

## The slightly different map

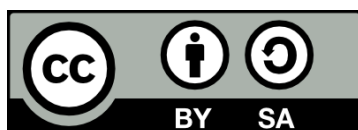
Collective mapping of structural exploitation and solidarity alternatives

**Workshop concept**



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## Hard facts

- 3 hours
- 10-18 participants
- in-person format

## Workshop Description

We live in a world full of contradictions: exploitation and solidarity often go hand in hand. The system we live in drives and stabilizes inequalities and makes it almost impossible for the individual not to live at the expense of others and the environment. We have learned to accept this as normal, thus preventing the development and establishment of a good life for all. However, there are diverse possibilities and realities of a just and solidary mode of living in the present. All these ambivalent processes are reflected in the physical space that surrounds us.

In this workshop, we use the method of collective critical mapping to question the standard, which we have accepted. We explore structures that foster exploitative behavior, as well as structures that support social and environmental sustainable living. By comparing these two perspectives, we can sharpen our perception to realize what is happening in our environment and tackle the crucial question: How can we create an environment, which fosters a sustainable future based on solidarity? We will explore the immediate surroundings of the venue and capture our observations on maps. We will apply collective mapping - a method used to collect observations as well as everyday experiences and discuss them in their context. Various social movements around the globe use this method to develop designs for a solidary mode of living around the world.

## Workshop Objectives

- discover spatially anchored structures that favor or hinder a solidary mode of living
- discuss concrete opportunities for action towards a good life for all
- facilitate a fun, community-based learning experience through the creative method of collective mapping

## Target Audience

The workshop is aimed at a broad audience with no specific prior knowledge from the age of 16. The workshop concept is suitable for both existing and new groups. The ideal group size is between 10 and 18 participants. It is not a requirement that the participants are familiar with the environment of the workshop location.



## Workshop Overview

Time	Name of Activity		Activity Description	Method
10'	1	Welcoming & Organisational Matters	At the beginning of the workshop, it is important to schedule enough time for an informal arrival and welcoming of the participants. Subsequently, the trainer of the workshop can discuss the necessary organisational questions.	/
10'	2	Check-In: 3D-Mapping	Check-ins are a simple tool for setting the ground for a lively workshop. This check-in allows the trainer to familiarize him-/herself with the group and permits the participants to get to know each other. At the same time, it is meant as a teaser of the workshop content by using a 3D mapping method.	Sociogram
25'	3	Introduction to Critical Mapping	A first insight into the method of collective, critical mapping is provided. To do so, the trainer shows an explanatory video and a few concrete examples of collective, critical mapping.	Video supported input
45'	4	Filling in the Map (a Walking Tour)	The participants explore the immediate surroundings of the venue. While walking, the participants look for real-life examples of the provided legend symbols and insert them on the provided maps.	Walking tour alone or in pairs
10'	Break			
25'	5	Creating Maps	The participants work in groups to compile their observations on large maps. A collective map is created within each group.	Creative map making in groups
25'	6	Discussing the Maps	The two groups present their maps to each other and discuss them. The trainer moderates the discussion and supports the group to find interesting insights by comparing the two maps.	Discussion
20'	7	Envisioning the Map of Tomorrow	This activity focuses on the potential for transformation. Based on the previous debate about the present, participants collect concrete visions and local interventions to facilitate solidarity and mark these on the map.	Discussion in small groups
10'	8	Closing	A final round allows the participants to conclude the workshop and serves as a feedback for the trainer. In addition, the participants receive time for anonymous, written feedback.	/



## Activity 1: Welcoming & Organisational Matters

Overview	At the beginning of the workshop, it is important to schedule enough time for an informal arrival and welcoming of the participants. Subsequently, the trainer of the workshop can discuss the necessary organisational questions.
Time	10 minutes
Material	Visualisation of: <ul style="list-style-type: none"><li>• workshop programme (e.g. written on a flipchart)</li><li>• workshop objectives</li><li>• welcome poster</li><li>• group agreement (Appendix 1)</li></ul>

### Instructions

In this activity it is important to create a space in which the participants feel welcome. Also, all organisational matters should be discussed, so that the participants can focus on the workshop content afterwards.

