facilitator and clients do not face one another directly.

## Result

### Previous workshops

In the evaluation of the workshop result, two seemingly contradictory characters appeared that was made understandable and interlinked in the interviews. On one hand was the understanding of children as *playful*, on the other the anticipated *well-behaved* and *obedient* child in the school environment. The responses to the contradiction in the interview situation indicate that obedience, discipline and good behaviour should be understood as an ability to focus, a desire to learn and attentiveness from the students within this context. These characteristics are also seen synonymous with the good or nice children that behave well towards each other whilst playing etc. Playfulness is also connected with abilities

similar to these – curiosity and desire to understand. The term obedient can hence be related to the social play and social life where awareness of social rules is crucial to healthy relations. Play is an important element within the education hence is obedience seen as an important characteristic that makes the student able to follow the teacher's instructions in the play.

### Power

All clients expressed a positive attitude toward listening to children's opinions. There are official channels for children to report problems in the home or problems with schools, but how they use those possibilities was not discussed. One of the teachers mentioned that children

practice democratic votes to select class leaders, although he did not clarify what formal influence and power the elected representatives are given. The extent and form of these democratic votes did in retrospect not correspond with our expectations and standards. The children's practice in participating in democratic elections were less than the impression we had been given during the interviews and the power and influence given to the *class leaders* marginal.

Even though there was consent to the idea of listening to the child there was an equally strong opinion that the children are not fit to make their own decisions themselves. It was argued that there would be too many opinions if all children in the school environment should be involved, that they had unrealistic expectations and that they do not understand what is best for them. It was stated that children should be listened to from the age of 5 but that they were not fit for decision-making until they became 18.

One question asked was if children themselves or an adult professional are best suited for planning play environments. It was argued that children makes new discoveries through involvement but that they should not be given the power to take decisions, although it should be noted that one of the teachers said that the opinions of »the young ones must be prioritised, if not, they lose hope at an early age«.

### Outdoor play environments

The use of play and play-like activities seem to be common practice in the teaching methods used at Nyeikunama and within the Ugandan primary school system. Hands-on activities and learning is standard procedure and include agricultural training, cooking, and traditional handicraft and building techniques. The school keep an educational garden for this purpose. In the lower classes, P1-P3, *Free activity* is on the curriculum, and includes home economics practice such as caring for small children, using local materials for handicraft, etc. Singing and dancing is also frequently used in the classroom and *Physical education* is a part of most school days. The upper classes practice drama, music, arts and dance.

Most of these activities are planned and supervised by the teachers and, as stated before, they stress the importance of discipline and obedience for the success of these playful activities. All three of the interviewed teachers were positive towards play as a part of the education firmly stating that »the young ones learn through play«.

### Gender and sex

The view on gender and sex differed between the three teachers. Two of them emphasized that it is important to treat the children as individuals regardless of their sex, this seem to be the common attitude that are being imparted on the teachers at teaching college, as the same attitude has been stated in the previous workshops. However, the third teacher was of the opinion that girls are not suited for some activities, for example building, whilst boys are not suited for others, for example cooking. This corresponds with one teacher's opinion that there are traditional gendered activities prevalent in Ugandan society. One of the teachers expressed a belief that there are some natural differences between the sexes that are expressed in the children's preferred play activities.

### Children's own places

At children's break time there seem to be some room for children to play unsupervised and there were some positive attitudes towards unsupervised play, and a belief that »individual discovery is important« for the child's development was expressed. On the other hand there was also a concern that unsupervised children might do »bad things« and a generally positive attitude towards adult supervision.

Building and making *own places* does not appear to be very common in the school environment but the attitude towards such activities was positive, especially the practical use of building techniques and traditional handicraft taught in class by the children in her or his free time. One teacher indicated that the borders and other hidden places of the schoolyard are places where flowers are picked and stones and other material are rearranged to create certain scenarios and games. Though when asked if these structures, if built in the school area, would be kept there the answer was no, they would be taken away.

### Conclusion and contextualisation of the result

The interviews gave a deeper understanding of the themes discussed. The discussion was drawn towards the subject of education and instrumental usefulness of different activities in the education. Just like in the workshops, the children were seen more as *becomings* rather than individuals. Places created by children or children's decision-making were not respected if not instrumental to learning and education. It became clear that abiding rules, social, educational or those set up by the teachers, was crucial to direct the playfulness of the child. The playful child could potentially learn and do *bad things* when out of bounds of the rules, for example when out of sight



Traditional handicraft and building techniques are taught at Nyeikunama



Attendance board for the children of Nyeikunama

from the teachers. The overarching responsibility of the adults to control the children’s environment and learning emphasises the theory of the child as an empty sheet that has to be filled with the right content or otherwise *learn* to be bad. The individual with rights over the self and decisions comes first with adulthood.

Being seen by the adults when playing creates legitimacy when considering the control over children that is needed to *build* them. This could be important to consider designing the outdoor space: to create an environment that both legitimize their play through instrumental value, legitimize through being visible but also to have their own places where they have the possibility to express themselves.

The young professional teachers perceived gender as something less important than individual properties.

It was doubtful whether boys or girls were biologically different and hence drawn to different activities, cooking contra constructing for example. The oldest teacher expressed that gender based difference should be made, which indicates that age and time of training play in. Our observations, both of the children’s workshops, the life in general and on the schoolyard, tells us that gender is very important to both expected behaviour, activities and expectations on life and self in general. The individual based treatment of children is seen as an exception from the general rule of the local community.

### 3.2 Advisory board elections

In order to make the participatory process within the study credible the children will have to be involved, to as far an extent as possible, in all decisions that concerns them. As a measure towards fulfilling that ambition we wanted to engage the children at Nyeikunama in the initial choosing of the participants in the workshop.

If the children participating in our workshops feel that they have support and mandate from their fellow school friends we presumed that they would be more likely to feel a sense of empowerment through the work they performed. By giving the children power over the process early on we believe that their sense of control will increase, with a stronger feeling of empowerment as a result and a commitment towards the project.

The ideal result of the workshops would be a continuous participation of the children in the development of the resource centre, preferably powered by the children themselves. This would not only establish the resource centre within the community but also create a sense of ownership and pride.

**Facilitation**

When the elections were proposed to the headmaster and the teachers they were all a little hesitant and said that they thought it would be better if they appointed the children that would participate in the workshops, as they knew which ones were good and ambitious students. We explained that it was not our objective to only let the good and ambitious children get the chance to partake. We wanted a representative group, not a talented minority, and most of all we wanted them chosen by their class. However we let the teachers appoint two class representatives, one boy and one girl, to be in charge of the elections. We met with the representatives before the elections in the teacher’s break room and introduced them to the study and the workshop so that they could help us explain the purpose of the election to the class. During this meeting we also gave the class representatives the choice of letting the class appoint their representatives through a lottery instead of a vote all, an alternative none of them preferred. A teacher helped with the interpretation and the children were quiet and a little anxious and did not ask any questions.

The elections were carried out in the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> primary class. We had a female teacher with us in all of the classrooms who translated and helped us. Together with the pre-elected class representatives we informed about the workshops and why we wanted them to elect

their representatives. The elections went effectively in all three classes and the pre-elected representatives collected the votes from the class while the teacher and Erika wrote the names and votes on the board for everyone to see. In all but one class all the children wanted to candidate. Half of the elected representatives were the same children that had been appointed class representatives by the teachers.

#### Conclusion and contextualisation

This was the first real encounter with the children, thus making it hard to expect a too specific result. We had high hopes of raising the awareness, creating commitment and continuation of the process, but instead we experienced our first meeting with authority and expectations in the classroom. *Ability* was clearly more relevant than *representation* to the teachers, making the vote and translation of our instructions uncertain. However partly failing in commitment and continuation, there was clearly a discussion among the children, probably concerning both *democracy* and *vote* as a theme that we presented to them, but also about the project itself. The awareness and righteousness of the election-winning representatives probably made the other children interested in the workshops and the Resource Centre. Another positive outcome was the ease with which we collected the consents from the parents after the children had been officially elected.

#### Specific advice based on this session

- If the possibility is given, take time away from the classroom to discuss the issue you want to raise. Listen to the children’s opinions and make them arrange their own election to strengthen all the children’s involvement and interest in the process.
- Have your own translator to avoid bias from teacher.

### 3.3 Facilitation and result of the children’s workshops

#### 3.3.1 Landscape walk

**The objective** of this workshop was to investigate how the workshop participants experienced and acted on their schoolyard; What activities the landscape could afford; To gain an understanding of how well they could communicate verbally with us; If there were any issues we needed to resolve before we could carry on with the workshops.

The workshop was held at the primary school grounds at Nyeikunama. The school ground is described in the *Landscape inventory*.

**Facilitation**

The first session took place in the afternoon at the end of the school day. We gathered in the teachers break room and began with an introduction of us as facilitator and observer, Walter as interpreter and the rules and the approach of the workshop. The »Advisory Board rules« (Appendix VI), that we had prepared to make them understand their responsibilities as consultants, were presented, translated and signed by everyone. We then proceeded to the schoolyard, the rest of the primary school student’s had gone home for the day by that time and the school grounds were almost empty. The facilitator led the workshop and asked open-ended questions on what places they consider as good, bad or not allowed and the activities they engage in at these sites. The participants were encouraged to lead the rest of the group to the places they wanted to talk about but all of them were timid and

the facilitator had to relocate the group a few times during the session. Walter interpreted as we went along and the participants were encouraged to talk in their native language if it made them more comfortable. The girls had more self-confidence and were more talkative, even though they spoke in a very low voice. Most of the time they turned to the interpreter rather than the facilitator when they spoke, but they seemed unsure if they really were allowed to do so. The boys sought support from each other, often held hands and positioned themselves at some distance from the rest of the group. A group of older students from the secondary school were hanging out at the primary school’s school grounds during the workshop. Their presence made the participants more uncomfortable and self-aware.

At the end of the session the participants were allowed to use Axel’s camera, they were happy to use it and mostly took pictures of each other. This first session lasted for approximately one hour. The participants were given some money for snacks or sodas after the workshop and one of the participants who lived far from the school were given money for transportation.

**Conclusion and contextualization of the facilitation**

The first workshop made it evident that the creation of a positive and safe group dynamic as well as trust takes time and effort. No time during the first workshop was spent at games or more leisure activities and the *Advisory Board Rules* was not enough to establish neither a safe group nor trust. Given the lack of those attributes it was probably good to have the session in the familiar everyday setting of the school. However one should be aware that many roles are already set in the school environment. As facilitator and an outsider it is very difficult to see what hierarchy might exist between participants from different

grades and age groups, it’s a mistake to think that the children put together in the study group will confine in each other straight away. However, the division between girls and boys was more apparent during the session than age difference, the girls tended to stick to the other girls and the boys to the boys, regardless of being different ages and from different grades. The group only became more relaxed in each other’s company at the end when they used the camera to take pictures of each other.

The participants did not seem comfortable with speaking English, as their level of understanding and expression is limited, but not with speaking the native language either. Our interpreter later claimed that it is not uncommon that school children are being punished for speaking local languages in the Ugandan school system.

According to Mosse (1994) *muteness* is a common response among women in public discussions, a commonly used method in PRA. As Mosse sees it there is often an uncertainty and unfamiliarity to the public and formal context among women (Mosse, 1994), Chambers (1994b) adds to these problems when he notes that the downside of verbal group methods is that they often ignore power and gender relations. Kapoor (2002) picks up on this and proposes that all PRA group methods are so free in their structure that they reflect the authoritarian local rules of this official discussion, not rational argumentation. Mosse (1994) solution is to further explore possibilities to create more informal context where women, or in our case children, can express themselves. It can be argued that having our workshop in school hours in the presence of a teacher did not create that informal context and thus raised similar muteness from the children as from women in public discussions. Our discoveries in the social context analysis suggested that children’s own opinions were not appreciated in the school environment in favour of obedience.

The favouring of obedience expressed by the teachers were evident in the session, the participants were chosen by their classmates but the teachers influence on the election were significant and some of the participants were most likely chosen with obedience as a merit. The desire to *do well* and to meet expectations seemed to make the participants careful and hesitant. In a school environment we as adult and foreign researchers are much more likely to be treated with the same distance and respect as the schoolteachers or even the headmaster, rather than the confidant that we would like to be in this situation.

**Specific advice based on this session**

- Have a warm-up session before starting with the landscape walk to create a relaxed relation between facilitator and client and in the client group.
- Follow the children when they are in company of friends or people with whom they can act naturally and express themselves unhindered.
- Choose a relaxed place to meet the first time if the school is strictly hierarchical.
- Use landscape walks as a way of following the children in a naturally occurring situation rather than in a strict session. Agree on following the children during break-time to understand their every-day behaviour.
- Use landscape walks as a recurring method to get the children used to the method and think things through.
- Do a follow-up on the landscape walk where the children can take photos themselves on places they did not get the opportunity.

## Result

The first place the participants lead us to during the walk was the backside of building B facing the sports field. This was the girl's spot for playing netball and hanging out. The grass was cut here and there were poles with rings used for netball on the most flat place of the slope. Other less space consuming ball games like *Saiko* could also be played on the flatter surfaces. This place could also be used as a base for hide and seek, as there were high grass and bushes around it. The relative flatness, dryness and cut grass were described as important features of this place. This space is somewhat private from the eyes and ears of the teachers, but allows overview of the football field, a commonly used pathway and all the way to the main road through the village.

East of building A a mud road leads up to the school from the main entrance. The flat and relatively dry surface of the road was used as a place for skipping rope and other games according to the youngest girl. Flat surfaces are rare and flatness and dryness was again important for the girl's games. This area was also placed on the side of the building, not in the main area in between the buildings where the older boys played football and the area under the trees, closest to the entrances that were appropriated by the youngest children.

The big sport field was the boys favourite. Big, flat, open and dry this could be used for playing football, even many games of football at the same time. According to observation, this field was seldom used in all its extent but rather in smaller formations by the two goals on each side of the vast field.

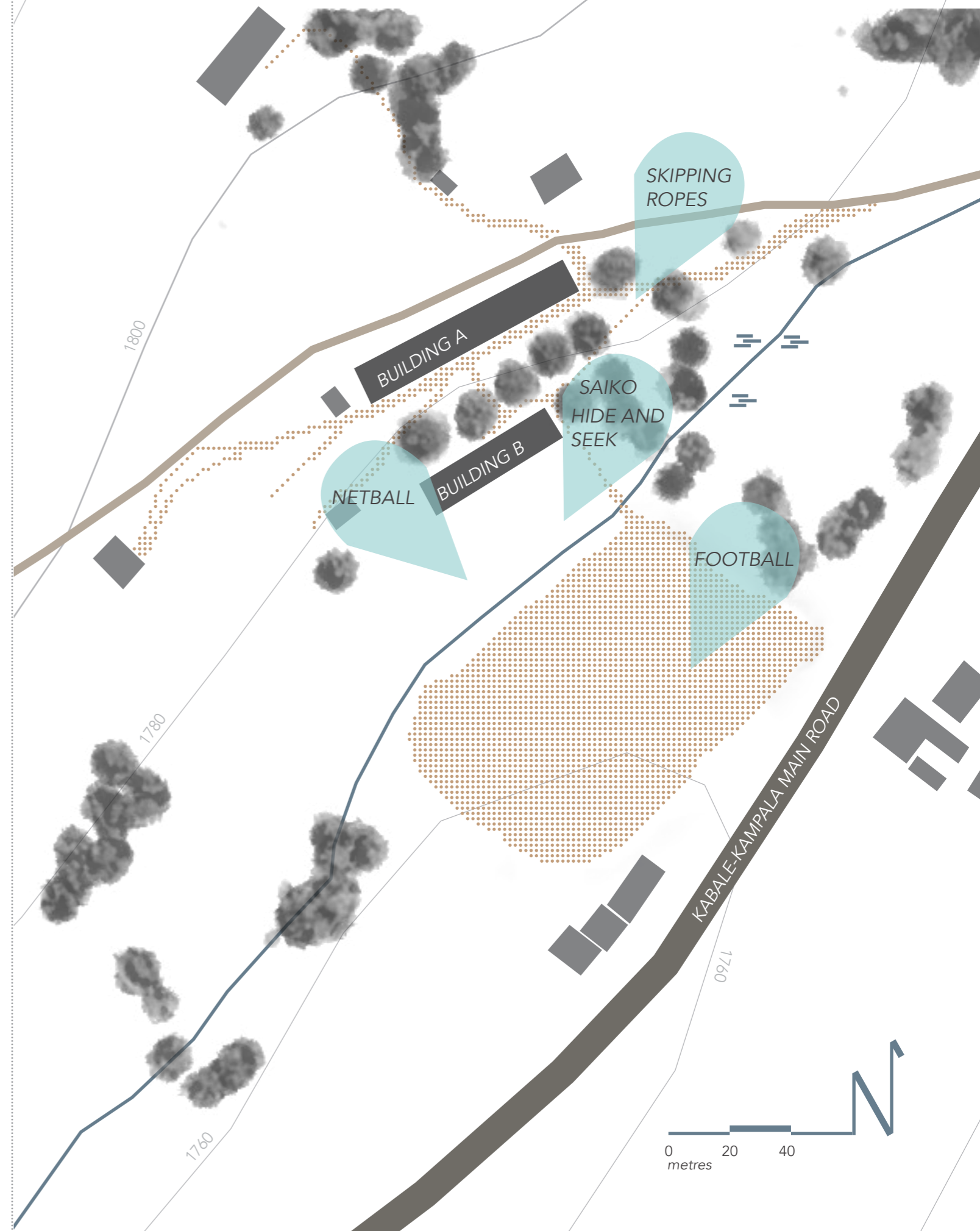
## Conclusion and contextualisation of the result

The landscapes described by the children can be described in three categories: flatness, management and position. The flat ground is very uncommon in the hilly region and it is most often used for agriculture. The management of the land, how well the grass is cut or how well the road is maintained decides how even the surface will become, the level of dirt and also the dryness. Lack of management is perceived as dangerous and dirty. The relative position of a place decides the levels of privacy, prospect and refuge and so on. These things create possibilities for activity, they *afford* activity as Heft (1988) puts it.

