Akinyi walks to school in the morning with a bag full of resources. Her mom says ‘Karibu’ to her while she waits for the other schoolkids to walk together. The whole family separates their waste and a special durable bag is being used to carry the resources towards the school.
Akinyi arrives at school and she and her schoolmates first drop their bag at the collection point.
During school, Akinyi and her schoolmates are playing outside using imaginary footballs or dancing while singing songs. These songs teach them values, in this specific case it contains a sustainable message and teaches ecological ideals.
School kids like Akinyi walk from school along the river, the sportsfield in direction of the community garden. They cross the water by the bridge, constructed of bamboo. Bamboo is growing fast on the riparian sides. The constructed wetland just before the bridge is maintained and controlled by the garden members in order to secure the water safety and cleanliness. The bridge connects the estates of Dandora and Lucky summer and at the crossing of two paths, a high quality public space is situated underneath the characteristic tree (in memory of Wangaati). The design of the space is a co-creation by locals to compete in the Changing Faces Competition.

**STAKEHOLDERS**

CBO-members responsible for wetland

**RESOURCES**

Mango Tree / Tana River Poplar

Bamboo

**GOVERNMENTAL INVESTMENT IN INFRASTRUCTURE**

**LOCAL INHABITANTS FROM LUCKY SUMMER AND DANDORA**

**STAKEHOLDERS**

**Zoom-in place-making**

**Co-creation public space**

**Contribute by bridge**

**(Phyto)-remediation by constructed wetland**

**Urban furniture and characteristic tree**

**Collection point**

**Shade by trees**

**Urban furniture and characteristic tree**

**STAKEHOLDERS**

CBO-members responsible for wetland
VI. STORYLINE | COMMUNITY GARDEN
During school Akinyi and her schoolmates can choose to go to the tree-nursery as part of the community garden to take care of the plants. In return for their mviringo-coin, they obtain seeds, tools or space to harvest their own. In this way kids learn to have responsibility for their patch or tree.
After school Akinyi and her schoolmates are being taught by CBO-members from the community garden about gardening, harvesting and vegetables.
VI. STORYLINE | PRODUCTION SCAPE

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Cargo-bike-driver from a recycling CBO comes to pick up the resources from the collection point next to the school.
Cargo-bike-driver arrives at production scape. Drops the box at the recycle scape. Resources get sorted, washed, shredded and continue to the (re)manufacture scape. Designers create circular products based on local needs. Residents can by these products at the sell scape, adjacent to it. In order to integrate the governmental plan of incineration plants, the last part is burning part by part the Dandora dumpsite. Ideally the site remediates naturally to fulfill the original plans for houses at phase VI.
7 years later, Akinyi is part of a CBO on eco-tourism, offering local experiences to tourists. For example a walk to the waterfalls and planting seeds in the tree nursery. One of the community-garden members can than adopt the tree which grows from it.
After school Akinyi as garden supervisor teaches her kids about gardening, harvesting and vegetables. The other way around she learns from the kids about the newest trends.
VI. STORYLINE

By summarizing the spatial and systemic interventions from the perspective of a kid, into one story, this map highlights the route of this kid.