You should clarify and communicate the following points:

- Personal introduction of yourself
- Context of the workshop → Why is this workshop taking place?
- What should the participants expect? → Show schedule and objectives of the workshop
- Group agreement (a suggestion for a group agreement by adrienne maree brown is included in Appendix 1a)
- Attendance record if required
- ...

You can adapt this list according to the context and the needs of the workshop.

### General remarks:

This part usually requires quite some time, but it is still important not to waste too much time on organisational details. It is helpful to thoroughly think in advance about what information is really necessary. Furthermore, it is convenient to prepare visualisations of the timetable, the workshop objectives etc., to make it easier for the participants to follow the given information.

### Remarks for online implementation:

If the workshop is conducted online, this activity should be used to clarify technical issues, such as the chat function. You can find a suggestion for chat characters to moderate discussions in virtual space in Appendix 1b. Instead of flipcharts, you can prepare a simple slide show.





## Activity 2: Check-In "3D-Mapping"

Overview	Check-ins are a simple tool for setting the ground for a lively workshop. This check-in allows the trainer to familiarize him-/herself with the group and permits the participants to get to know each other. At the same time, it is meant as a teaser of the workshop content by using a 3D mapping method.
Time	10 minutes
Material	/

### Instructions

Step 1: Invite the participants to position themselves along the axis of two poles depending on their answer to the question:

- How well do I know the surroundings of this workshop venue?

The two poles are "very well" and "never been here before". The participants can position themselves along the imaginary axis according to their self-assessment. The room serves as a 3D map, with an imaginary line drawn across the room.

Step 2: Now, briefly ask some participants why they have located themselves in this place.

Step 3: Repeat steps 1 and 2 with the following questions:

- How often do I get lost?
- How often do I use a map?
- How familiar am I with the method of "critical collective mapping"?

### General remarks:

This exercise is an opportunity for you to get an idea of potential prior knowledge of the workshop participants. Feel free to add questions of your interest. Afterwards, explain that this positioning in space is already a method of mapping, as information is spatially located (= "sociogram").



## Activity 3: Introduction to Critical Mapping

Overview	A first insight into the method of collective, critical mapping is provided. To do so, the trainer shows an explanatory video and a few concrete examples of collective, critical mapping.
Time	25 minutes
Material	<ul style="list-style-type: none"><li>• Projector</li><li>• Speakers</li><li>• Laptop</li><li>• Sample material printed or on a slide show (see Appendix 2)</li></ul>

### Instructions

Step 1: Present the explanatory video "On our and other maps" by the collective Orangotango, to offer the participants a first insight into the idea of collective, critical mapping.

The video is available on Youtube in the following languages: E, GER, IT, EN, HU, FR.  
Duration: 9:07 minutes

Link to the video in English: <https://www.youtube.com/watch?v=25OuDxf0rfA>

Step 2: Ask the participants what they take away from watching the video. Afterwards, summarise the essential information provided in the video, if not mentioned earlier:

- Maps represent reality in a simplified and generalised way. Maps never display the entire reality; they only display what they intend to represent.
- Since the complexity of what is depicted is reduced on a map, only a selection of a reality is depicted.
- However, what a map depicts always reflects interests and power relations of those who made it. Maps are, therefore, always political.
- Maps influence us and our view of our surroundings. They effect what we see and what we don't see.
- Everyone can make maps. Collective map-making can be used to develop a shared understanding of our environment, to discover similarities and differences. This can be a starting point for networking.

Step 3: Show 2-3 different examples of open source critical maps. Suggestions and explanations are found in Appendix 2.

Step 4: At the end, allow the participants to ask questions and comment on what they have just learned.

### General remarks:

To improve your knowledge about this topic, you can find literature on critical, collective mapping in Appendix 3. Note that you don't have to be an expert to facilitate this workshop.



## Activity 4: Filling in the Map (a Walking Tour)

Overview	The participants explore the immediate surroundings of the venue. While walking, the participants look for real-life examples of the provided legend symbols and insert them on the provided maps.
Time	45 minutes
Material	<ul style="list-style-type: none"><li>• Legend (-&gt; appendix 4) for each participant on either exploitation or solidarity, A4</li><li>• Legend for the presentation in a large format (could also be projected)</li><li>• A map of the venue for each participant (radius approx. 200m), A4</li><li>• possibly clipboards</li></ul>

### Instructions

Step 1: At the beginning of this activity, you present the legend (-> appendix 4). This step aims to give an idea of what could be meant by each symbol of the legend. Note that there is room for interpretation for each symbol. It's this scope of interpretation of the symbols which makes this activity interesting.