The grass-covered backside of building B had a slope directly behind the building and has uneven patches of flat ground. The flat ground is used for older girls games and the slope for girls sitting. We suggest two explanations: the safety and lookout explains the sitting and hierarchy decides where the play is done. The slope presented a

more private and protected space with an exceptional view over both the football and the small flat ground for netball just below. This coincides with Cele's study on teenage girls needing *stages* to perform and places for observing without intervening, places to *learn* (Cele, 2013). Lieberg (1994) claims the importance of relatively private *retreat* space and *creative* space for expressing yourself through for example sports. The »prospect and refuge-theory« (Appleton, 1984) suggests that cover from the back and good outlook on what is going on in front increases the experience of security and thus tranquillity. Children in a Finnish study (Korpela et al., 2002) chose restorative places as their favourite places.

Hierarchy becomes pertinent when we consider who play where. Looking at the three qualities: flatness, management and position, we can easily conclude that the football field has high qualities for games and thus used by the oldest boys in first hand. The backside of building B is a much smaller space, not very flat, surrounded by an overgrown stream: this is where the girls play netball. The youngest girl showed us the road as a place for skipping ropes. This road was not private and had a rather small flat surface. What we conclude from this is that boys has first pick and from observations we can also conclude that age matters much who gets the *good* spots.



*In this article we further explore the relation between hierarchy, landscape and children in Muhanga.*

# FOCUS:

## Hierarchy in the landscape

Hierarchy, power and authority are constantly shaping and reshaping the landscape, as we know it. On a bigger scale the movement of money and resources creates both infrastructure and productive landscape, leading to housing, trading and power structures. The power structures are also expressed through buildings and places where some people are excluded or just don't have the resources or reason to be in, like in business parks or suburbs for example. Different groups will be more prominent in places defined by hierarchy and the groups positioned in the most deprived areas will not only have less resources but will also have less power over their landscape, its function and form and thus their own lives and mobility. These themes stem from the Marxist analysis on the interrelation between landscape, people and materialism, explored by Cronon (2010), Scotts (2010), Engels (2010), which most often result in alienation between the owners and the workers. Such alienation is apparent when looking at the larger scale in the Ugandan society, but not in the Muhanga community where this level of hierarchy is very limited as the self-sufficient farmers living there were both owners and workers of the land. Power and hierarchy are complex structures that not only acts on a society or community level but also involve individuals. Focus is here put on the social structure and what we have observed is only a glimpse of the bigger (and smaller) picture.

In Muhanga, living and supporting a family at least partly of your own land in a village seemed to limit the structural alienation between the owners and workers,

even though money from other labour can provide for a bigger house or additional mobility. The only ones that do not own their own labour are the children. Children are seen as a part of the family's labour force and they spend most of their time, when out of school, helping their parents in the home, the garden or with the animals. In our observations of the school environment the adults controlled the children's movements and activities, obstructing games that were not seen as instrumental for learning. Children's appropriation of space often was not respected by the adults, who moved or deconstructed play equipment or dens made by the children that they did not approve of, or in other ways terminated the children's activities that they found disturbing in other ways. Even the school uniform was described as a method to control children and their movements during school hours, a child in school uniform were supposed to be in school and if not any older member of the community had the right to reprimand them. We conclude that children's time is very restricted by the adults in this context.

In Muhanga space not used for agriculture, roads, grazing or other activities relating to the livelihood was limited and the children's possibilities to appropriate space of their own are restricted to the less attractive areas where more practical land-use is harder to obtain. Rasmussen (2004) describes the difference between *places for children*, for example a schoolyard that is appointed to children by adults, and *children's places*, for example a climbing tree that has been appropriated by children through their own initiative, by looking at how the children themselves experience the difference: *places for children* are often experienced as too fenced, both due to expectations from the adult world and due to the physical borders that limits their mobility. The school area at Nyeikunama is very much a *place for children* as adults practice an explicit control over the children's activities and movements during the time they spend there and the possibilities to appropriate *children's places* is limited due to lack of physical space and free time.

This concludes that there is a highly hierarchical power-relation between children and adults that limits children's access to free time, own places and also own decision-making, considering that the children are described as immature and better suited to follow the rule of adults than to partake decision-making by the teachers in this study. We experienced the Ugandan society in big as hierarchical, where money, education and community status decided how people were treated and what rights they claimed. The hierarchies were also reflected among the children: on the schoolyard at Nyeikunama we

observed how the oldest boys took the flattest, driest and biggest pieces of land.

Feminist theorists are used to exposing injustice reciprocated in landscape and also the solutions. Watson (2010) concludes that feminism has gone beyond demanding better services for women, but for the children in Muhanga there seems to be basic services to be fulfilled first. Virginia Woolf (2005) writes in her essay, originally published in 1929, that women need »a room of one’s own« for self-fulfilment referring to a world where all rooms belong to men. This is a simple and practical measure to achieve some kind of autonomy for women where there were non. Children in Muhanga, like Woolf’s depiction of women, need autonomous space. Translating this idea to an outdoor-space for children in Muhanga, it would become a place where children could express themselves, meet on their own terms and have division so that one group of children would not dominate the whole. This place would not solve the problem of mobility, but the problem of mobility for the children in Muhanga was rather a lack of own time than lack of freedom to move around. The time to be there would be given when the parents are attending the planned resource centre. Free time for children could eventually expand if the parents got a more stable income because of the activities provided by the resource centre. See *Design Implementation* for how further conceptualisation on how it can be done. ■

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### 3.3.2 Maps

**The objective** of this workshop was to introduce the participants to St. Catherine’s site in Kafuka, the site of the future resource centre; To teach them to make maps and use it as a tool for exploration; Make the participants actively think of the site and giving their own perspective through individual maps; To create a group map that can be used in future workshop exercises. The participants knew of the site but none were frequent visitors or users of the library.

#### Facilitation

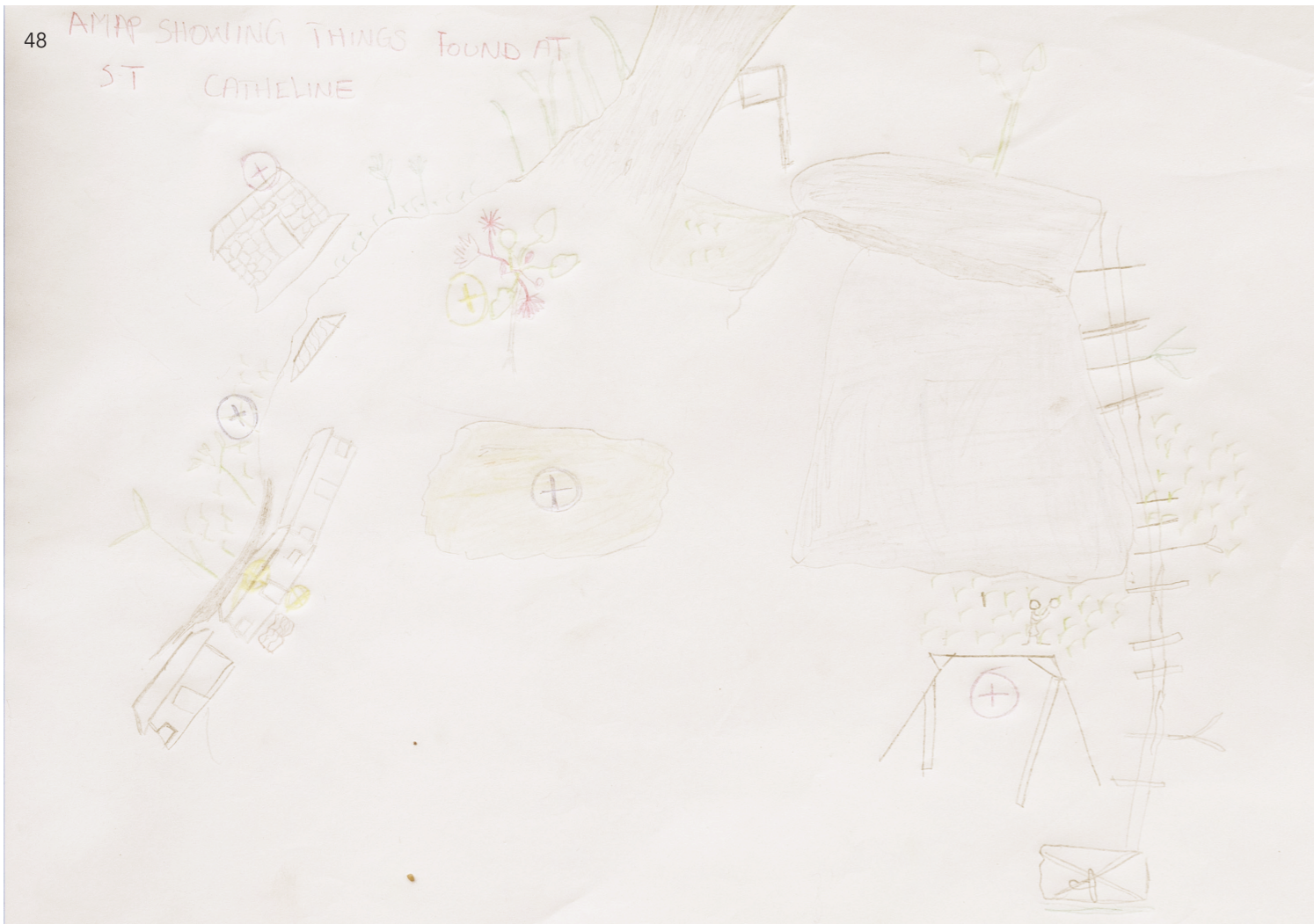
We gathered for this session at Nyeikunama just before the lunch break and went to the site together accompanied by one of the female school’s teachers. The site in Kafuka is situated about 500 meters up-hills from Nyeikunama Public Primary School along the main road. Most of the students at Nyeikunama Public Primary School walk along this heavily trafficked road everyday and was not bothered by the walk. At the site the facilitator took the participants on a brief walking tour around the site to outline the borders of the property without giving away too much details. The children were attentive to the details, asking, for example, about the toilette and the pile of bricks by the cabbage field. The facilitator then gathered the group outside of the library to talk about maps and involve the participants in collectively deciding how a map should be defined in this workshop. The participants were given colour pencils and A3-drawing pads so that they could make their own maps of the site. They were encouraged to move around as they made the maps but all participants took a seat on a bench outside of the library overlooking the site. They worked individually and were concentrated on the task; occasionally they

looked at the map of the child sitting next to them. As the participants made their maps the facilitator moved around together with the interpreter and asked questions to the participants regarding the developing maps.

After the individual maps were made the participants were instructed to make one collective map for the whole group on a larger paper. They gathered inside the library to make the collective map and the facilitator encouraged them to co-operate by choosing a »drawer« that the others could instruct. The boy that was regarded as the most skilled drawer by the others made the map while the others observed; the facilitator encouraged the others to contribute with suggestions and inputs on what elements should be in the map as the collective map were supposed to represent everyone’s maps. The result was however very similar to the boys own map as the others did not engage in participating. Due to lack of engagement and time we decided to cut the exercise short and have lunch before returning to Nyeikunama. The session lasted about two hours.

#### Conclusion and contextualization of the facilitation

The making of the individual maps was in many senses a successful exercise for the objective of the workshop. The participants gave full attention to the site and produced individual maps that represented what they thought were the most important features. The brief interviews made as they worked gave us a deepened understanding of how they reasoned. It was also a very good interview technique as they became more relaxed when they had an object to focus on as we asked questions. To make the collective map was less successful in the sense that it was harder to engage everyone so that the map represented a mutual understanding of the site; however the collective map that was produced were used in subsequent workshops.



The participants became much more self-aware when they worked in a group and that affected the level of engagement.

#### Specific advice based on this session

- Have the individuals in the group explore the site freely, or as a game, before engaging in the map exercise to get a more knowledgeable, diverse and personal result.
- Use play to relax the participants before the session.
- Do personal short interviews during the map-making.
- Provide material and food for the participants.
- Work with direct rewards for encouragement.
- Let them add their own map-objects individually on the shared map in the end.

#### Result

Comments and focus-points that the clients expressed verbally and through the map during the workshop:

**Sem:** Focus on ploughed growing field and the border, the fence, to the playing field. Useful features like the houses are in focus.

**Thomas:** Houses, Detailed *bad* backside. Danger associated to the bushes beneath the toilet.

**Faith:** Small houses, focus on the surfaces. The tree is in good detail and described positively. The fence is well marked out.

**Blessing:** Schematic. Drew a very big toilet and expressed fear of falling down into the toilet hole. Very big tree, described as dirty. The playing field was specifically depicted with a big square.

**Noemi:** Schematic material review: Water, grass,

road, houses, road and trees above.

**John:** Detailing on the house. Detailed trees. Big road.

(See Appendix VII)

#### Space and activity

The maps and discussion indicated that they were more attracted to the ordered, familiar and maintained. The water, trees and bushes were generally seen as dirty, full of snakes and a possible source of diseases. The buildings and the cut grass in front was closely linked to safe play, reading and hanging out. When observing the children we have seen a general attachment to the front side of buildings, a social place where you could play safe and be observed by adults.

The place in front of the building allows safe activity,

close to buildings. The space behind is too steep for growing and has uncontrolled vegetation that can be dirty and hide snakes. The less looked after parts of the site was not liked and not explained in detail in the maps. The boys seem to be content with the grassy hill in front of the houses for playing football or just playing in general. The girls saw the potential in the overgrown playing field. The cut grass seemed to be more important than the size and shape of the area when play is concerned.

Conclusion and contextualisation of the result

The maintained can be related to the first and third workshop where a preference for well managed places was shown. From this workshop we can go further and also say that place is related to practical matters, something shown clearer in later workshops. The features that was man-made and/or could be used to provide for survival was seen as good, while the untamed nature was generally dangerous. In contrast to children in Sweden who, we assume, would be less interested and less versed in their parents supply and livelihood, these children saw the field of cabbage and the grazable grass as the best places. The children here are helping out a lot in the family, also indicated by a note from the head teacher workshop on kids being *helpers to the family*. Most of the children are expected to help in the garden and herd the animals when they are not in school, as project director Anne Tinka pointed out in a discussion about good times to have workshops with children.

Disease, dirt and dangers such as snakes are a real threat in Uganda. Water is associated with drowning, as they cannot swim, bushes and high grass with snakes and untidy vegetation with dirt.

Gender and affordance keeps coming up to discussion. In this workshop you could see that even a small space can afford activities like football and playing, specially for the boys who have access to the big football field at their school. The girls were more interested in the playing field on the other side of the fence, this could mean that the girls are more free in their movement, possibly relating to a higher dependence on the boys for the family’s current and future livelihood. Because of the pressure on the boys to be the future supporter of the family plus the view on the boys as *tougher*, there are indicators that boys are subject to more physical punishment than girls (Thompson, 2002), thus becoming less likely to wander off or break boundaries. A second explanation is that of hierarchy: the fact that the position and management, as mentioned in the conclusion of the landscape walk, of the playing field was so much worse that the girls saw it as their rejected but freer place for them to be.

All of them liked the library and felt a need to paint it in more detail than other things. It might be because they were sitting just outside of the library during the exercise. The girls liked reading and were more inclined to like the Flame tree for activities such as reading, praying etc. The tree was generally seen as dirty with its loose flowers and leaves.

3.3.3 Affordance

The objective of this workshop was to make the participants reflect on the relation between landscape and activities, the *affordances* of the landscape; and to introduce the *section* as a way of describing landscape, that would be developed further in a later workshop.

This session was held at Nyeikunama Public Primary School in one of the classrooms during an hour-long afternoon break. The classroom had low benches with narrow worktables in front of them, a black board at the front and a teacher’s writing desk at the back. The windows are high up and can be shut with shutters and the door is a metal door that has to be bolted in order to shut properly.

Facilitation

The workshop began with an introduction on activity and landscape. We had prepared very simple sections of landscape types with neutral scale figures in them, the sections were spread out on the tables in the classroom together with piles of paper notes. On the paper notes the participants were asked to write down at least three activities they associated with the visualised landscape. The exercise was limited to twenty minutes, meaning that the participants did not have much time to think about what they wrote, thus making the answers spontaneous. There was a possibility to make more landscape drawings if the participants thought that some landscape was missing. Axel also showed how they could modify the landscapes by adding features to the premade landscape sections. In his example he added a bush with a bird in a forest landscape to better suit his activity, photographing birds.

The participants were quiet during the introduction of the rather complicated exercise, hesitant to ask questions, even if they seemed to understand the exercise in varying degrees. The landscape drawings were spread out in the room but the participants rather wrote many activities on one landscape than moving around to find the best-suited landscape for that activity. As the session was conducted at the school in the midst of the school day the other students were out on their break and very curious in the workshop, to keep the participants from being disturbed we closed the door to the classroom.

After adding another five minutes to the exercise the facilitator ended it and the result was discussed by letting the participants selected and match the landscapes to the

map made by them in the previous workshop »Maps«. The participants choose what landscapes they would like at the site and placed them at the map. The facilitator had to lead them on by suggesting landscapes that was already apparent on site and asking leading questions. One of the younger girls was the only one adding new landscapes to the map. The session was finished with a short game to improve the group dynamic.

Conclusion and contextualization of the facilitation

The setting of this workshop was not optimal. We were short on time as we only had the break at our disposal and decided to stay at the school for practical reasons. The classroom is a setting closely associated to the school environments hierarchies and the presence of the accompanying teacher became more present in a closed room. To have the session at the school during a break also attracted the attention of the other students and that impacted the participant’s concentration to some extent. Factors such as an inhibitory environment, insufficient instructions and inflexible architecture made the execution of the exercise not turn out as expected however the result was intriguing and lead us to some new insights and the participants were enabled to think of the landscape in new ways as intended. Traces of the example given by us in the introduction of the exercise could be seen in the result, as photographing appeared on a few note. The facilitation was flexible, understanding and positive and helped keeping it together despite unforeseen misfortunes. To give the group dynamic some attention by having a simple game during the session was good. The game took the edge of the situation and should obviously have been done in earlier sessions.