Step 2: Afterwards, you divide the group in half: one group maps examples of exploitation, the other group maps examples of solidarity. To split the group you can use the following method: lay down the two different legends, exploitation and solidarity, on the floor in two corners of the room. Ask the participants to circle around the legend of their interest. It's okay if the groups aren't exactly the same size, but if one group is much bigger than the other, ask some participants to change the group.

Step 3: Each participant receives a map of the venue (approx. A4) and the legend according to the chosen group.

Step 4: The participants now have approximately 30 minutes to explore the venue's surroundings alone or in pairs. While walking around, they search for places/objects/situations that display the symbols of their legend. The participants record their observations on their small maps by drawing on them.

Example 1: a chain store for cheap clothes could be mapped as an example for the symbol "exploitation of workers", due to the poor working conditions in the textile industry. Another symbol that could be used to map the chain store is "cost-shifting to other places" because the business of the textile and clothes industry takes place elsewhere, out of our sight. As you can see, it's not always clear which symbol fits best - the participants are invited to discuss the symbols.

Example 2: you could map a park for "share and public goods" because public green spaces fulfill the basic need for regeneration.





Example 3: a parent walking by with his or her child by the hand can be marked on the map under the symbol "taking care of other people". The things mapped by the participants do not have to be static.

### General remarks:

Not every symbol of the legend must be mapped. To illustrate their examples, the participants may also take photos during their walk, although it is not obligatory. Before the participants start their walk, recommend the groups to organize themselves and discuss which group explores which part of the surroundings.

There is no right and wrong in this exercise. When you instruct this activity, it is important to emphasize that this exercise is not about finding perfectly representative examples - instead, the exercise facilitates creative and associative thinking. This activity should be fun.

Preparation of the maps: To prepare the maps of the surroundings, you can use different providers of open-source maps; very common is [openstreetmap.org](https://openstreetmap.org) or [maps.stamen.com](https://maps.stamen.com). You can zoom into the location of your workshop and make a screenshot of the map, on which you can see the area around the location (an approximate radius of 200m). If you have the impression that the site's surroundings do not work well for this activity, give it a try anyway – you will be surprised that it is even more interesting if the things mapped are not obvious at first glance.

## A short break of 10 minutes

## Activity 5: Creating the Maps

Overview	The participants work in groups to compile their observations on large maps. A collective map is created within each group.
Time	25 minutes
Material	<ul style="list-style-type: none"><li>• 2 maps of the venue (A1 or A2) - radius approx. 200m</li><li>• symbols of the two legends printed out and cut out (each symbol at least 10x) (-&gt; appendix 5)</li><li>• glue (at least 2x)</li><li>• post-its</li><li>• pens</li></ul>



## Instructions

Step 1: In this activity, the participants work in their sub-groups. For each group you prepare a large map of the surroundings (A1 or A2 format), glue, cutouts of the symbols of the corresponding legend, as well as post-its for commenting.

Step 2: Now, each group collectively prepares a map of the surroundings according to their topic. The groups collect and discuss the different observations made during their walk and glue the corresponding symbols on the large map, where they encountered examples for exploitation or solidarity. If necessary, comments can be added via post-its.

### General remarks:

During this activity you can walk around and offer support if needed. An example of a collective map is provided in Appendix 6.

## Activity 6: Discussing the Maps

Overview	The two groups present their maps to each other and discuss them. The trainer moderates the discussion and supports the group to find interesting insights by comparing the two maps.
Time	25 minutes
Material	<ul style="list-style-type: none"><li>• post-its</li><li>• a thick pen</li></ul>

## Instructions

Step 1: The group on exploitation starts and presents their map to the others. The group explains what can be found on the map and gives a short insight into their process of the past hour. Afterwards, the other participants can ask questions.

Step 2: Now, the group on solidarity presents their map as explained in step 1.

Step 3: After these short presentations, the participants can share further thoughts. In particular, the two maps should be discussed in comparison. Guiding questions for this discussion are:

- For which symbols was it challenging/easy to find spatially anchored examples in the surroundings?
- How did you feel while walking around?
- What is remarkable when you compare the two maps?
- Do you have a different opinion/perception of the things which have been mapped?
- ...



You facilitate this discussion and write down important findings to record the harvest from the workshop and make it visible to all, for example, by using a flipchart. At the end of the discussion, you summarise the insights and wrap up the group discussion.

### General remarks:

Keep the discussion running by asking critical questions. Controversial discussions can be very enriching for all participants. As mentioned above, there is no right or wrong in this exercise.

## Activity 7: Envisioning the Map of Tomorrow

Overview	This activity focuses on the potential for transformation. Based on the previous debate about the present, participants collect concrete visions and local interventions for a solidary future and mark these on the map.
Time	20 minutes
Material	<ul style="list-style-type: none"><li>• five cutout legend symbols on solidarity (one for each group); they can differ visually from the symbols of the first round of mapping (e.g. cut out round instead of square).</li><li>• glue</li></ul>

### Instructions

Step 1: You form five small groups, one for each symbol of the solidarity-legend. You can group the participants according to their seating position with their neighbours. Each group only gets one cut-out symbol.

Step 2: Put the exploitation-map in the center of the room.

Step 3: Now, the small groups discuss where they could place their symbol on the map of exploitation in a way that may influence that specific place positively. They shall discuss what implementations could contribute to this change. The groups have 5-7 minutes for their discussion.

For example, the group with the symbol "sharing" could place their icon at a noisy junction because they want to implement a carsharing station there to reduce traffic.

Step 4: The groups share their ideas for one transformative measure towards solidarity and pin down their symbol on the map at the right place.

Step 5: Ask the participants for final comments.



## Activity 8: Closing

Overview	A final round allows the participants to conclude the workshop and serves as a feedback for the trainer. In addition, the participants receive time for anonymous, written feedback.
Time	10 minutes
Material	<ul style="list-style-type: none"><li>• Feedback forms</li><li>• Pens</li><li>• One object which can be passed on in the circle, e.g. juggling ball</li></ul>

### Instructions

Step 1: Announce the end of the workshop.

Step 2: Give the participants one minute of silence to review the workshop and reflect on the question: "What inspired me?".

Step 3: Make a circle and invite the participants to share one final thought. You can use an object, that is passed on from one participant to the other: the person with the object speaks. It is not obligatory, that each participant contributes to this round.

Step 4: Finish off the workshop. There should be at least 5 minutes left for the participants to fill out an anonymous feedback form.

### General remarks:

The feedback questionnaire might include the following questions:

- What was my "ahh!- moment"?
- What do I take away?
- What would I have liked to have done differently?
- Was I able to contribute the way I wanted?



## Material Overview

What?	How many?	activity
Projector	1	3
Speakers	1	3
Laptop	1	3
Clipboards (not obligatory)	1 per participant	4
Glue	At least 2	5
Post-its	2 small packages	5
Pens	1 per participant	5
Marker/thick pen	1	6
Feedback forms -> Appendix 5	1 per participant	8
One object which can be passed on in the circle, e.g. juggling ball	1	8

## Material to be printed

Title/keyword	How many?	activity
Legends on exploitation and solidarity, A4	One legend per participant on either exploitation or solidarity	4
Map of the venue (A4; radius approx. 200m, monochrome)	1 per participant	4
Map of the venue (A1 or A2; radius approx. 200m, monochrome)	2	5
Symbols of the two legends printed out and cut out	each icon at least 10x	5
Cutout legend symbols on solidarity; can differ visually from the symbols of the first round of mapping (e.g. cut out round instead of square).	Each icon once	7



## Flipcharts to be prepared/slides in a slide show

<b>Title/keyword</b>	<b>activity</b>
Welcome poster	1
Workshop timetable + objectives	1
Group agreement	1
Sample material of critical maps	3
Legends	4

## Appendix

### Appendix 1: Facilitators Request

- Listen from the inside out or listen from the bottom up (a feeling in your gut matters!)
- Engage Tension, Don't Indulge Drama
- W.A.I.T.—Why Am I Talking?
- Make Space, Take Space—a post-ableist adaptation of step up, step back - to help balance the verbose and the reticent
- Confidentiality—take the lessons, leave the details
- Be open to learning
- Be open to someone else speaking your truth
- Building, not selling—when you speak, converse, don't pitch
- Yes/and, both/and
- Value the process as much as, if not more than, you value the outcomes
- Assume best intent; attend to impact
- Self care and community care—pay attention to your bladder, pay attention to your neighbors