Specific advice based on this session

- Use play to relax the participants before the session.
- Choose site and architecture with care; avoid creating a situation with hierarchical associations.
- Do an example round where you show them how to proceed but avoiding specific examples. Have them make a trial before continuing.
- Ask question individually and check how they are doing
- Allow and amuse the idea that unexpected result due to mistakes can be interesting.

## Result

Due to the hardships facilitating this exercise no particularities or specific conclusions can be drawn of the connection between specific landscapes and any specific activities. The management and cultivation of the landscape was again in focus. Most represented were the practical and needed activities on the site, such as farming and digging, slashing the grass, grazing animals, sweeping, cleaning and so on. The notes considered what could be done to a site and what needed to be done, in a livelihood perspective.

Classical ball games such as football and netball were suggested for both the landscape they drew themselves and the pre-made landscapes, even though some of the pre-made landscapes had the same qualities as the new ones. On a number of notes *playing* was written in various landscapes.

When the participants applied the landscapes on to the map made in the *maps workshop*, to express what they would like to have on site, they mostly focused on what was already there. The youngest girl added the *garden-walk* (Appendix VIII:VIII) landscape after encouragement from the facilitator. Football and netball was placed on the grassy parts of the map.

## Conclusion and contextualisation of the result

Most of the activities presented by the participants in the exercise were connected to the everyday use of the landscape. One explanation might be that the children are involved in the practicalities of life and livelihood of the family. Another explanation could be that they thought that was the kind of activities they were expected to write and did so in order to be a *good* or *obedient* child. The children have to understand the expectations from the authorities to be successful in school, to be a good child has very explicit meaning and to be helpful in the everyday chores is one of the things you can do to be obedient.

Playing and especially ballgames were mentioned repeatedly. The low range of games and the use of undefined words, such as *playing* can be explained by their low ability to explain other games in English. It can also indicate that the limited time they have to play limits their ability to play more elaborate games. The fact that they attributed most landscapes as affording play could indicate a lack of time and options for play. The children go to school and help out at home and the landscape is cultivated so the options when playing are limited. Heft (1988) discusses if the function of the outdoor environment and its features are problematic to apply

due to the unspecific activities and its loose connection to the landscapes drawn, but it is clear after this exercise they must see play affordance in various small spaces and limited features.

Ball games were very important to the children, a conclusion drawn from the fact that they both wrote this on almost every landscape with a somehow open surface, and even added their own landscapes with figures playing netball or football. This can be seen in contrast to the fact that they had a hard time applying new landscapes to the map in the end of the workshop. Surfaces to play ball games demands flat open space, something rather rare in a rocky, hilly and highly agricultural landscape, where families own and cultivate almost all flat, open space available. It is then, most likely, very important for them to have these ball game-spaces, both for the boys and the girls.

It would have been very helpful to have them explain and discuss their choices in this exercise like in the others, but time was short and their desire to express themselves was very limited.





### 3.3.4 SWOT-analysis

**The objective** of this workshop was to let the participants explore a limited part of the site; to give the participants a simple tool to describe the pros and cons of that site; and to get ideas for the future by exploring possibilities and risks.

#### Facilitation

This workshop was part of a full-day session at the site of the future resource centre. The participants arrived in the morning - only three of the six participants from previous sessions attended, a teacher from Nyeikunama Public Primary School was present throughout the day. The full session began with a re-cap of the previous workshops with a small exhibition of the material created by the participants. Then the exercise was presented

and an example of the exercise was made based on the properties of a pineapple, the participants gave examples of *Strengths*, *Weaknesses*, *Opportunities* and *Threats* (S.W.O.T.) that the facilitator wrote down. When the participants made the exercise they were allowed to write in their native language. In the exercise the participants were supposed to pick a part of the site and examine it by writing down what they thought was its strengths and weaknesses and any opportunities or threats in connection to it. The participants were given a pre-made SWOT-template (Appendix IX). As it rained heavily all morning the exercise had to be executed indoors and the participants were obstructed from moving around outside and examine the site more thoroughly. After the exercise we did not run through the result and instead went straight on to the next workshop exercise.

#### Conclusion and contextualization of the facilitation

Preferably we should have run through the exercise with the interpreter so that he would have been better prepared and able to help the participants during the workshop. To do the exercise outdoors might also have helped, as it would have been easier to discuss the sites that the participants had chosen at the sites. In this exercise we did not sit down and talk to the as they made the exercise like had done when they made the maps, that was probably negative for the participant's understanding of the exercise as it might have been easier to correct misunderstandings from the exercise introduction as they did the exercise. However, as they did not write in English and the exercise was quick, we assessed that our interruption would have been more obstructive than helpful.

A reoccurring problem that became evident in this workshop as well was that the participants, almost in a similar scenario to what we experienced in the first workshop with the head teachers, often became obstructed by their desire to keep up the façade of the *good pupil* in the workshops. Most of them were literally named best in class by their teachers and it seemed to put them in a position where they became very hesitant towards asking questions and rather did what they thought they were supposed to do than asking for further explanations.

The decision to make the example with a fruit and not a landscape was based on previous experiences of that direct examples affect the result too much, however an example disassociated from the theme of the exercise made the purpose of the exercise hard to grasp for the participants.

SWOT-analysis is a simple tool for analysing something from different angles and the exercise can be modified to better suit the context or the recipient better.

#### Specific advice based on this session

- Use play to relax the participants before the session.
- Be sure to brief the interpreter properly on the specific aim of the SWOT-analysis.
- Simplifying by removing categories, changing their names or going through the exercise one or two categories at a time might increase the understanding and improve the result.
- Do a test-trial the first time to find out about any misunderstandings.
- If possible: Spend time at the site before the exercise and do the exercise at the selected place chosen by the participants.

## Result

In summary this exercise had some problems in the facilitation that made the result less usable from a design perspective, but is interesting to discuss in a general perspective. As written under *Facilitation* we tried to make an example that did not relate to a landscape, but instead created an understanding of SWOT as a concept. Even though we tried to connect the SWOT to the landscape by marking out areas on the map, the result was that two out of three took an animal as the object to analyse. The lack of communication during the session, as described above, made it hard to correct the misunderstanding during the exercise.

Blessing expressed landscape related problems in her analysis: a fear of water and a disapproval of high and uncut grass, as it hinder the use of the play field for ball games.

## Conclusion and contextualisation of the result

The result shows us that they mostly understood the SWOT-analysis as a method to evaluate, but not the landscape. The choice of grass-eating animals could indicate that the grassy landscape on the site invited them to think about herding animals, as it is the most common activity on short grassy areas in Muhanga, which gives further proof of the children's involvement in the family livelihood.

Blessing, who chose the playfield as her area is writing about landscape features. The fear of water, with snakes and risk of drowning seems to be the only real threat to the often desired for ball games. The rarity of flat, non-agricultural land, suitable for ball games, could explain these repeated wishes and could presumed to override the harshness of the scratching grass.

The result is less important than the processual learning when using PRA (Chambers, 1994a) which makes this more of an opportunity to learn about the children's way of interpreting us and the landscape than grieving over the lack of useable material. For example, it is interesting to consider how they perceive hierarchy and *right or wrong* in instructions (See Focus-article *Hierarchy in the landscape*).

Perspective on landscape could also explain the lack of understanding between the facilitator and the children. The animal orientation, and also other occurrences of problems separating landscape and activity in for example the *affordance workshop* and the *section workshop*, indicate a difference between our professional understanding of landscape and their lived perception (see Focus-article *Lived landscapes*). The perception differences could be seen as cultural (Palang and Fry, 2003), as a manifestation of lacking a professional perspective on landscape (Yeoh and Kong, 1994), as a complex and livelihood oriented perspective on landscape (Chambers, 1994a), or as focus on *task-scape*-focus (Ingold, 1993) with the children compared to the *reductionist*-perspective of the architect (Pretty, 1995). This discussion is developed further in the Focus-article *Lived landscapes*.

*In this article we further explore how differences in the understanding of reality and landscape affect the participatory process.*

# FOCUS:

## Lived landscapes

When working in a participatory process as a landscape architect one becomes aware of the different realities of the professional architect and the participant. Five years of landscape architectural studies has given us a reductionist and rational understanding of our surroundings and as we continue in into our professional life that understanding will develop further. Performing a study on participation in a different cultural context enhanced the difference between participant and architect: not only did our understanding of the landscape differ, our *understanding* of reality differed as well.

In the western context a reductionist approach to the reality is prevailing (Pretty, 1995). Within a shared western cultural context participants most likely lack an equally meticulous understanding of the landscape as the professional yet they both share a reductionist approach to the reality that prevails in western culture: both are accustomed to »breaking down components of a complex world into discrete parts, analysing them, and then making predictions about the world based on interpretations of these parts. Knowledge about the world is then summarized in the form of universal, or time- and context-free, generalizations or laws.« (Pretty, 1995, p. 1249) The western schooling in academia is based on this approach and the methods we brought with us are products and means of that same approach. Even though the reductionist approach is present in the western society it is not necessarily the dominant approach to landscape in all parts of society, which creates a discrepancy between the *professional landscape* and the public's *lived landscape*.

In a study conducted in rural Estonia by human geographers Helen Alumäe, Anu Printsman and Hannes Palang (2003), as part of a county level planning project on valuable landscapes, most lay people expressed a limited relation to the term *landscape* and it was hardly ever used in their everyday language. Instead they related to notions such as nature, neighbourhood and home

area, and a beautiful landscape was almost always synonymous with nature. »For lay people, landscape was an arena of everyday activities and they didn't think of it in terms of a holistic landscape with multiple values. For them, landscape was a place they dwell.« (Alumäe et al., 2003, p. 134) Similar to this notion the children in our study expressed an understanding of the landscape as an arena for the family's livelihood and the landscape was closely interlinked with the cultivation and the activities that was part in their everyday life: the animals grazing grounds, the ploughing of the fields, etc.. Their landscape became almost synonymous with the activities performed within, one could say that as much as they live within the landscape they also live within the *taskscape* as defined by Tim Ingold: »Just as the landscape is an array of related features, so - by analogy- the taskscape is an array of related activities.« (Ingold, 1993, p. 195) The notion of the co-existence of landscape and taskscape, the *lived landscape*, reveals a more complex understanding of the landscapes we dwell in than what is revealed at quick glance. When you primarily relate to the landscape as the place you dwell there is limited need of deconstructing the landscape like the landscape architect does within his or her profession.

The intimate relation between *taskscape* and landscape and the lack of a understanding for the reductionist perspective could we experienced in the study could be explained by the way the participants lived of the landscape. Living directly of the land, that provides you with food, raw material, an income, etc., as in Muhanga, shape your relation to the landscape differently in comparison to living in an urban landscape where the physical landscape is not in a direct relation between you and your livelihood, no matter if you live in Kampala or Malmö. It would not be farfetched to assume that living directly of the landscape forms a more intense relation with the landscape, which makes the leap to reductionist deconstruction of that same landscape bigger.

The coexistence of different approaches to the reality does not only complicate participatory processes but it can also constitute a challenge in implementing a more sustainable way of life. A local example is the Australian eucalyptus that was introduced to East Africa in the mid 19<sup>th</sup> century by the colonising powers. The species exacerbates many of the issues in this region (erosion, health, etc.) however you cannot fault people for the continuous use of the tree. Eucalyptus produces firewood faster than other species, a resource that people's livelihood depend on in an area where the population grows exponentially. While there is a governmental ambition to implement a,

in some senses, sustainable use of the trees and landscape in general, the progress is slow. The people living in the landscape has an immediate *here and now* understanding that clashes with the government officials attempts to think in terms of long term sustainability based on a reductionist view on environment (Tushabe Murangira, 7 October 2014).

In cultures where knowledge traditionally has been communicated orally, as in Bakigan culture (Home of Ederisa, 15 October 2014), knowledge might become less available as it becomes »owned« by specific individuals or social groups«. (Ljungman, 2005, p. 259) Knowledge in those cultures will differ from the holistic knowledge in western cultures, it becomes interlocked with that specific culture and the on going relationship between a people and an environment (Ljungman, 2005). Given those circumstances the importance of letting people be heard on their own terms must be highlighted.

In the interface between the knowledge of the local and knowledge the outsider, we shared our tools and in doing so we attempted put their knowledge into the mould of our knowledge. Given the goals of participation that we had set up through PRA it is an approach can be questioned. Our role in the work process is the facilitator's that gives the participants or the clients an opportunity to express themselves on their own terms, but even so all traditional PRA methods require an expression that in a structured way is readable to both locals and facilitator (Chambers, 1994). These issues has been identified by Mosse (1994) who claim that some knowledge might be inaccessible to the techniques used in PRA; for example some practical knowledge that should be understood in other forms than diagrams and maps. What Mosse means by this is that information gathered, in maps and through conversations, are often more context-based and a lot of information is either too obvious or too complex to express, that is not expressed at all or in a way that is not interpretable by outsiders. And even though a problem is expressed, there is always an interpretation, often based on the precondition or knowledge by the facilitator and project (Mosse, 1994).

It is important to point out that the professional perspective on the landscape does not rule over the public. In the study by Alumäe et al. (2003) the local people assumed that the planners, who asked them about their perspective on the landscape, knew the »right« answers and were hesitant to identify values that had not been pre-defined by an authority. In our study we experienced a similar disregard among the participants towards their own judgement and we constantly had to underline that

there were no right and wrong and that we simply were seeking their perspective. These problems are described further in the *Hierarchy* piece.

We suggest that the general discrepancy between lay people and professional planner's relation to the landscape is not comparable but rather complementary to each other. There is nothing wrong with the ambition to share knowledge and give the participant tools to express him or her self but there should be an equally important ambition to let the participants share their lived knowledge with the facilitator. By allowing an awareness of a lived landscape perspective be a part of our practice, as much as a reductionist professional landscape, the accessibility of our work increases in an aspiration to make landscape architecture more democratic and pluralistic. Just like Cele (2006) points out in reference to Kylin (2004) and Wilhjelm (2002): the objectification of the landscape in common planning practice »fails to create places that can be used multi-dimensionality. This means that it gets difficult to handle lived reality and people's everyday lives, and how sensuous perceptions and unplanned activities shape individuals' use of place.« (Cele, 2006, p. 31) Lived landscapes provide an interesting source of new perspectives in landscape architecture and planning. We hope that new ways of exploring people's lived landscapes, applicable in planning processes, can be developed in the close future. ■

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### 3.3.5 Sections

**The objective** of this workshop was to teach the participants another tool for illustration and exploration, complementary to making maps in a previous workshop. The objective was to take ideas for change, generated in the *SWOT-analysis*, and to give them a tool to illustrate those ideas.

#### Facilitation

This workshop was the second exercise in the full-day session described in *SWOT-analysis* and the participants were asked to make sections of the area they analysed in the previous workshop *SWOT-analysis*. Again the pineapple was used as an example by the facilitator in the introduction of the exercise. The participants were instructed to individually draw sections of the site selected and analysed in the *SWOT-analysis* workshop, focusing on the opportunities they had discovered in that exercise. The first sections made were similar to the present state of the site, at this point the observer took over the role of the facilitator and encouraged the participants to first make sections of dream scenarios and then actual changes they would like to make at the site. The purpose of the dream scenario sections was to encourage the children to express themselves freely and more spontaneously before doing the realistic site changes. As facilitator the observer continued to talk to the participants as they worked and engage in their work, special attention were given to the only boy present in this session since he seemed a bit taken back. During this workshop the participants stayed indoors in the library since the raining continued all morning. After this workshop we took a lunch break to continue with the day's last workshop in the afternoon.

#### Conclusion and contextualization of the facilitation

As we had not run through the previous workshop »SWOT-analysis« before beginning with the sections we did not have the possibility to fall back on the participants statements in that exercise while helping them with the sections. A more thorough follow up would have given us a chance to straighten out misunderstandings from the previous exercise that might affect the understanding of the section exercise. Doing three different sections gave them time to think and practise but the difference between the sections were not essential and when asking them the answer was that they added people, cars or other object, keeping the landscape as it was. Asking specific questions about the landscape and its features could have helped but experience from former workshops indicated that the efforts to separate landscape and activity was futile (see Focus-article *Lived landscapes*).

#### Specific advice based on this session

- Use play to relax the group before the session.
- Do more than one section to get the children to spend less time with the details of people and cars and other less relevant things.
- Do the sections step by step: Make the ground first with optional hills etc., and continue with vegetation and lastly buildings to minimize misunderstanding and to put focus on the landscape.
- If possible: Spend time at the site before the exercise and do the exercise at the selected place chosen by the participants.

## Result

The result can be divided into four themes: activity, functions, livelihood and persons.

The activities are football, netball, reading, drinking and one occurring note on skipping ropes. Ball games and reading was expressed in most of the sections except Sem's. Noemi was on the other hand very focused in activities in the landscape she drew, illustrating drinking, skipping ropes, various ball games, reading socializing, getting water and watering etc. Reading, sitting and drinking water was drawn into the landscape by Blessing.

Sem focused on the livelihood, expressing a need of various specific plants, such as bananas and Irish potato. Animals dominate the first drawing: cows, goats and chicken were represented. Most of the drawings had at least a field or a garden for edible plants.

The free scenario stood out because of the instructions to be less bound to the place chosen. Cars, big houses, gardens and persons are important in the free scenario. Explaining that they drew their new family house, sister or brother, it became clear that this was what they wanted for their family, even though the instruction was to draw something for them-selves. Friends and relatives seemed especially important in this section.

### *Sections made (chronological order):*

- 1: Visualizing SWOT-exercise
- 2: A free dream scenario
- 3: A realistic desirable scenario for the site

### *Recurrent themes expressed in the sections:*

Activities: Football, netball, skipping ropes, reading, drinking

Functions: Library, nursery

Livelihood: Animals, plants, fields, water

Persons: Friends to play with, relatives

## Conclusion and contextualisation of the result

There was a clear difference in the instructions for the different sections, but the contents were quite similar. It circled around the livelihood and leisure themes as expressed in previous workshops. The difference in this workshop was the instructions to express their own individual will to the site. A combination of a secure livelihood with a good functioning garden, some animals and a proper house, in combination with ball games and a place to rest and drink close by was the general image of the potential they saw in the site. The library was a major building in all the sections, maybe because they liked it, maybe because we were sitting right outside it

or maybe both.