Source: [adrienne marree brown](#) (2017): [emergent strategy](#)

### Appendix 2: Sample Material of Critical Mapping

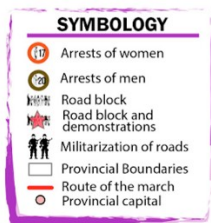
#### Example 1:

Our first example is a map created by the Ecuadorian “Colectivo de Geografía Crítica”. The map displays the route of a protest march held in 2015 by indigenous groups in Ecuador to respond to policies that deepened oil extraction, intensified mining operations, changed labour laws etc. Along the red line, which is the route of the demonstration march, roadblocks of protesters, the militarisation of roads and arrests of women and men are portrayed, thus making visible the social struggle that is connected with the protests. This shows how critical mapping is a powerful tool for social movements to make themselves visible.



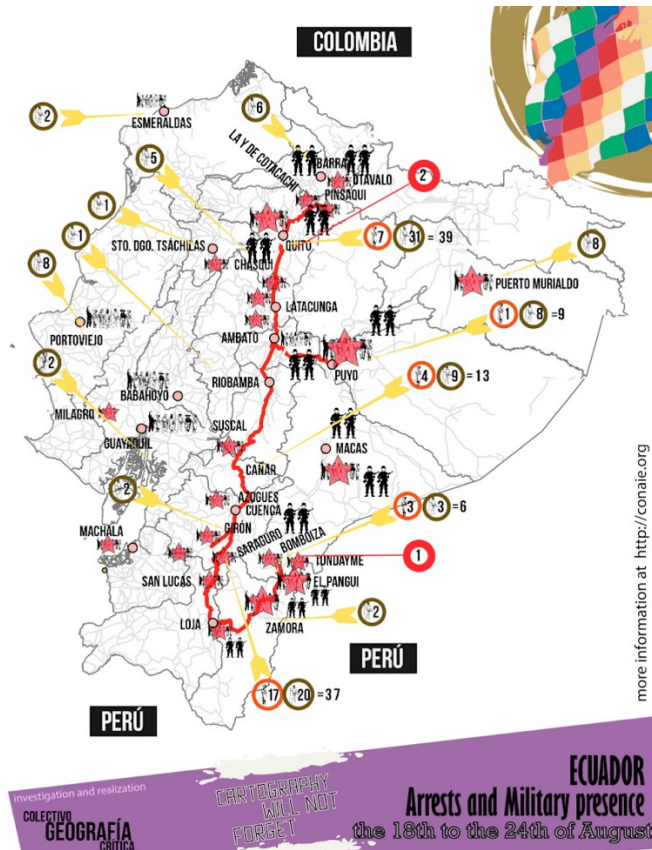


On August 16 2015, by executive decree President Rafael Correa declared a nationwide state of exception due to the increase in activity of the Cotopaxi volcano in the central Andes. Decree 755 gave extraordinary powers like the use of all members of the armed forces and police, use of public funds, suspension "of the inviolable constitutional rights of the home, transit, assembly, and correspondence" and censure of the media exclusively in the context of the eruption of the Cotopaxi Volcano. However, in both the indigenous Kichwa territory of the Saraguro in Loja Province in the south as well as in Puyo, in Pastaza Province, both far from the area affected by the volcano, the police and the military have used this decree to raid homes without court order, even for people who have not participated in demonstrations, in order to arrest and attack occupants in their homes, as in the case of Saraguro.



DEPARTURE AUGUST  
ARRIVAL AUGUST 13

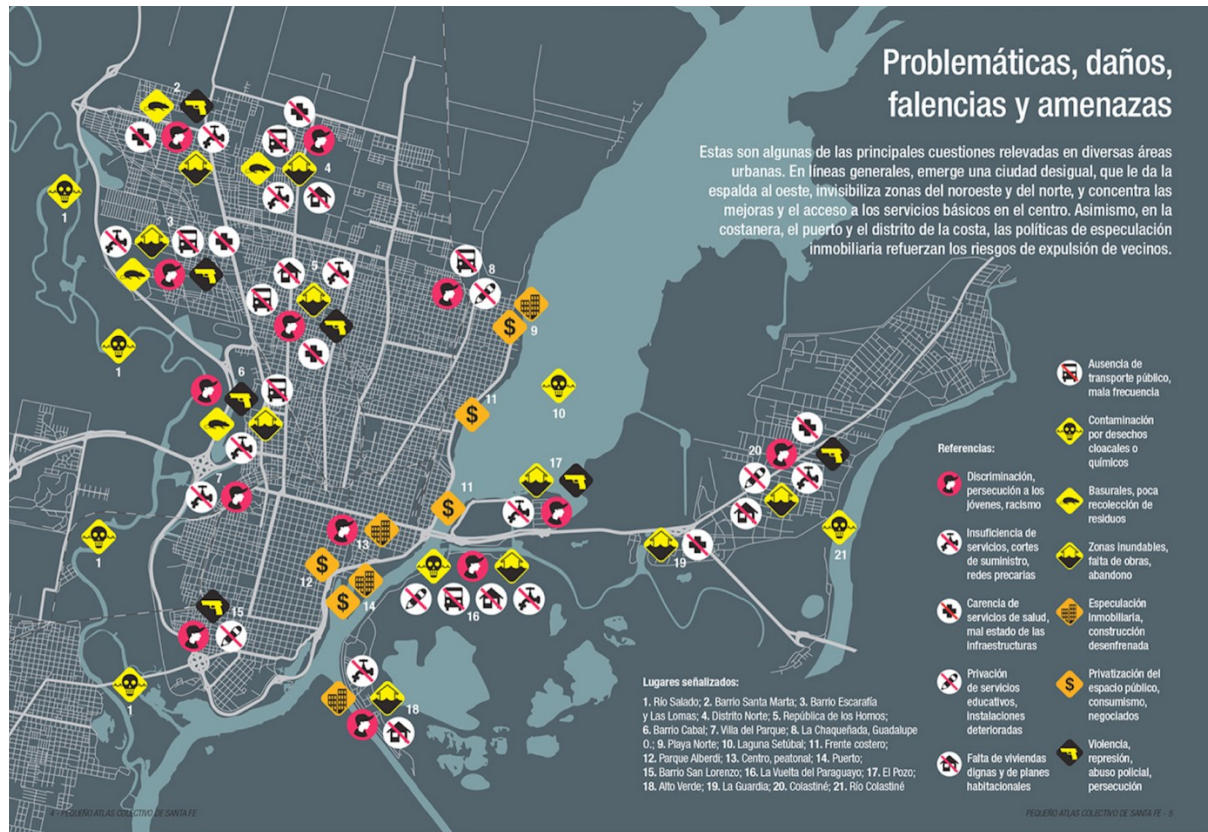
0 25 50 100 150 km



Source: [https://www.rosalux.de/fileadmin/rls\\_uploads/pdfs/sonst\\_publicationen/This\\_Is\\_Not\\_An\\_Atlas.pdf](https://www.rosalux.de/fileadmin/rls_uploads/pdfs/sonst_publicationen/This_Is_Not_An_Atlas.pdf)

## Example 2:

The second example is a map of Santa Fe, Argentina, created in 2016. In a collective effort, the local museum, students and interested citizens created a map where the city's problems are displayed. The topics range from violence, police brutality, lack of education, lack of health institutions, commercialisation of public goods and services, etc. In follow-up workshops, the groups split up and collected institutions and resources in every district of the city that help to solve these problems, such as cultural projects, fair trade markets, public and green spaces, means of community communication, educational projects, etc. An example like this is great to show how a process of collective mapping can work in a city, giving ideas for the mapping of exploitation and solidarity.





## Propuestas, espacios y prácticas culturales, sociales y comunitarias

Dividimos la ciudad en tres zonas para reconstruir y localizar geográficamente las amplísimas tramas barriales, formadas por espacios culturales autogestionados, educaciones alternativas, propuestas de economía social y solidaria, organizaciones sociales, culturales y educativas, medios comunitarios y proyectos de gestión social del espacio público y recreativo.