There was an issue with the outcome of this workshop. Even though the example presented to them before the *dream scenario* showed a very vivid environment full of hills, caves and a high-rise house etc., their own version added perhaps one feature that was not present at site today to the section. One of the boys tried to make a copy of the example. All the sections were flat, even though we had talked about heights and land formations in this workshop and in the affordance workshop and all of them was mostly what was on the site at the moment, with the addition of animals and people. The level of alterations made to the landscape did not match our expectations on the result of this workshop.

It could be that the section was a too complicated tool but considering the general low level of creativity in the all the workshops other explanations might be more plausible. A general unwillingness to change what is real could help to explain but we did both explain well and show appreciation of the small alterations made. References and creativity may be relevant. We arrived with the preconception that children had huge creative potential and could disconnect their realism and self-criticism in ways adults could not. We also presumed their willingness of expressing their less filtered visions and volitions, so why were the children's alterations of the sections, maps and models so modest?

Creativity is a widely discussed subject but the prevailing voice of the Russian psychologist from the early 20<sup>th</sup> century notes that creativity is based on experience and references and that children are therefore less creative regardless of the common opinion. According to the 2015 World Bank report (World Bank Group, 2015), referring to Appadurai (2004), poor and deprived have a hard time imagining themselves a better life. World Bank Group (2015) explains that this tendency to limited creativity and imagination can partly be explained by under-stimulation by their parents and environment. Most western studies show no correlation between lower socio-economic standard and low creativity (Torrance, 1972) unless creativity is not rewarded instantly (Johnson, 1974), or unless children are too controlled and not allowed to reflect and express themselves (Hoff, 2003, Russ, 1996).

Creativity is discussed further in the Focus-article *Creative children*.





*In this focus article we discuss the possible explanations to the problems with creativity and expressiveness in our study.*

## FOCUS: Creative children

We did expect the children to apply their willpower, their knowledge and creativity with the help of the tools given to them. What they applied, apart from attempted realism, in the maps, sections, SWOTs, model, discussions and notes concerning landscape modification or design was, sometimes, an undefined flower garden, a tree or vegetables. It is noteworthy that these things were presented to them by us in an example or in the *Affordance workshop*. There was dissonance between their performance and our expectation. There was probably even dissonance between their expectations and our performance. The preconceived notion on our side was that children are creative beings able to imagine and express things adults are too stiff or realistic to allow themselves to think and express, that children want to express themselves but does not have the right tools or forums to do it in. We got a clue to what the children expected of us from the outcome of *Childhood in the social context*: Obedience is the key to fulfilling the expectations of the teachers, following instructions is the key to getting positive feedback and control over the activity of the child was vital to their learning from the teacher's perspective. So the children expected us to be leaders that they could follow. The children wanted to be *good* and *obedient* as the adult community expected them to be, while we wanted them to express their own will and to teach us how they perceived the landscape, herein lies part of the problem.

Limited experience the kind of activities for self-expression they were presented to in this study could

be another part of the problem. When we observed classes, the teachers had full control, asking them yes or no questions, singing and chanting by heart knowledge, making them copy things from the board and repeating after the teacher. We did none of that. Not only did we go about with a *Swedish* perspective on pedagogics where the children had to try things out, asking questions and experiment with their expressiveness; we also introduced completely new tools used by the professional landscape architect, such as *maps*, *sections*, *SWOT* and *model*. The methods were not only different from what they were used to, it was also a western perspective on landscape: The pure abstraction and reductionism involved in separating the landscape from life, as expressed in the article *Lived Landscape*, could be a dominating elucidation to the difficulties experienced. However, we did simplify exercises and the children seemed to be comfortable with for example the *Model* workshop, but the problem remained.

Confronting the lack of creative expressions in our workshops we started to doubt our unsubstantiated view on children as inherently expressive if given the chance. Vygotskij, often referred to as the father of modern development psychology, spoke about creativity as something gained from *experiences* and *references* (Vygotskij and Öberg Lindsten, 1995). According to Torrance (1972) the creator of the Torrance creativity test (TTCT), still used today, creativity is a complicated process from sensitivity to the problem, to testing and to communicating result. Torrance (1977) also claims that by teaching children to think for themselves and to encourage unconventional solutions and combinations creativity can be learned. So where does that leave the children in Muhanga? One factor that may affect children's level of creativity is socio-economic standard. Result from TTCT tests in the western world show that socio-economic standard is not a determinant for creativity (Torrance, 1972), unless creativity was instantly rewarded and then it favoured the disadvantaged (Johnson, 1974). Studies on stimuli and references relating to scholastic achievement in developing world presented by the United Nations (2014) suggests some disadvantages among the poor in the developing world. It must be said that these kinds of studies are very contextual and that this specific one focused on scholastic performance and not on problem solving, expressiveness and creativity in general terms.

Reviewing several large quantitative studies on children and imaginative play (Russ, 1996, Russ, 2003, Russ et al., 1999) Russ builds her theory that imaginative play is crucial to most variables that is needed for creative

thinking. Taking risks in a free play, designing your own games and solutions are vital the play developing play. Russ have support of her psychological theory in pedagogy: the authors of the book »Understanding Creativity« Dacey et al. (1998) claim that imaginative play is enormously important to develop creative abilities in children. Dacey also claim that control from adults will undermine the freedom in play that is vital to creativity development according to both Russ (2003) and Dacey et al. (1998). As stated previously in this article the free play was not encouraged in practise in Muhanga, neither is creativity an obviously vital part of the learning and living of the children. However, the children were taught practical skills and crafts in school and back home they where very much involved in chores and somewhat free to move over bigger areas and perform more important tasks than, for example, most Swedish children. This was reflected in the *Model* workshop where they expressed themselves with ease and efficiency. Dacey et al. (1998) and Russ (2003) would probably argue that the children in Muhanga where less creative, but one should consider that this conclusion is based on a western perspective on creativity: creativity something expressed and measured in academic achievements and not in practical shores and physical tasks.

It can be presumed that the participating children in Muhanga are experienced as less creative, in this specific context and using this study’s methods, than children who are used to similar creative methods are. The point of this conclusion is not to take transfer the blame from the facilitator to the client. The point is to find better methods to tackle the problem. By finding reasonable explanations and reflecting we can question our methods and make them more fit to the context. If the children have less experience of open forums and creative abstract thinking, less references and mental tools for creativity, less encouragement and time for imaginative play, are used to control and identify themselves are obedient, then the methods will have to be adapted to that. Using the children’s skills for crafts and working physically with their surroundings could be a way forward. ■

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United Nations. (2014). Human Development Report 2014. New York, USA: United Nations Development Programme.

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### 3.3.6 Model

**The objective** of this workshop was to give the participants a tool to illustrate ideas on what the landscape should facilitate and how; to sum up the work in the previous workshops by implementing the participants ideas in the model landscape.

#### Facilitation

The workshop was performed as the third exercise in the full-day session, after lunch was served at the site. The mornings heavy raining had stopped and we could work outdoors. In the slope outside of the library we had prepared a model of the entire site from leftover bricks. This model was rough and simple yet accurate enough to represent the landscape. The participants were instructed

to use the model, and transform it however they wished to, to show their ideas for the site that they had worked with in the previous workshops. By collecting materials all over the site and arranging it on the model the landscape became more detailed. Some features in the original model were moved yet most of the work they did consisted in adding new material to make it more *correct*. Grass, soil and mud, flowers and cabbage heads, sticks and branches, were among the material they found and used. While working with the model they cooperated but most of the work went on in silence with mute agreements between them. In the end of the workshop the participants were asked to present what they had done. When asked about the workshops in the evaluation afterwards they said that building the model was the most fun.



### Conclusion and contextualization of the facilitation

To work with a hands-on practical task in a group was much easier for the participants than previous group work exercises. The participants successfully managed to divide the work and perform it almost entirely without speaking to each other. This was a sharp contrast to the previous group work exercises where the participants became shy and no one took any initiatives. There also seemed to be less focus on performance among the participants in this workshop compared to earlier workshops, where drawing and writing were the core task. Writing and drawing appears to be tasks that are foremost linked to the school environment and its hierarchical overtones. Practical work like collecting and picking are in some sense also a part of the education but mainly something children partake in at home as well and it is possible that they have more confidence in those kinds of chores. The clients performed the task more intuitive than in the other workshops, probably because of their habit of working in groups, doing chores with their families and in school.

### Result

Alterations made to model: the toilet was moved closer to the library; the playing field became bigger; trees by the playing field for shadow and rest; a flower garden was placed close to the cabbages.

### Conclusion and contextualisation of the result

Building the model went quick and they worked intensively putting the soil on the field and getting grass to cover the ground. Almost all of the effort was put into the recreating the current state of the site, not altering and experimenting like we instructed them to. The lack of communication and creativity during this session came in combination with a very high work-tempo and efficient application of materials from the surroundings. The workshop was transformed from *what to do* to *how to do it* to *just doing it* unexpectedly quickly.

The increasing size of the playing field was perhaps no real alteration. In their modification of the model they placed a model swing, inside the fence in reality, stand in an area that we originally made to be the play field, outside the fence. The way they had the ploughed field go all the way through the model, even though it ended by the fence in reality, indicated that they only saw the inside of the fence as part of the model, or maybe that the playing field had been melting together with the area inside the fence. It had been raining in the morning so we did not have a chance to explore the site, which meant that the last time they saw the site was a week earlier. The gardens above the playing field were ignored, probably because we never went into it.

Regardless of their faulty conception of the place it was clear that they regarded a big and grassy playing field an important feature of the site.

### Specific advice based on this session

- Games for relaxation are ones again relevant, but for the model exercise the game should warm up their verbal communication skills.
- Start with that what is most relevant: Instruct them to the model step by step, starting with the heights, then ground material and finally objects such as houses.
- Use locally available and familiar material in the surroundings.
- Discuss possible activities on their model.
- Preserve the model in a way that gives the children a sense of ownership: For example, take photos and give them copies so they can remember the alterations they did.

## 3.4 Conclusion

### 3.4.1 Return to aim and purpose

The aim of this study is to explore and evaluate children's perspective in participatory design work as a method to promote an empowering, pluralistic and locally valid landscape architecture within a development work situation.

We have already accounted for the *exploration* of »children's perspective in participatory design work as method« through the workshop facilitation and result earlier in this chapter. An *evaluation* of how an empowering, pluralistic and locally valid landscape architecture might, or might not, derive from the methods used in those workshops will be further discussed here and in the concluding discussion that follows.

#### Time and empowerment

*Did the participatory design work promote empowerment?*

To adapting the means of communication and allow the participants to express themselves on their own terms would have been an good method of creating a feeling of empowerment. However, one could argue that by doing so and refrain from introducing new ways of communication we would have left them in a powerless situation. By instead giving them the means of communication used by the "power" we invite them into the rooms of power. The ideal would have been to begin the process at their level and then raise the bar further along in the process and thus work towards both short-term and long-term goals or rather towards the long-term goal through achieving short-term goals along the way.

There are two aspects of time that became problematic in striving towards promoting empowerment: as we choose to explore the relational aspects of the social childhood, exploring teachers perspective, as a part of the study, time were taken from the actual work with the children and that limited our possibilities of working thoroughly with both short-term and long-term methods. Another aspect of time is that during every session together with the children we claimed their time; time that they otherwise would have spent in school or helping out at home. Not sure of how or how much they would gain through their participation we did not want to claim too much of that time.

Long-term participation and engagement demands proper follow-up and continuity, as we are not present in Uganda and the possibilities for contact between them and us is limited. Instead we have to rely on the continuity of the project. The construction of the resource centre and the outdoors environment around it, based on the children's participation, will become a physical follow-up of their participation. During the construction new possibilities for the children to be involved and participate will manifest themselves and our hope and ambition is that the work will carry on. By including sites for the children in the design, that they are able to transform and develop themselves, there will be continuity in the children's participation at the resource centre in the future. The opportunity to change their own place will develop their ability to engage in, express themselves and affect their community, thus empowerment.

#### Sensitivity, reflexivity and willingness to understand

Did the children's perspective in the participatory design work promote a pluralistic landscape architecture?

By adding the children's perspective to the resource centre project more agents and users of the site are recognised, thus the landscape architecture becomes more pluralistic. The question is how well we managed to add the children's perspective? The children's perspective is explored in the theoretical background where Sofia Cele is quoted: »Great sensitivity, reflexivity and willingness to understand children's realities are qualities needed

when consulting children« (2006, p. 214) A willingness to understand the children's realities is reflected in the workshops and interviews with the teachers and observations made in Muhanga. Setting up the roles of facilitator and observer during the workshop session, by reflecting and analysing the facilitation, the result and our own behaviour continuously resulted in reflexivity. However the fact that we did not give the process enough time to let the children express themselves at their own terms indicates a lack of sensitivity and a failure at our part.



### Stepping-stones towards a local validity

*Did the children's perspective in the participatory design work promote a locally valid landscape architecture?*

It is important to point out that our ambition was to involve the children in the actual design work, however, their preconditions for conquering such a position of power were not good enough to make that possible in the limited amount of time that we had. The participatory workshops with the children resulted instead in a contribution to the actual design work by their advising on the functions that would be represented in the design of the outdoors environment. By adding data from our observations made the design more sustainable in regard to the power relations that exist in the context. What is relevant in the context is a design that create the preconditions, the *stepping-stones*, where the children are empowered enough to express themselves and engage in the development of the community, the resource centre and their everyday landscape. At a site that creates those preconditions, the children can themselves develop the site, resulting in a more locally valid landscape architecture than what we are able to achieve as outsiders.

### Limited time, many methods

Part of the aim of the study was to try different methods but this also resulted in that less time could be devoted to each method. This can partly explain why some method was less successful than others in the implementation. As we see it this is a finding in it self: some method might require more time and others less.

The result of this study is not supposed to be understood as a blue print for a participatory process but as a presentation and evaluation of possible methods that might be used in a participatory process. In other words all of the method that we tried does not have to be used together in the same process, in some cases the landscape walk might for example be enough and in others some of the more design-oriented methods are better suited. To give one method more time and effort might prove better in many cases, but to determine that was not the intended scope of this study.

### Pre-studies

*Did the teacher's workshops and interviews aid us in reaching the aim of the study?*

The workshops and interviews added a lot to our understanding of the social context that we acted within. Through those sessions we became aware of the conflict between our perspective and the prevailing perspective

on children in Uganda, where they are regarded as human becomings to a larger extent than in the western perspective that we derive from. This conflict affected the performance of the workshops but as we were aware of it we were able to take it in to consideration in the evaluation of the children's workshop. Further more the findings in the pre-study helped us make a more locally valid design as the result from the children's workshops was not elaborate enough to support a design on their own. The understanding of the hierarchical structure of the society that the pre-study added makes the design more socially sustainable.

*Did the elections of the Advisory Board aid us in reaching the aim of the study?*

Our purpose with the elections of the members of the Advisory Board was to support the aim to perform an empowering and pluralistic process. Outcomes that we hoped for was a sense of mandate, control, ownership and pride amongst the children that participated in the workshops. All of these values are hard to measure but our estimation is that these outcomes were obtained to a larger extent through the elections than they would have been through other methods, for example teacher's pickings or a lottery. Also to give the classes an opportunity to elect the students that would represent them supported a striving towards a more pluralistic representation in the group.

### Purposes

In the work towards fulfilling the aim of the study we argue that we have managed to achieve the purposes:

- Enable the children participating in the study to engage in the development of their community through landscape planning and design;
- Add the children's perspective and a better understanding of the landscape to the planning process of the Resource Centre in Muhanga;
- Make a conceptual landscape design proposal for the St. Catherine Sweden design group;
- Explore the role of the landscape architect within a development project context.

### 3.4.2 Overall advice

The advices below is a complement to the session-specific advices given in the chapter *Performing the Study*. The overall advices should not be read as a conclusion of the study but as a collection of the advices from this study that we considered most useful for anyone wishing to do similar study.

- Put time and effort into performing one or two methods rather than try to squeeze in all six methods presented in this study. Repetition along with continuous evaluation and development of the sessions opens up for progress among the participants.
- Be reflexive, flexible and creative towards your own behaviour and the methods used.
- The roles, approach and appreciation of difference from PRA practise are very useful in participatory work with children, especially the use of a facilitator and observer.
- Estimate the situation and make an informed decision of when it is important that the participants own the methods and when it is okay that they participates on the facilitators terms.
- Children's participation in planning and design processes should not be used naively: Take into consideration how the children's suggestions will be implemented and received by the adult community. Be clear towards the participants on how their participation will be processed in design implementation.
- Do not be too serious and do not rush: Use games and other activities in order to get the children comfortable and loosen the hierarchical roles, especially early on in the study and in the beginning of the sessions.

# DISCUSSION



» *One of the most difficult [challenges] is to design and facilitate planning processes that can accommodate cultural differences, for this requires planners to extend their thinking into other epistemological worlds—like walking in another's shoes. Not only is this difficult (and some would say impossible), it is a skill seldom emphasized in professional training.* «

(Umemoto, 2001, p. 17)

In the previous section of this thesis the facilitation and result of the conducted study is critically reviewed under the headline *conclusion and contextualisation*. In the Focus-pieces a discussion around three specific themes deepens the critique. In this chapter we will discuss the findings of this study in general terms, tackling the colonial, global and the epistemological issues that follows. Power and communication are the main themes as we try to understand the underlying and overarching meanings of the study's result in relation to those issues.

When working with planning you are always the outsider, imposing ideas by objectifying groups and expressions on the social complexity of a community. When working in a different culture, the difference between the planner and the user is enhanced and brought into light: language and underlying meanings should to be

understood, otherness has to be dealt with, social values and identities must be confronted, history and collective memory should be traversed, social rules and cultural protocols respected, and power understood in the local culture (Umemoto, 2001). These concepts are as real as they are constructed, projected both from the user and the planner, inwards and towards each other. We have tried to understand the hardships of understanding and inclusion by having discursive articles about hierarchy, the epistemology of landscape and creativity but have not, up to this point, examined the subject of ownership of knowledge.

#### Knowledge

Our role as outsiders entering into a different cultural context with knowledge obtained outside of that context

has haunted us through the work with the study and the thesis. Could we contribute with our knowledge without adding to dichotomy of western and indigenous knowledge? Would we empower rather than enhancing Ugandans low self-esteem in relation to the west?

As facilitators, we owned the methods and the knowledge in this study. Though we tried to give the methods to the children, we conclude that they still considered us expert and our knowledge more meaningful than theirs. That raises the question if we should have applied methods based on *local knowledge*. Goebel (1998) argues, based on her participatory planning study in Zimbabwe, that local knowledge is a process that is in high degree based on professionalism, reductionist and economically instrumental considerations, not on deep connection to landscape and environmentalism mixed with religion, customs and defined power as reflected in ideas dichotomising the *western* and the *indigenous*. From this perspective our ambition to empower them by giving them professional planning makes more sense: we did not ignore their differentiated knowledge, we tried to give them power by integrating them in the epistemology of structured planning used in top-down decision-making. However, during our study we experienced differing perspectives that is explored further in the focus piece on *Lived landscapes*. The base of the argument in the focus piece is the epistemological issue of how to assimilate »intangible« knowledge, the argument lift both the differences between the professional and the laypeople's perspectives and that of a dichotomist idea of a western and an indigenous perspective.

#### Sensitivity

Sofia Cele (2006) introduces sensitivity as one of the key qualities in understanding children's realities and the lack of sensitivity is brought up in the conclusion as a gap in the performance of this study. In the R.A.M.P.S. guidelines, that were followed in the study, emphasis is put on children's verbal and visual languages. Hence other aspects such as body language and more physical methods and tools were not used in our study. Involving sensitivity into new kinds of *Local* knowledge demands new tools. Mohan (2006) suggests in his critic of PRA that there are possibilities to extend PRA methods to include ways of expressing local knowledge. *REFLECT* is a project pioneered by Action aid that involves »identification, adoption and adaptation (where necessary) of indigenous facilitation methods, such as dance, song and story-telling.« (Mohan, 2006, p. 18) His argument is based on a sensitivity towards localism. It is

relevant to bring up this perspective as Mohan's sensitive methods could have been employed by us, but our focus was on empowerment through involving them in a mutual learning process, where they could be properly involved in professional planning process.

What we would suggest as an improvement to our methods would rather be to use play, dance, singing and storytelling as a complement to the professional planning-methods, which would both teach us more about the children on their own terms and make them more comfortable. Comfort and riddance of hierarchy would have been more than welcomed in the study. It is possible that the participants experienced the participation as too serious and filled with obligations. In hindsight it might have been more constructive for us to put some effort onto taking the edge of the situation. Time was, as stated before, an issue but it is possible that a better balance could have been achieved. We were also affected by the school environment and experienced an expectation from the adults that lead to a down prioritising of the more carefree elements in the sessions.

#### Why participation?

When we went to Uganda we already had some of the issues that has to be tackled at the site predefined. However, in the workshops we did not work with these problems together with the participants. The reason is simply that we did not aim towards using extractive methods where the problems were predefined by us, but towards empowering methods where the participants were given the power to define the issues. By allowing them to add new problems rather than let them comment and advise on the predefined problems the process becomes participatory and no consultative. As landscape architects we have the knowledge enables us to view, measure and analyse the landscape through reductionist glasses, to foremost define the tangible problems and opportunities. When it comes to the intangible we have awareness and an ability to identify but we do not have the same expertise as the user. Through user participation a more correct image of a complex reality reveal itself, a reality that is both lived and measurable.

### Alternative methods: Considering the Q-method

The alternatives to PRA are many and not considering the alternatives could mean missing opportunities to better results. The Q-method presented below is a prevalent method for development studies that could have worked towards our aim of the study. The Q-method works well with larger groups and have its virtues in understanding subjectivity (Watts and Stenner, 2005), but are not methods of empowerment and lacks in openness towards the choice of themes and thus participation. The method is commonly used in psychological studies on subjectivity, using rating-charts to get the clients attitudes towards a given theme. The Q-method has been used previously in another study by the St. Catherine Sweden design team and the previous use of Q-method made us to consider the option of using it in our own study.

Our study is based on the process of participation, which implies not being static in choosing the themes that the participants express. Finding the themes is more of an issue compares to analysing the opinions in predefined research questions. The Q-method functions best when finding answers to single issues and it's subdivisions (Donner, 2001). As this study is closer to an action-oriented study, as described by Mikkelsen (2005), the knowledge gained and added to the process of participation overweighs definite statistics.

In the teacher's workshops we were exploring subjectivity and themes thus considered Q-method applicable to some level, but then decided to stick to PRA considering the following: our need of finding exact answers was less important than having a discussion on themes revealed by the teachers. The focus was on the themes, not the attitudes. PRA was then a logic choice because of its flexibility and openness to new themes. The Q-method does imply a lot of statistics and the coding should preferably be done in a Q-specialized software (Donner, 2001)

### Representation and interpretation

Our original ambition in this study was to involve the children more in the design and interpret less. In actuality, we became the representatives of the children in this study by doing the master design back in Sweden based on our interpretation of the children's activity in the workshops.

PRA-methods are aimed at letting the clients *own* the process. Owning the process means owning the material produced, evaluating and reflecting on the outcomes and preferably deciding on the next step (Chambers, 1994a). In this study we gave the children the material

they produced and always asked them to evaluate and comment on the material produced. We also gave them the chance to reflect on the material together, for example in the *Affordance workshop* where we sat together in a circle to discuss and apply different landscape sections to the common map made together in *maps workshop*. Just before the *SWOT* workshop we had a session where they could view, reflect and discuss all the previous workshops. The attempts were met with shyness and *muteness* among the children. We wanted them to tell us what they thought, how we should interpret the material they produced and how we should proceed but they expected us to tell them what to do. *Muteness thus* eventually led to a less client-owned process.

The original plan was to involve the children in an action design where they could build something based on their thoughts and ideas. However, we did not manage to get to the stage where we could do such an advanced workshop partly due to *Muteness*. It should be mentioned that we also assessed that an action design would be better suited at a later stage of the building process, to avoid future conflicting interests between the children's work and the construction of the resource centre. The model workshop was the replacement for the action design. Focusing on the workshops and providing little time for evaluation resulted in more interpretation and representation in the process. We made a decision to allow us to interpret the information given to us through the exercises and balance it with the information gained through observations and the workshops and interviews with the teachers in order to make a design concept proposal. We were forced to interpret all the result from the workshops with the help with got from the few answers we got about their maps etc., their behaviour and our knowledge from observations and workshop with teachers. This is not only problematic from the perspective of power-relations, considering who owns the process and who owns the result, but also for the reliability of the result and thus the design and reception of the resource centre.

Concepts of representation and reliability within this kind of study can be highly problematic but, without ignoring the question, perhaps they, in fact, need to be. Research with children is always problematic in regard to this issue. Since the perceptions of adults and children differ, the most suitable and appropriate method for an adult to try to understand and relate to the experiences of children must be to actively get involved with children, and learn how they use, relate to and reflect over phenomena.

(Cele, 2006, p. 15)

» Concepts of representation and reliability within this kind of study can be highly problematic but, without ignoring the question, perhaps they, in fact, need to be... «

(Cele, 2006, p. 15)

Cele (2006), just like Punch (2002), thinks critical reflexivity is most important when handling the problem of interpretation. Critical reflexivity was part of our PRA guideline and has been mentioned several times during in this study, but can we free ourselves from the problems of interpretation and representation just by openly partake in the process and critically reflecting on our own behavior? »Children are different from adults«, as Punch (2002, p. 324) puts it, so how can we interpret them? The answer is probably that we cannot. Punch continues to write: »The researcher's own assumptions about the position of children in society affects the methods chosen as well as the interpretation of the data generated« (Punch, 2001, p. 324). Our exploration of the teacher's perspective seems all the more important for a correct interpretation in the light of this quote. In an ideal world we would have kept

contact with the *Advisory Board* of children and involved them in the design meetings in Sweden. However, none of the children had a phone or a computer. Even if we did get in contact it might not even be possible to follow up on their maps etc. because of the situational and contextual nature of children's creative process (Cele, 2006). Doing the best we could, based on the knowledge, time and resources available, we argue that it is better to try something than do nothing.

How to better interpret, represent and to follow up on children's participation in development projects could be one of the critical questions to follow up in future studies.

**Involving the community in children’s participation**

[Outcomes for the children are] greater self esteem and self confidence; access to more skills; access to wider opportunities; an awareness of rights; a sense of efficacy and empowerment  
(Lansdown, 2005, p. 32)

Lansdown (2005) underlines the fact that children’s right to express themselves and participate does not only involve the children. Equally important is the adult’s obligation to listen. In the evaluation of a participatory process »the potential impact needs to be assessed by all relevant participants – children, parents, staff, community members« (Lansdown, 2005, p. 32). If the community does not, for example, express a greater awareness of the children’s rights or a will to improve the children’s status within the community the participation reaches a dead end. In the performance of our study the time for evaluation was very limited and was, we are sorry to admit, not prioritised. Therefor it is difficult to estimate the effect of the participation. But what we can establish is that there is a need to increase the awareness among the adults and the community of the positive outcomes that can derive from the involvement of children and also why it is important in regard to social justice and human rights.

It would be naïve to think that six participatory workshops made a huge difference. We choose to see it as a mean towards an end that lies ahead in the future. In the context that we work within the overall goal is the establishment of a resource centre that will provide the inhabitants of a peripheral, rural village in Uganda with basic means of communication, mediate their constitutional rights and share knowledge. In that environment the children’s opportunities to raise their voices and take part of the community development will be greater than they are today in a hierarchical and authoritarian school system. At this stage one of the greater challenges is to establish the centre in the community and this is where we think that our study has made an important impact. Through the elections about 150 students was informed and involved and the six students that participated also involved their families.

**Future**

The design work, building process and participation in Muhanga and Kafuka are continuing processes that the St. Catherine groups will care for years ahead. Even when the resource centre is finished, the work to promote the involvement of all age-groups continue. Here and now,

in march 2015, the master plan is set and the intricate design work, of which we participate in, has begun. A place for the children outside the newly designed children’s library is on the drawing table right now with the conceptual design from the design concept presented in the chapter *Design Implementation* as a backdrop. Our hope is to visit the site to initiate the building process as soon as possible.

There is a need to develop the PRA-methods to be even more sensitive to children’s perspective and cultural epistemology. Some parts of this study can be interpreted as disheartening but knowing what we know now we believe in the method of using children’s perspective in participatory development planning and design. The personal experience of facilitation should not be underestimated as a positive factor in the next attempt. Personal experience is also a factor, apart from differing cultures, contexts and individuals, that will decide how well others who attempt to do similar studies after reading this succeed. The aware and critical reflexivity must be there to eradicate the negative affects of personal traits and experiences that can get in the way of good facilitation of the process. In general the hope is that further in-depth studies of the different methods and their applicability in different processes and contexts will lead to continuous deepening of the knowledge in the field of participatory work.

*How can we deepen the children’s involvement in the design without being unrealistic or losing support or sustainability due to the adult community’s attitudes? How can we understand, include and work with the lived landscape in rural Africa? Can children’s participation be included in the official local planning process and how will that affect the generational hierarchies?* These are all questions that can be examined further.



### 5.1 CHILDREN’S PLACES

In this chapter we present some conclusions with following suggestions based on the study as a whole but focusing on making a place for the children. The result is a combination between the children’s perspective, our observations and the landscape inventory leading to suggestions and a conceptual design proposal.

#### 5.1.1 Close to the house

In our observations the children’s behaviour indicated that they felt more comfortable closer to the houses. This was for example indicated as the playfield at the St. Catherine site seldom was considered in the maps and pictures that the children made. Our preconceived ideas that children desire private places seem less true in this context where the children are more used to being close to adults in their surrounding. The distance, the seclusion of the playfield and the physical fencing might be to big a barrier to cross, a barrier that usually indicates you are exiting the safe and supervised ground into a world of danger. The girls, who tended to be more open and unbound, mentioned the playing field more often than the boys, however, they all drew and built function of the play field closer to the school building and without borders in-between, indicating that they preferred a better connection between the house and the play field. The size of play field seemed, according to workshops and observations, less important than the position, ground material and experienced permission from the adult community.

**Suggestion:**

We conclude that creating places around the house that the children feel welcomed and permitted to would be recommended. By visual means it is possible to enhance the feeling of an area as permitted for the children’s play and use.

#### 5.1.2 Different arenas for social encounters

The foundation of the houses often makes a base that is an important outdoors space. The foundation is used as seating, walk way and work space and provides people with protection against the weather.

The play and games that the children engage them self in require a minimum of equipment. Football and

netball can be performed with almost anything that’s kickable and throwable, we observed small children make drawings with a stick in the dirt and hide and seek require no equipment at all. This does not mean they do not want equipment, rather that an activity relying totally on specific equipment that can be stolen, destroyed or in any way lost is not sustainable nor necessary for a »good« play environment in the eyes of the children.

One of the main purposes of the workshops that we performed was to give the children tools to express their ideas and thoughts. The methods we gave them can be expressed with simple material, mostly pen and paper, but there is a need for a scene where this knowledge and creativity of the children can be shown and accepted. An open scene specifically for the children in the form of visible space would get us closer to our aim of empowering children.

**Suggestion:**

A *Children’s Wall* would indicate that the resource centre is also a place for the children, just like the unused swing construction, and way for them to appropriate space and express them self. The wall should be seen as one of the metaphorical stepping-stones mentioned in the *Conclusion* that creates the preconditions where the children feel safe and empowered enough to express themselves and engage in the development of the community, the resource centre and their everyday landscape.

#### 5.1.3 Close to the gardens

Children in this context are involved in the reality and the practicalities of the family’s livelihood. To reach out to them as well as their parents with new agricultural techniques and technology will be one of the key objectives of the resource centre, hence the farming fields should be allowed to cover large areas of the site. The model built in the last workshop show how they prioritize and see the function of the garden in the design. Children can be involved in this part of the activities of the resource centre on different levels and to have a play environment close to the farming fields can be one of these levels.

**Suggestion:**

We suggest that the future agricultural project should be clearly marked as accessible to children, preferably by giving them their own space to try out the new knowledge. The playing areas should be close to, or integrated in, the gardens, for example by an attractive flower garden that can link the play and the farming.

#### 5.1.4 Library

The library is the main asset of the resource centre for the children in Muhanga and that should be stated in the outdoors environment as well. Children expressed the need for protected and comfortable reading environment during the workshops. This function is well suited for a shared social space at the heart of the resource centre while a more active play environment can be located towards the fields.

**Suggestion:**

By using the outdoor space as a part of the library advantage can be taken from the natural daylight and the visibility of the activities that it offers is increased.

The library should have a well defined shared social space outside its entrance with access to shade and weather protection from trees or built structures and flexible sitting space for reading and informal meetings.