### Referencias:

- Comercio justo y ferias populares
  - Lugares, prácticas y proyectos culturales
  - Educación y pedagogía alternativas
  - Espacio público, recreación y encuentro
  - Medios de comunicación comunitaria
  - Emprendimientos productivos y autogestionados
  - Asambleas, colectivos y organizaciones
- Lugares:**
- Huerta Mocoí (Com. Calá (Recreo))
  - Casa de Semillas del Liberal (RITA, Monte Vera)
  - Granja Agroecológica La Verdedita (C. Roca 1800)
  - Feria del trueque (Fco. Zúñiga 8000)
  - Feria de org. sociales (Itinerante)
  - Feria Popular El Bolsillo (Av. López y Planes 4069)
  - Grutlería (Parque Federal)
  - Feria de economía social y solidaria (Parque Federal)
  - Centro cult. El Alero (Bx. French y Sarmiento)
  - La Esquina Encendida (E. Zeballos 3310)
  - Teatro de la Abadía (E. Zeballos 3074)
  - Centro cultural y social Alberdi (Alberdi 6724)
  - Casa Pitman (Avellaneda 5538)
  - La Redonda (E. del Carril 2198)
  - El Derumbe, experimento de ocupación táctica del espacio (A. del Valle 4981)
  - Carnabentales (diversos barrios la ciudad)
  - Escuela de educación popular La Cecilia (Monte Vera)
  - El Patio (Aisina 8800)
  - Talleres gratuitos (Htal. Miras y López, Bx. Párra 8400)
  - Talleres de cine del Mov. Los Sin Techo (diversos barrios de la ciudad)
  - Red de escuela productiva Asoc. Dignidad y Vida Sana. (Circunvalación y Hermandades)
  - Talleres gratuitos El Alero (Bx. French y Sarmiento)
  - Talleres gratuitos en escuelas (toda la ciudad)
  - Talleres en La Esquina Encendida (E. Zeballos 3310)
  - Jardín Botánico (Parque Norte)
  - Bicisenda (costanera)
  - Radio En la Mira (Htal. Miras y López Bx. Párra)
  - Radio comunitaria CAMCO (Pedro Vittori 4300)
  - Periódico Pausa
  - Coop. de trabajadores Naranjito (Bx. Párra 9300)
  - Coop. de autoconstrucción del Mov. Los Sin Techo (Las Lomitas, entre otros)
  - Asoc. Civil Dignidad y Vida Sana, planta de clasificación de residuos urbanos (Circunvalación y Hermandades)
  - Coop. Setibul, obras y servicios públicos (Rto. 12 de Infantería 939)
  - Coop. Tejo, construcción sustentable (D. Silva 2708)
  - Centro de emprendedores de la Economía Social (Pedro Vittori 4214)
  - Asamblea vecinal Santa Marta (Chubut 6229)
  - Mov. Los Sin Techo (diversos barrios de la ciudad)
  - Asociación Civil Manzanas Solidarias (Riobamba 8101)
  - Asamblea contra el proyecto de urbanización en Playa Norte
  - Colectivo El Quco (B. Cabe)
  - Federación Argentina de Carlineros y Recicladores, CTEP
  - Nuestros sueños, vecinos auto-organizados (Los Hornos)
  - Cocinas solidarias (diversos barrios de la ciudad)
  - Heladera Social (A. del Valle al 6000)
  - Asamblea de carteros, cartoneros y recicladores (D. Oeste)
  - Asociación Parque Federal
  - Centro de Acción de Mov. Comunitarios (Pedro Vittori al 4300)
  - Santa Fe en Bicí (Itinerante)

6 - PEQUEÑO ATLAS COLECTIVO DE SANTA FE



### Lugares:

- Permanencia en la plaza central (Rincón)
- La Curadora, residencia y taller para artistas (Callejón Puerto Paladio, Arroyo Leyes)
- Biblioteca popular Arminador (Ruta prov. N° 1 Km. 13,5, Arroyo Leyes)
- Festival folclórico Río Colastiné
- Espacio cult. La Rosa de los Vientos (Calle Los Talas, Colastiné N.)
- Biblioteca popular Juglares sin Frontera (Calle Los Talas, Colastiné N.)
- Hogar escuela (Colastiné N.)
- Taller de construcción de muñecos de tela (La Guardia)
- Taller de murales (Vía muerta, Colastiné S.)
- Plaza central (Rincón)

### Referencias:

- Comercio justo y ferias populares
- Lugares, prácticas y proyectos culturales
- Educación y pedagogía alternativas
- Espacio público, recreación y encuentro
- Emprendimientos productivos y autogestionados
- Asambleas, colectivos y organizaciones

- Placita recuperada (Colastiné S.)
- Autoconstrucción en adobe (Arroyo Leyes)
- Coordinadora de la Costa (vecinos desde Arroyo Leyes hasta El Pozo)
- Organización comunitaria Arenas del Rincón
- Asociación civil Trama Tierra (Rincón)
- Comedor comunitario (Rincón)
- Centro Comunitario Colastiné Solidario (Colastiné N.)

- Asociación Civil Un mundo especial, discapacidad (Colastiné)
- Vicinal (Colastiné N.)
- Asociación Cultural de la Costa (Colastiné)
- Vicinal pro-fomento y cultura (La Guardia y Colastiné)
- Juventud Unida (Colastiné S.)
- Vicinal (Colastiné S.)

### LA GUARDIA, COLASTINÉ Y RINCÓN



10 - PEQUEÑO ATLAS COLECTIVO DE SANTA FE

## Deseos e ideas para activar el derecho a una ciudad para todos



Durante los talleres nos preguntamos qué tipo de espacios, proyectos y prácticas serían necesarios en diversos puntos de la ciudad. Se abrió así un plano de invenciones muy potente: los deseos e ideas fueron trabajados con la misma iconografía que la utilizada para señalar lo existente, razón por la cual los participantes se movieron en un marco de posibilidades amplio, pero factible. Resumimos en cinco puntos los principales anhelos, un semillero de ideas que cualquiera puede retomar, profundizar y llevar a territorio.



### Experiencias abiertas y espacios de encuentro

✓ **ACTIVIDADES, CENTROS Y LUGARES CULTURALES.** Para atravesar las fronteras simbólicas entre los barrios, y entre éstos y el centro, disponer de volantes y carteleros comunes en espacios públicos. Visibilizar la red cultural y artística que se despliega por toda la ciudad, e incentivar el desplazamiento de los interesados a eventos culturales, fiestas populares y carnavales en los barrios (1).

✓ **ESPACIOS VERDES PARA OCIO, JUEGO Y DEPORTES.** El Parque Garay debe ser mejorado para el disfrute público (2). Habilitar áreas verdes en zonas norte, noroeste, oeste (3) y organizar actividades recreativas durante las noches cálidas. Mejorar la iluminación y limpieza de estas áreas, colocar señalética y equipamiento recreativo. Garantizar el acceso público al borde costero (4). Habilitar lugares de descanso y abrigo.

✓ **INTERVENCIONES DE MICROURBANISMO.** Conectar barrios diseñando trayectos en bici o a pie, que propongan paradas en espacios culturales, ferias sociales o parques (5). Articular el río a la ciudad mediante la generación de corredores verdes que reduzcan el impacto ambiental (6). Gestionar espacios públicos con vecinos y transmitir experiencias exitosas, como la de La Verdedita.

PEQUEÑO ATLAS COLECTIVO DE SANTA FE - 11

Source: <https://iconoclasistas.net/portfolio-item/santa-fe-2016/>



### Appendix 3: Further Readings on Collective, Critical Mapping

- The Occupied Times (2015): Critical Cartography. <https://theoccupiedtimes.org/?p=13771>
- orangotango: Collective, critical mapping manual. <https://orangotango.info/manuals/> (available in GER, IT, FR, Belarusian)
- Faciolince Maria (2019): #PowerShifts Resources: Collective Mapping. <https://oxfamapps.org/fp2p/powershifts-resources-collective-mapping/>

### Appendix 4: Legends

→ separately attached

### Appendix 5: Symbols

→ separately attached

### Appendix 6: Example of what a collective map could look like

#### Example 1







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Example 2:



**common**  
FUTURE

 UNIVERSITÄT  
SIEGEN

**unibz**

**dante** USTANOVA ZA  
OBRAZOVANJE ODRASLIH | ADULT  
EDUCATION  
INSTITUTION

**periskop**  
Wandel braucht neue Perspektiven



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