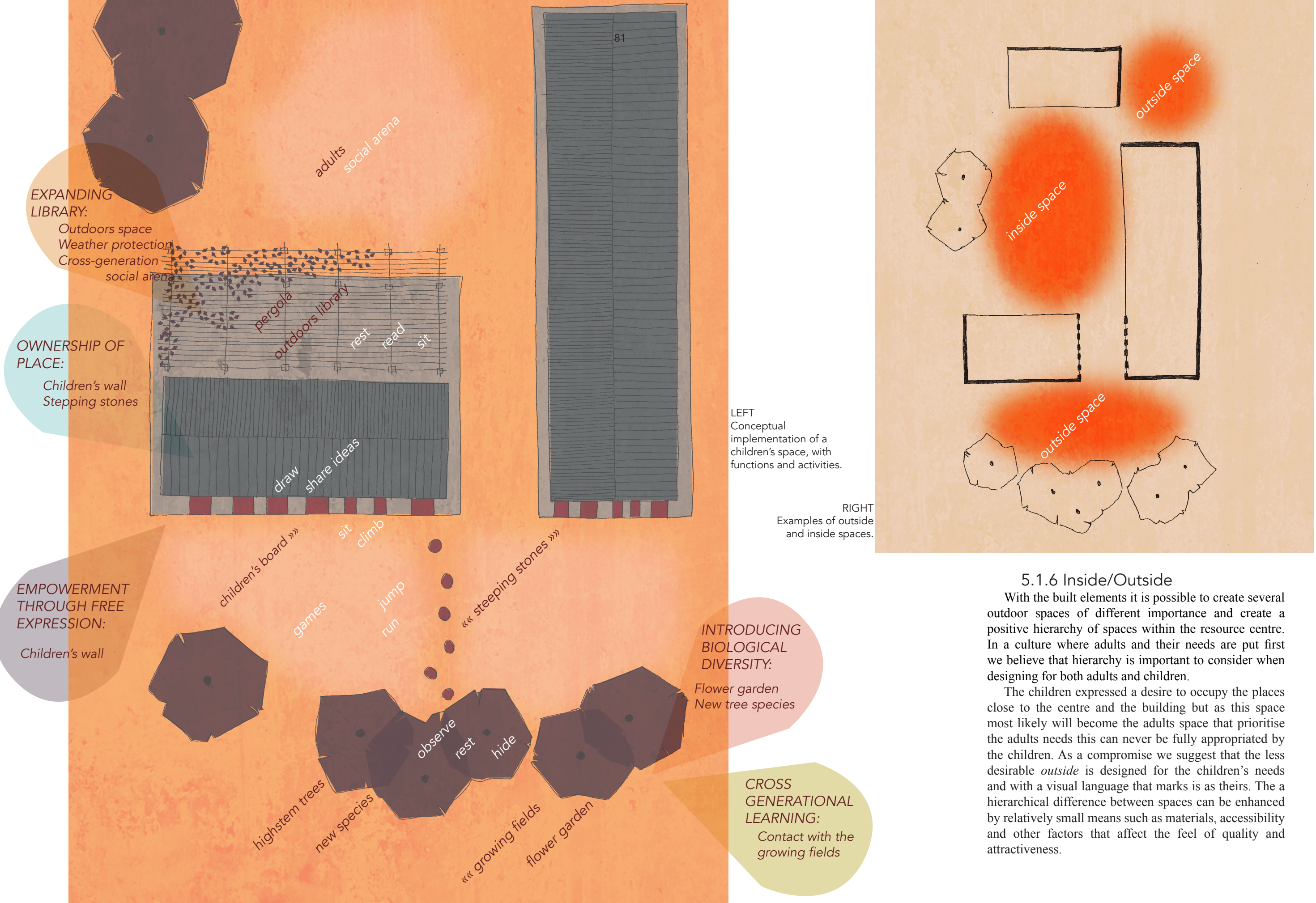
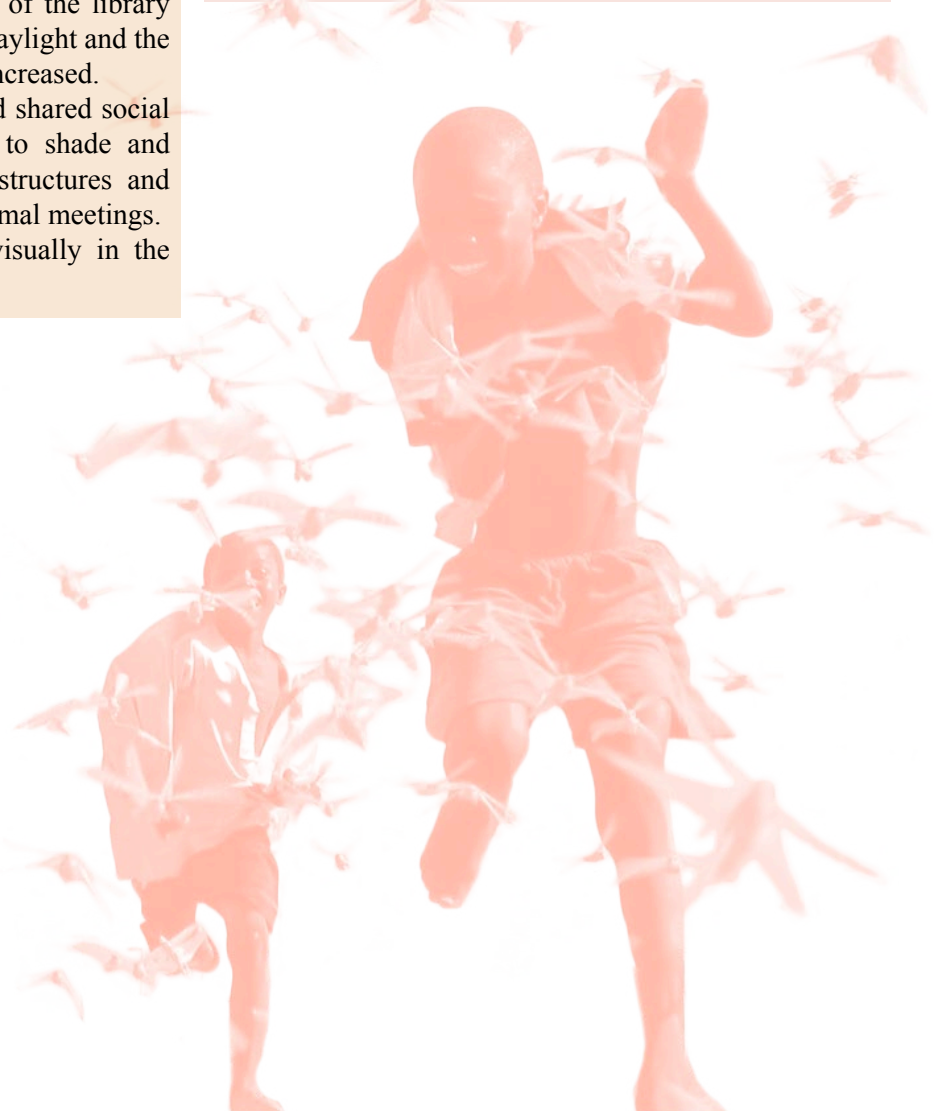
The library should announce itself visually in the landscape and become a local landmark.

#### 5.1.5 Vegetation

The children expressed a dislike towards free growing vegetation during the workshops; it was experienced as threatening and dirty, hosting unknown animals and soiling the ground with old leaves, fruits and flowers. However trees were also favoured for providing shadow and was less threatening than shrubs. Flowers were also an important part of their narrative of the outdoors environment and a flower garden was for example included in the re-design of the model. The activity associated with flowers were picking and collecting.

**Suggestion:**

As a part of the resource centre’s educational undertaking the site could be used to introduce new species of trees with the aim of breaking the dominance of the Eucalyptus. For ecological reasons undergrowth is desirable even though the children preferred trees to shrubs. Focus can be put on flowering plants, an element occurring frequently in the children’s work.



#### 5.1.6 Inside/Outside

With the built elements it is possible to create several outdoor spaces of different importance and create a positive hierarchy of spaces within the resource centre. In a culture where adults and their needs are put first we believe that hierarchy is important to consider when designing for both adults and children.

The children expressed a desire to occupy the places close to the centre and the building but as this space most likely will become the adults space that prioritise the adults needs this can never be fully appropriated by the children. As a compromise we suggest that the less desirable *outside* is designed for the children’s needs and with a visual language that marks is as theirs. The a hierarchical difference between spaces can be enhanced by relatively small means such as materials, accessibility and other factors that affect the feel of quality and attractiveness.



\* Ugandan crown cranes

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# appendices

INTERVIEW GUIDELINES

Offer simple refreshments during the interview.  
Be observant of power relations between interpreter and client.  
Keep the use of an interpreter to a minimum; inform the interpreter of the role of the interviewer and the importance of a neutral interpretation.

*Interviewer*

Leader  
Take notes of the client’s response  
Responsible for the recording if Dictaphone is used in the interview

CHECK LIST

- 1. Mental presence and focus\*
- 2. Judges the situation, make rapport of the client/s
- 3. Explains the purpose of the interview, the estimated time consumption, the roles of the participants, the possibility to be anonymous – and asks for a informed consent based on the given information
- 4. Introduce and explain the participants roles, if not already done
- 5. Make changes in the physical setting of the interview situation, if necessary
- 6. Ask open questions, never suggest the expected answer, avoid why-questions, don’t aim for an expected result, and let the client/s lead
- 7. Summarize the reasoning of the client during the interview
- 8. Be attentive, confirmative and relaxed
- 9. Interpret the interview with the observer
- 10. Inform the client/s of their right to comment and interpret the result of the interview before it’s published and the possibility to be anonymous (according to the PRA-method)

\* Inner and outer presence; Awareness of your own body language, the body language of the client and the overall situation during the interview

*Observer*

Observe and note the actions of the interviewer  
Note the client’s response

CHECK LIST

- 1. Be objective and keep outside of the interview
- 2. Minimize presence but stay visible
- 3. Keeps a checklist and is responsible for the material for the activity.
- 4. Don’t interrupt if not necessary, according to checklist.
- 5. Observe and take note of the interview technique, the rapport, the questions asked and the response given (general behaviour).
- 6. Controls the checklist and asks additional questions if necessary.
- 7. Give the interviewer constructive feedback.
- 8. Interpret the interview with the interviewer



*CONSENT FORM*

This interview will be a part of Axel Thorén’s and Erika Bergström’s Master thesis in Landscape architecture at the Swedish University of Agriculture (SLU) in Alnarp, Sweden. The Master thesis concerns participatory design and planning processes with children in Muhanga and will be a part of the material used for planning the St. Catherine resource centre in Muhanga.

After being officially approved by the examiner the Master thesis will be published on the SLU online database “epsilon” where it will be available to the public.

I agree to the following statements:

What I say and do in this interview will noted by the representatives from SLU and published as written above.

I am provided with sufficient information to give an informed consent or declination to this interview.

I have the right to the following:

To chose to stay anonymous.

To take part of the result of the interview and comment it before publication.

Name of the client:

.....

Date and client’s signature:

.....

Result of teacher’s workshop 2014-09-26

I think children are... and are not...						
	"(-) straight forward when asked any suitable question"	"(-) openminded if given the right and correct opportunity"	"(-) clever when given suitable environment"	"(-) brilliant if born in the right environment"		
		"(-) joyfull (--) selfish"	"1 (-) different morally depending on the environment in which 2 they are born and live; and the people they interact with"			
"(-) well behaved;" (crossed over: "(-) misbehaved"		"(-) very willing to understand (--) jelousy"				
"(-) honest (--) dishonest"		"2. Babies who are playful"	"3 Children who are born from well to do families are: -Well behaved -Learn easily - Active in their work 4 -Very open and friendly - Loving & caring"			
		"(-) disobedient (--) obedient"				
Statements removed by the group as they agreed that the statements should only concern the childrens moral character:						
"(-) 1. Precious gifts from God."	"3. God's blessing that act as helpers to parents."	"5. Children are prestige"	"4.Under 18 yrs human beings in Uganda"	"(-) needful if and where possible that they can get the help."	"6. Chidren are a strong evidence for marriage."	

When in school I think children should be...				
"Children should be in school when it is time for studies"	"Children should be in school when smart in school uniform"			"When in school children should be given individual or personal attention not as a whole."
"1 (-) -Friendly to each other -Friendly to their teaches -Mindful of school rules and regulations"	"(-) in school uniform for moral purposes"	"(-) provided with the fitting and condusive learning environment."		"(-) respected incase his/her opinions."
and should not be...				
"1 (--) -Enemies to one an other - Contrally [contrary] code of school rules and regulations."		"(-)badly behaved." [Clarified as "Fight, steal," when asked for a definition]		
"When in school children should be consireded as an individual and not as general."				
Statemet removed by the group				
		"(-) much active in scholl activities and should not be dormant in class."		"Children should be in school when they are informed."

APPENDIX III

I think outdoor play makes children...				
	"(-) like staying in school"		"Makes children discoverers"	"Environment friendly"
	" - physically healthy thus good learning"			"Fitting within the environment - thus friendly atmosphere"
"(-) more active and hence better learning"	"Healthy.."		"-free movement and easy learning"	" - children get flesh[fresh] air when outdoor therefore healthy and physical fitness"
"more participative"	"Physically fit and grows healthy"			
	"sharing skills"		"Develop values, attitudes, environment."	"Love different games"
"Friendl to each other"	"Develope leadership skills"		"Active in different fields of work"	
Statemet removed by the group				
	"uncontrolled learning therefore free learning"			

APPENDIX III

Accroding to me  
children's own outdoor  
play makes them...

"Physically fit"	6		"Make new friends"/"social"/"friendly "/"friendly"	4
		"Creative"/"creative"	3	
		"active"/"active"	2	
"happy"	1	"memorise"/"memorable " [as in better at memorising]	1	"interested" 1
"co-operative"		"caring"		"motivated"

Result of teacher’s workshop 2014-10-01

According to me primary school  
children should be...

		"well behaved"/"well behaved"/"disciplined"	8	
"obedient"/"obedient"/"obedient"	4	"Smart"/"smart"/"smart"	4	
"care free" [as in care free to follow instructions]	1	"Good time managers"/"time bond"	1	
"healthy"		"playful"		
"Good scholars"		"helpful"		
		"hardworking"		"Faithful"

According to me primary school children are...

		"inquisitive"/"inquisitive"/"curious"/"egocentric" [as in asking questions for self interest]	5
"playful"/"playful"/"playful"/"playful"	4		
"sturbon"/"stubbon"/"sturbon"	3		
"shy"	2		
"cheerful"/"cheerful"	1		
"active"			

According to me children age 8-12 can be described as a/an... because...

"Birds becouse they are cheerful"	5		
"as a dove because the are playful."	4	"A building because their minds are not static"	4
"an animal because the eat too much food"	1	"as bussy as a bee"	1



To whom it may concern,

St Catherine Vocational Development Center (CAVODE) is a Registered Community Based Organization in Kabale, South Western Uganda founded in 2001. CAVODE was established by a group of men and women who share a vision of a society that affirms the principles of equality, integrity, accountability, sustainable development and peace.

A Resource Centre is planned at the CAVODE site in Kafuka, outside of Muhanga, that today hosts a public library and a nursery school, for the ongoing projects within the organization and to establish a meeting spot and source of information for the community.

ASF St Catherine is a team of architects and engineers based in Sweden who works together with Ugandan professionals to realise the constructions needed for the Resource Centre. Through a participatory design the aim is to establish engagement in the local community in order to enable them to build the Resource Centre they need, with encouragement and support from the group in Sweden.

We, Axel Thorén and Erika Bergström, are two landscape architecture students from Sweden and a part of the ASF St Catherine team. As a part of the participatory design we are in Muhanga to explore and develop methods on how to involve children in this and similar projects. As landscape architects our main focus is the outdoors environment and through workshops at the CAVODE site outside Muhanga we would like to explore and develop the outdoors environment together with six children from Nyeikunama Primary School. The children have been chosen by their classmates from P4, P5 and P6 to represent them in the planning of the Resource Centre.

The chosen children are asked participate in five workshops during the period October 23<sup>rd</sup> to November 3<sup>rd</sup>. Workshop 1-4 will take place at four different occasions and last about 1-1,5 hours. One of these workshops will be carried out at the CAVODE-site the others at Nyeikunama Primary School. The fifth workshop will take about 3 hours and take place at the CAVODE-site on Saturday November 1<sup>st</sup>, lunch will be provided during this workshop. The workshop activities that the children will participate in are guided walks at the sites, making drawings and crafting.

A research assistant that will interpret will be present during the workshops. We request that a teacher from Nyeikunama Primary School will be present during all the workshops to guarantee the children’s well being. When the workshops take place outside of the school compound the children will be escorted there and back again.

Time frame

1 <sup>st</sup> workshop (at Nyeikunama)	.....day .../10 .....pm to .....pm
2 <sup>nd</sup> workshop (at CAVODE-site)	.....day .../10 .....pm to .....pm
3 <sup>rd</sup> workshop (at Nyeikunama)	.....day .../10 .....pm to .....pm
4 <sup>th</sup> workshop (at Nyeikunama)	.....day .../10 .....pm to .....pm
5 <sup>th</sup> workshop (at CAVODE-site)	Saturday 1/11 .....pm to .....pm

The result of the workshops will be a part of our Master thesis in Landscape architecture at the Swedish University of Agricultural Sciences (SLU) in Alnarp, Sweden. The Master thesis concerns participatory design and planning processes with children in Muhanga and will be a part of the material used by the ASF St Catherine team for the design of the Resource centre in Muhanga.

After being officially approved by the examiner the Master thesis will be published on the SLU online database “epsilon” where it will be available to the public. The participants can choose to be anonymous.

If you have any questions please contact:  
Erika Bergström, Master student, Swedish University of Agricultural Sciences (SLU), [redacted]  
[redacted]@gmail.com  
Axel Thorén, Master student, Swedish University of Agricultural Sciences (SLU), [redacted]  
[redacted]@gmail.com  
Anne Tinka, Project coordinator, St Catherine Uganda, [redacted] / [redacted]  
[redacted]@gmail.com



Sveriges lantbruksuniversitet  
Swedish University of Agricultural Sciences



ST CATHERINE VOCATIONAL DEVELOPMENT  
P.o box 36 Kabale.

CONSENT FORM

I agree to the following statements:

The child under my protection may participate in the workshops at the CAVODE-site.  
I am provided with sufficient information to give an informed consent or declination to the participation of the child under my protection in the workshops.

The child has the right to the following:

- To choose to stay anonymous when the study is published
- To take part of the result of the workshops and comment it before publication

☐

I agree that photographs of the child under my protection, taken during the workshops, may be a part of the published thesis (according to the agreement above).

Name of the client (child):

.....

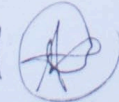
Date and guardians signature:

.....

# Advisory Board Rules

I agree to the following...

- Everyone is allowed to express his or her opinion.
- Everyone's opinion and effort is of equal importance.
- Everyone's opinion should be respected and listened to without judgement.
- Everyone's focus and attention should stay with the group during the whole session.
- All questions are good questions.
- No violence or use of offensive language is allowed during the session.

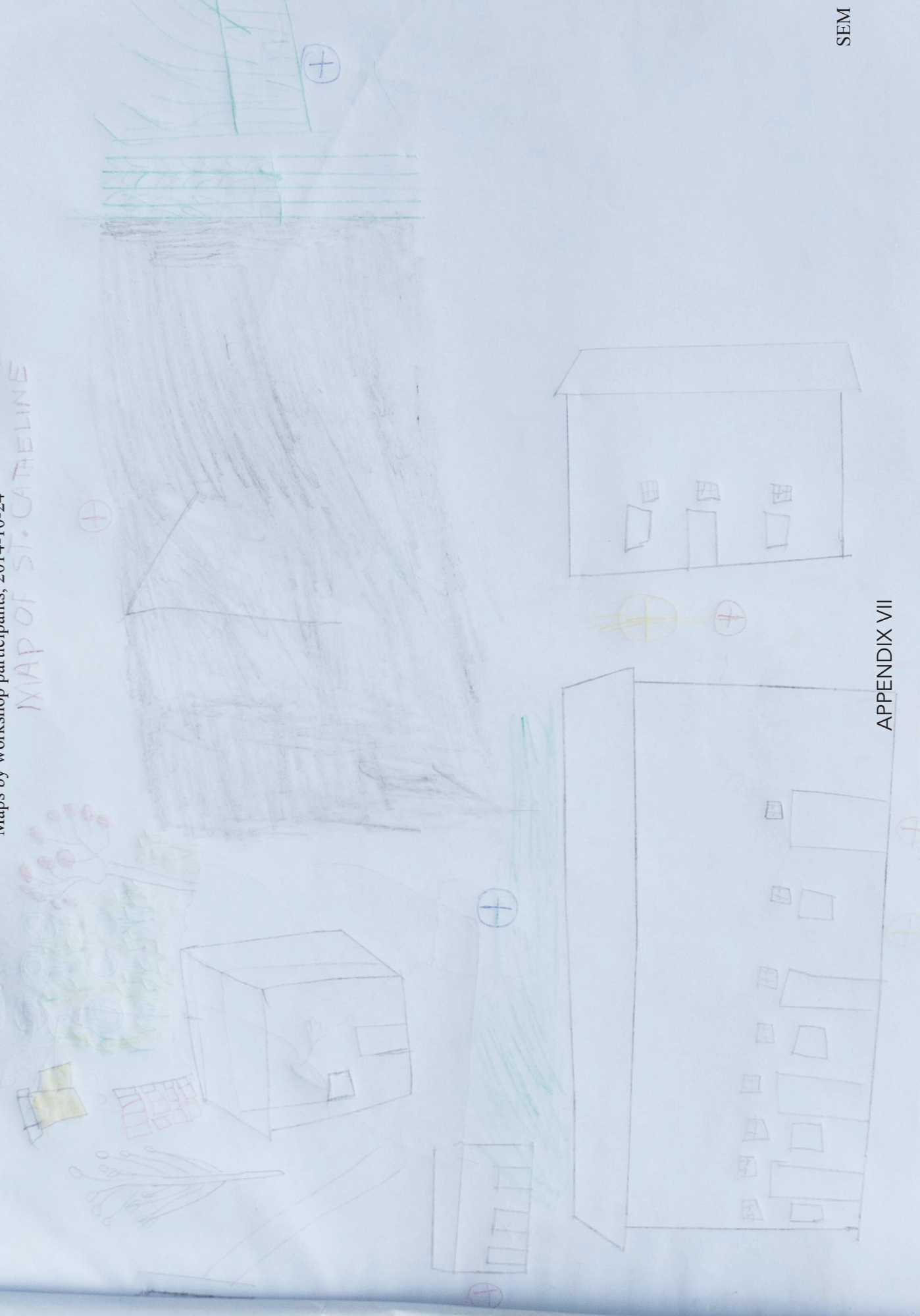
Signatures: Axel 

Maps by workshop participants, 2014-10-24





APPENDIX VII



APPENDIX VII



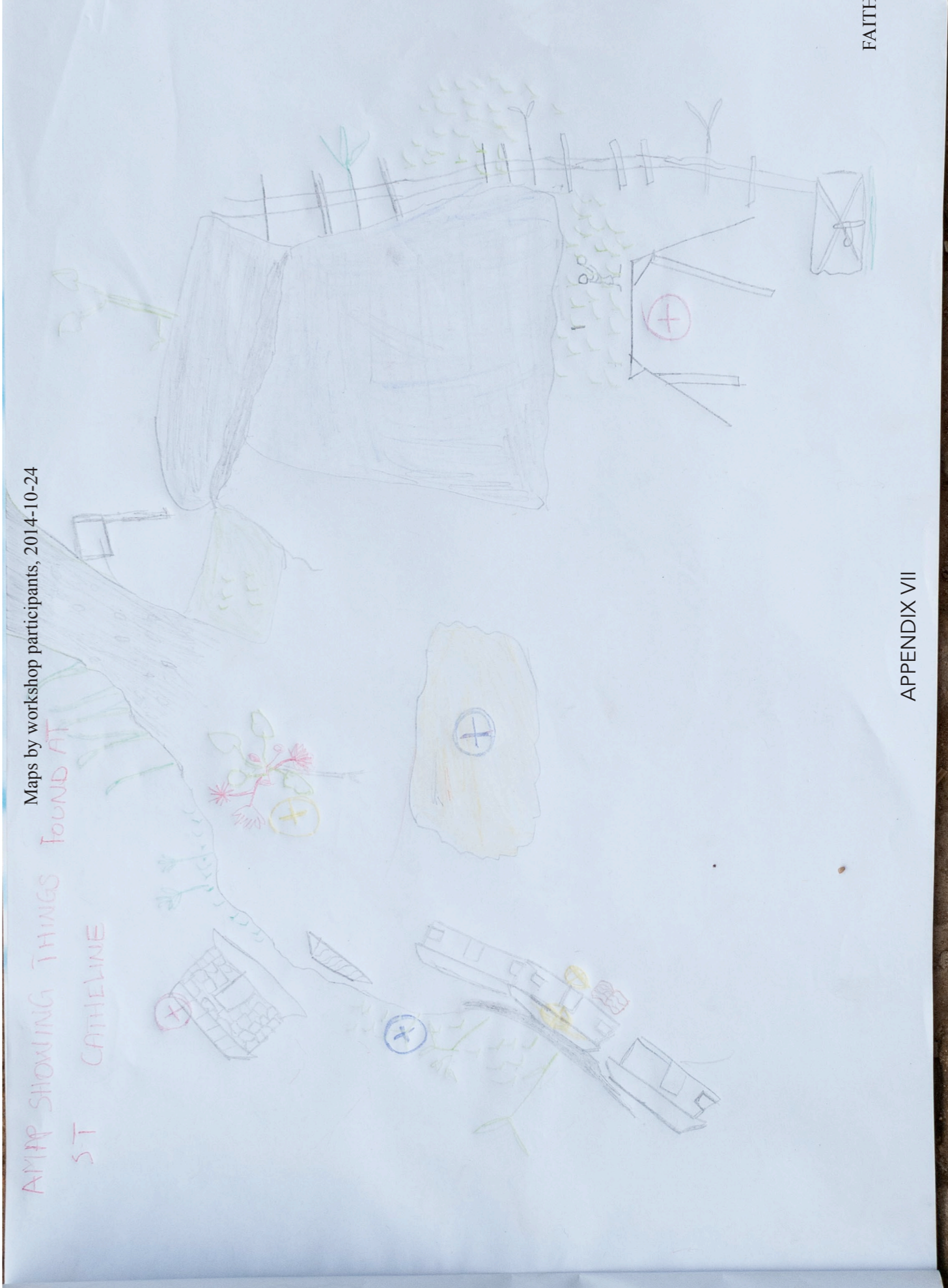


APPENDIX VII

NOEMI

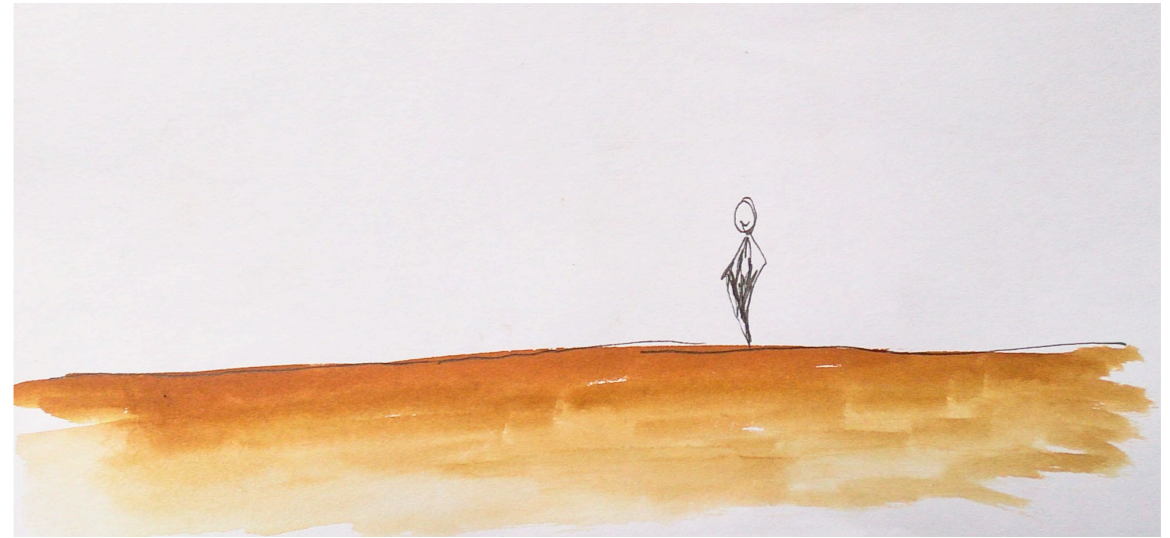
AMP SHOWING THINGS FOUND AT  
ST CATHELINE

Maps by workshop participants, 2014-10-24



APPENDIX VII

FAITH



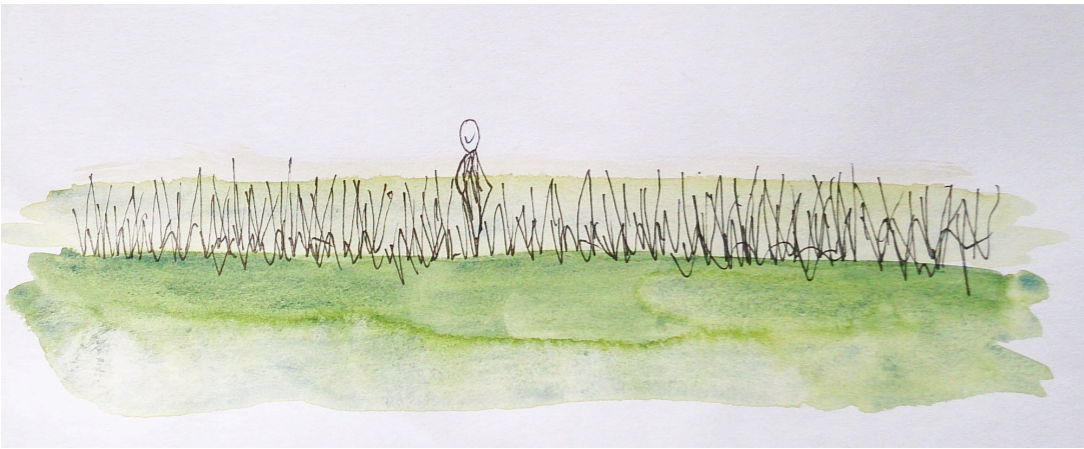
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(VIII:II)



(VIII:III)



(VIII:IV)



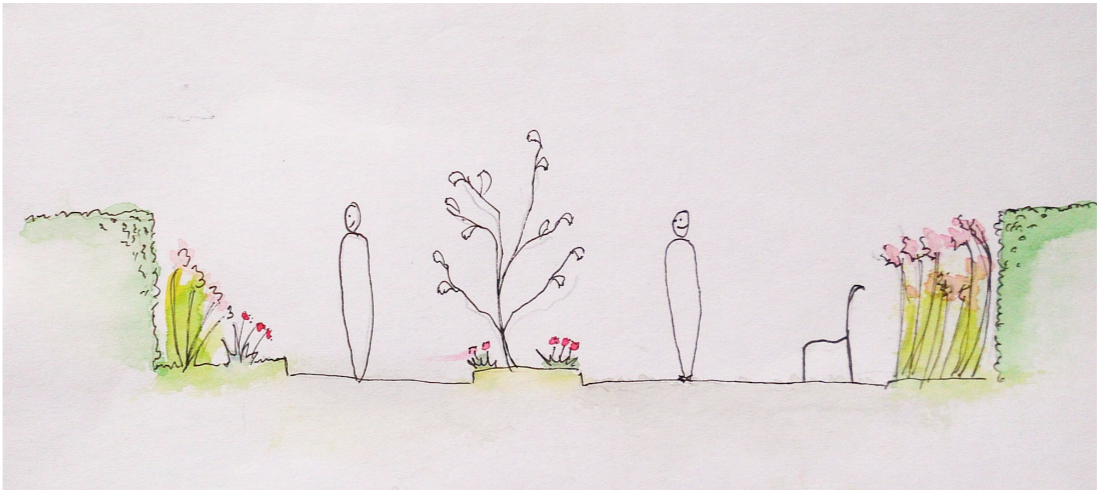
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(VIII:VI)



(VIII:VII)



(VIII:VIII)



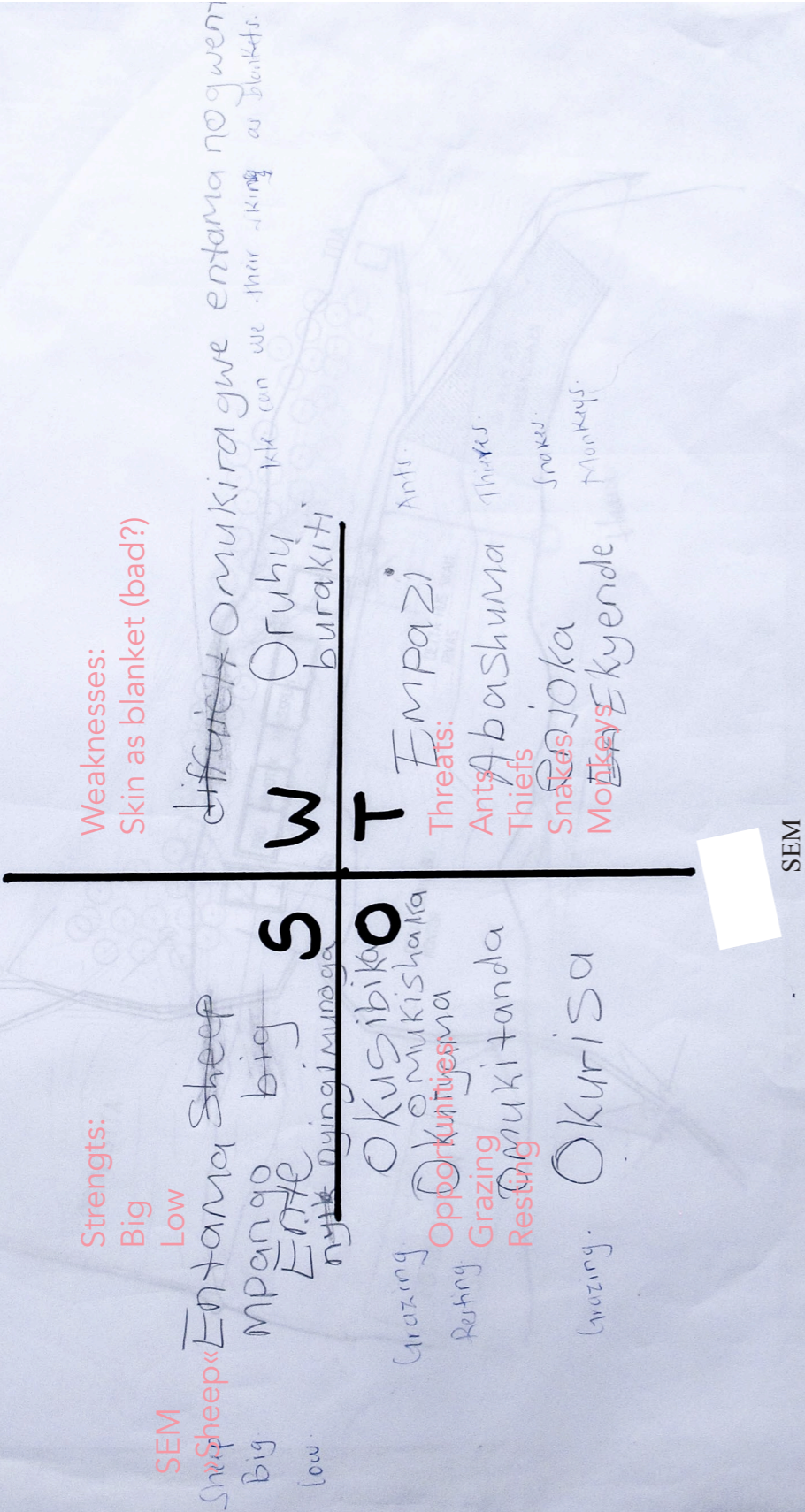
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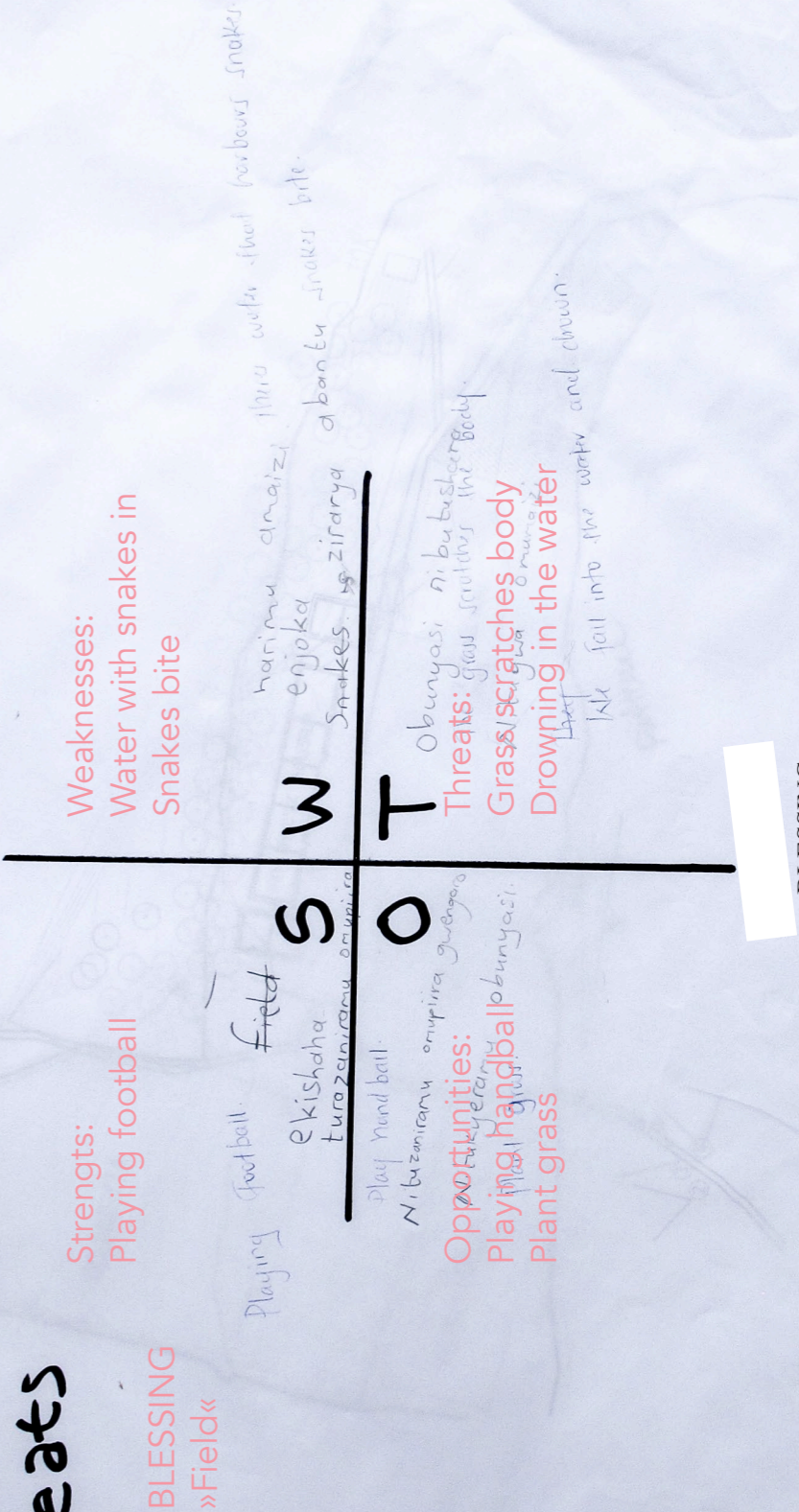
Filled in SWOT templates 2014-11-03



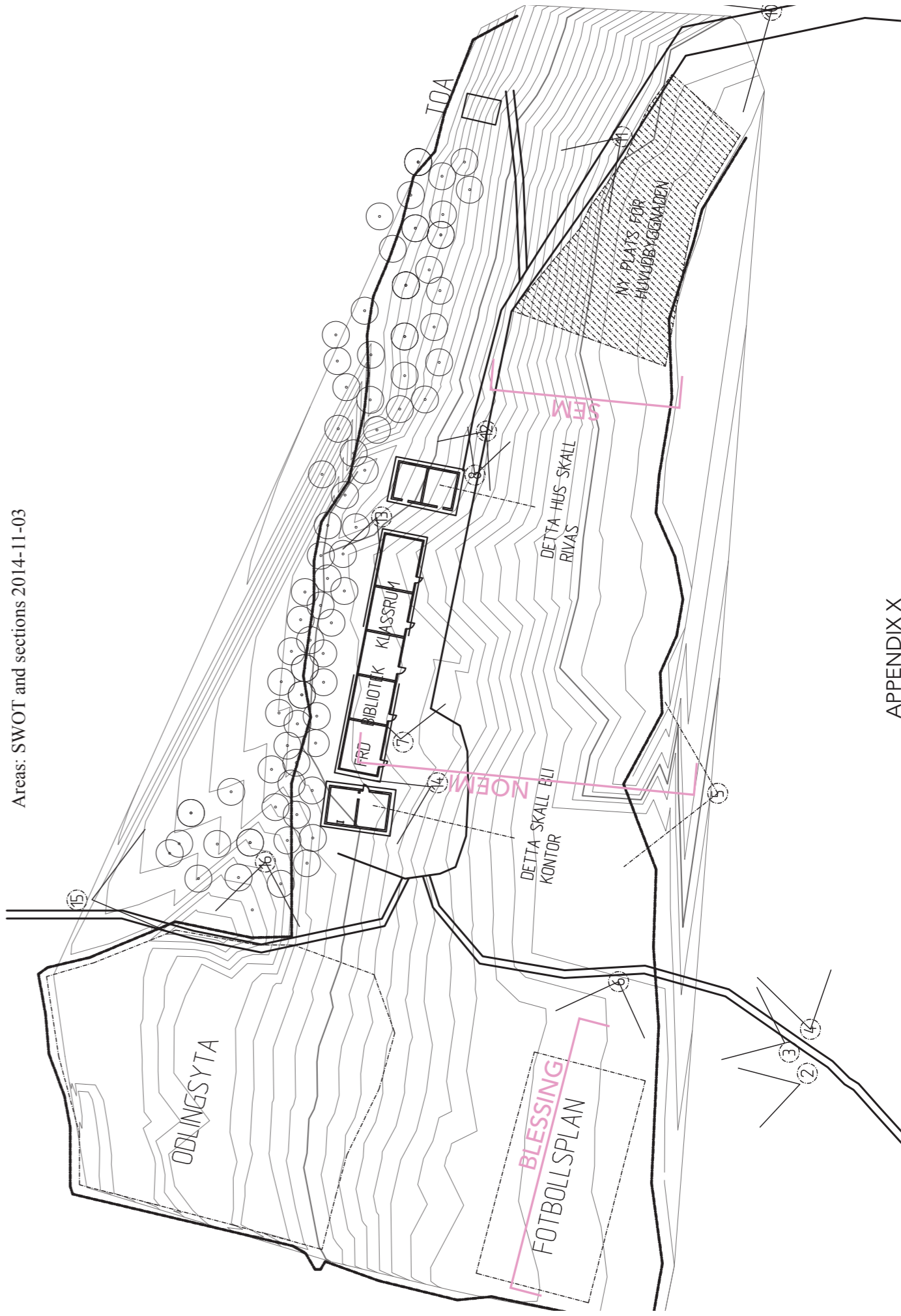
Strengths  
Weaknesses  
Opportunities  
Threats

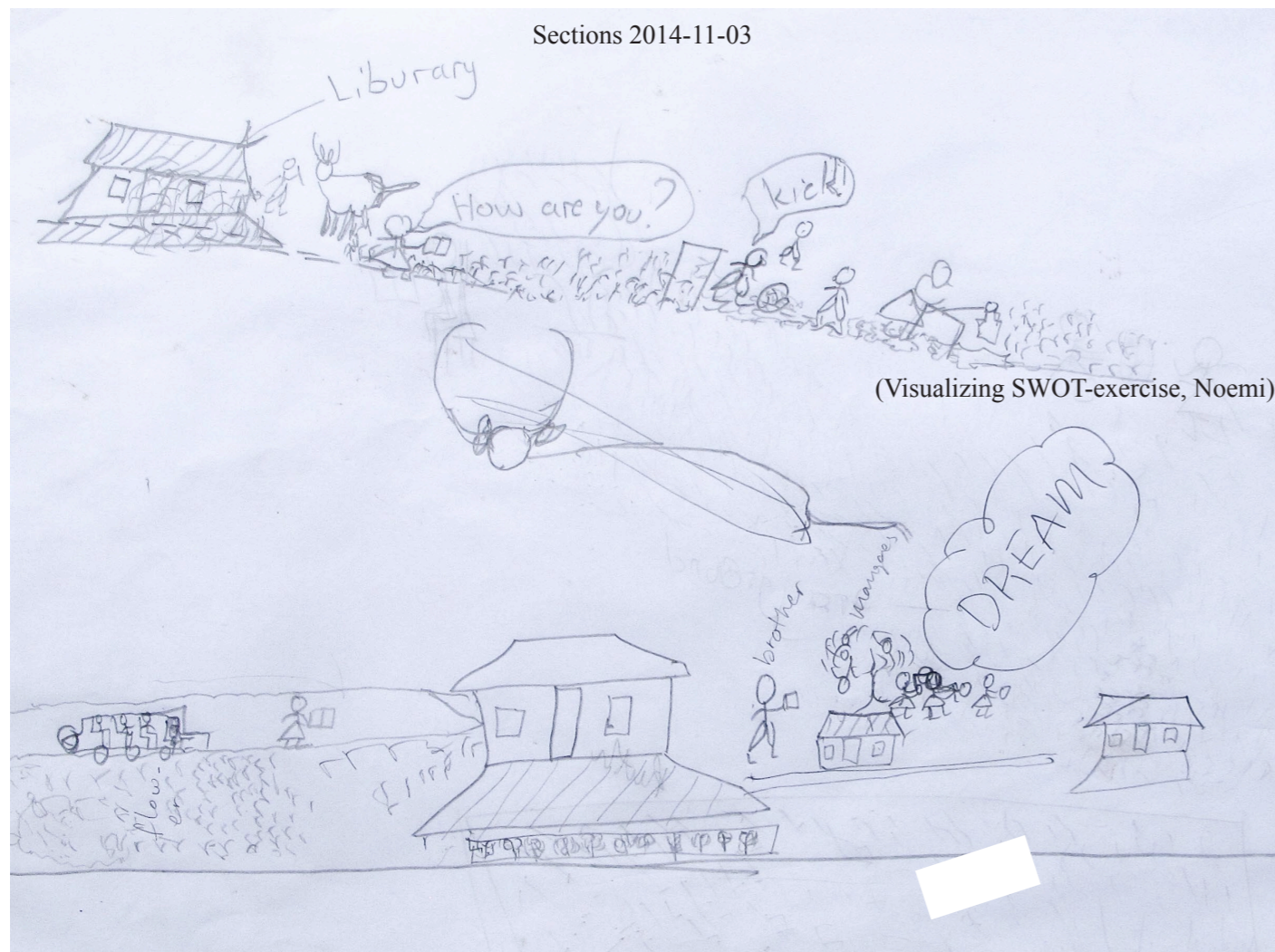


Strengths  
Weaknesses  
Opportunities  
Threats



Areas: SWOT and sections 2014-11-03



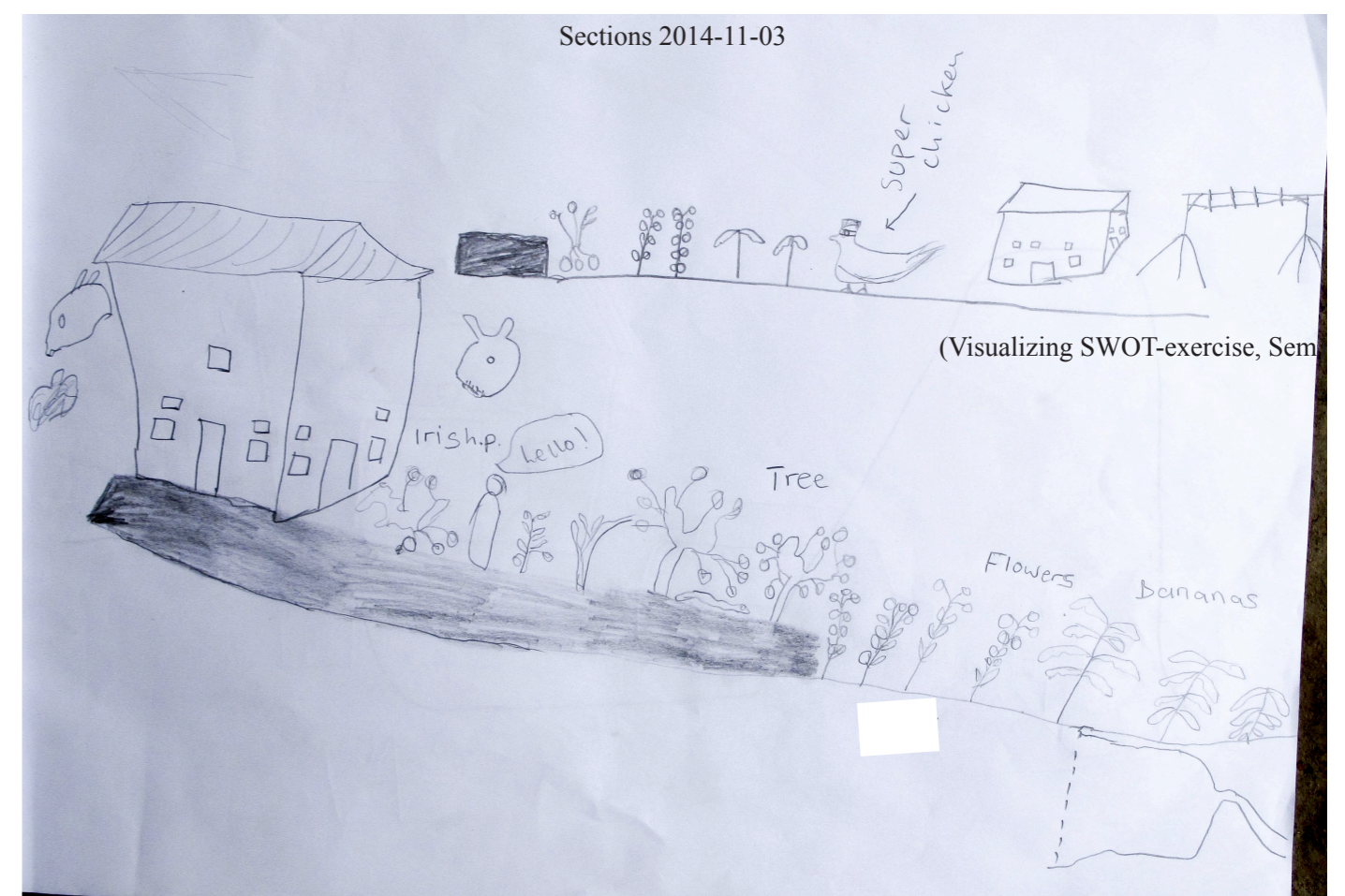


(Visualizing SWOT-exercise, Noemi)

(Free dream scenario, Noemi)



(Realistic desirable scenario for the site, Noemi)

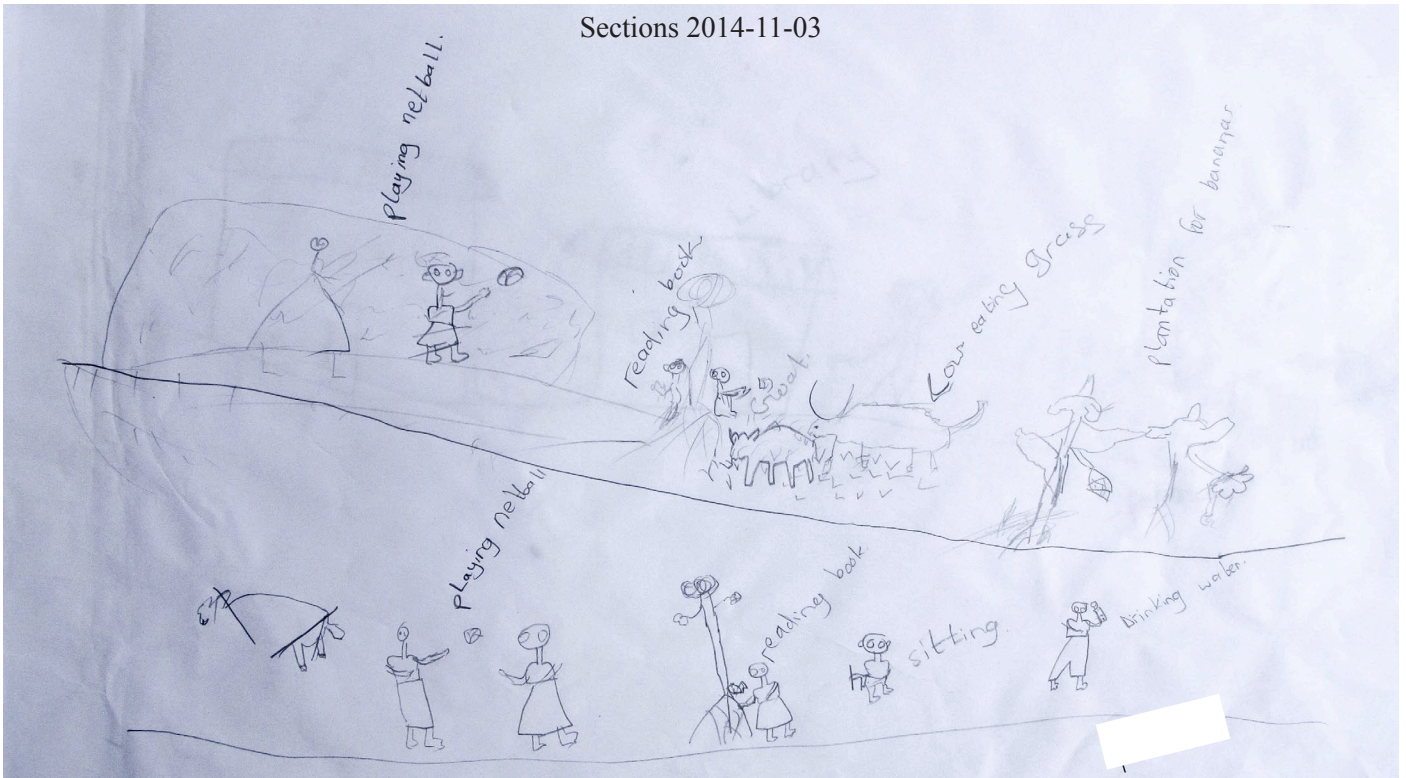


(Visualizing SWOT-exercise, Sem)

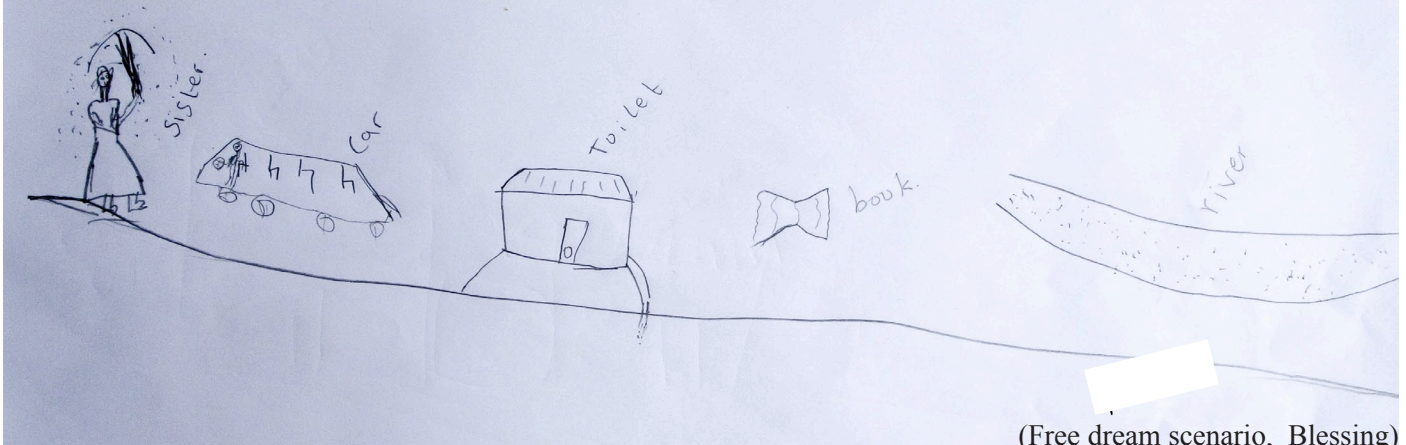
(Realistic desirable scenario for the site, Sem)



(Free dream scenario, Sem)



(Visualizing SWOT-exercise, Blessing)



(Free dream scenario, Blessing)



(Realistic desirable scenario for the site, Blessing)