

Short Projects 2nd Trimester

Projects for Banská Štiavnica

IMLA 2009 | Nürtingen-Geislingen University | Weihenstephan-Triesdorf University | Rapperswil University

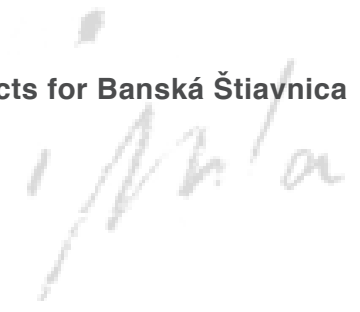
Golden And Silver Corridors | Lars Wolfer | Chinyi Gu | Agnieszka Gorniak | Juliana Aschwanden

Hand In Hand Project | Sofia Lopez | Denise Ascione | Christoph Dankers

Landscape As A Goldmine | Roman Häne | Nils Pudewills | Louis Wenger

Strategic Toolbox For Banská Štiavnica | Franziska Schüller | Martina Tuda | Yvonne Keller

Turning The Outside In | Turning The Inside Out | Markus Peter



Annotation

All works presented in this documentation were part of the second Trimester organised by one of the three Schools of the International Master of Landscape Architecture (IMLA), the Weihenstephan University of Applied Sciences, South - Germany.

The aim is to give an overview over all five projects worked out for the Slovakian City of Banská Štiavnica.

So, all works were shortened and missing parts or sentences were marked by brackets "[...]".

Each work contains an annex where more information about authors and sources can be found.

Location

Banská Štiavnica (German: Schemnitz; Hungarian: Selmecbánya).

It is a small and charming city consisting of five districts which are situated in the West Carpathian Mountains. The city is located in the south part of Slovakia; in the so called Pohronie Region. In 1993, it was designated as cultural UNESCO World Heritage.

Inhabitants (2006): 11.000

Area: 46,74 m²

Population density: 228 in/km²

Altitude: 600 m above sea level

Geographical information: 48° 28' N, 18° 54' O

Website: www.banskastiavnica.sk

History

Gothic times, Renaissance, Mining Academy, Austrians and Hungarians, Turks and the gallery-system of Glanzenberg are some terms which formed the history of the city.

Banská Štiavnica was the most important mining city in Slovakia since the 13th century. The excavation of gold and silver forms the economical, social and political development for centuries and also influences the appearance and the self-understanding of the city.

Besides, this goes along with outstanding engineer and scientific work which can be seen in the city itself and its near surrounding. So, the city is designated as UNESCO World Heritage under the title "Historic Town of Banská Štiavnica and the Technical Monuments in its vicinity".

Hand In Hand

sdc
studio

HAND **IN** HAND project

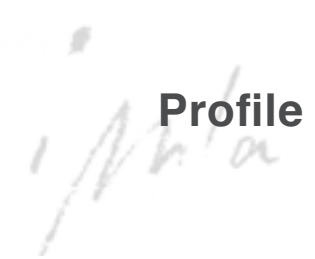
A NEW IDENTITY FOR THE LOCAL ROMA COMMUNITY IN BANSKA STIAVNICA
Short project - IMLA 2009 - sofia lopez. denise ascione. christoph dankers.





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IMLA since 2009



University

Instituto Tecnológico de Chihuahua II

Graduation

Diploma

Branch of Study

Architecture

Nationality

Mexican

Languages

Spanish (mother tongue)

English

German

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Graduation

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Branch of Study

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Nationality

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Languages

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Graduation

Dipl.- Ing.

Branch of Study

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English



1. Introduction - Foreword

Roma people are attacked almost everywhere where they live, even in countries that like to call themselves “champions of democracy.” The hatred comes from prejudice and stereotyping. Roma people are seen as unreliable, dirty, thieving, lazy, uneducated, etc. Unfortunately, the Roma often confirm this image in reality. They are nomads and it is not rare that the community provides them with decent housing only to keep them far away.

The governments are trying to protect them, but it is the everyday life that is difficult to alter. People simply do not like them and are reluctant to employ them. As a result, the Roma are segregated, discriminated against, uneducated, often on the margins of society, and involved in some kind of criminal activity.

This is a vicious circle, very difficult to break. Both sides have to try and fight the stereotypes first and then maybe things will change for all Roma people in the world.

Roma Situation in Banska Stiavnica

The Roma form the second largest minority group in Slovakia. In 1991, the Roma of former Czechoslovakia obtained the right to freely proclaim themselves as members of a distinct minority in the census. In Slovakia, 80,627 Roma (1.52% of the citizens of Slovakia), officially declared themselves as such. [...] Other political and cultural activists estimate that the number of Roma living in Slovakia is much higher, more or less 10% of the total Slovakian population.

The Roma population tends to suffer disproportionately from higher rates of poverty, unemployment, illiteracy, crime and disease. [...] Some of the camps, like the one in Banska Stiavnica, were built on old industrial zones that are contaminated, (the old mining area contaminate the soil, and it is not possible to cultivate anything).

The actual situation of the Roma in Slovakia is critical; the economical crisis generates unemployment and the first that have been dismissed were Romani because of prejudice, and because of the low education level and not specialized abilities they had.



1st Participatory Phase

2. First Participatory Phase in Banska Stiavnica

The idea for the project was developed by the City Council of Banska Stiavnica and it's Head of planning Mr. Marek Kapusta who can be described as the mentor of the local Roma community. Only Mr. Kapusta's extensive experience with the Roma culture as well as his knowledge of the local community made it possible for the authors to work efficiently with the local Roma representatives [...]

Objectives

During the preparation phase the authors developed the following objectives to be achieved during the time on location.

1. Overview of current social situation.
2. Applicability of participatory approach.
3. Set basis for participatory planning process.
4. Desired output for first participatory phase.

Parties involved

City Planning Department - Marek Kapusta

Roma Community Representatives - Jaroslav Koleda and Maria Koledová

Translator - Radoslav Kandrik

IMLA Students - Denise Ascione

Christoph Danker

Sofia Lopez

Prof. Frieder Luz

Prof. Christoph Jensen

Investigative Phase in Banska Stiavnica

The project area is located in the outskirts of the city on the northern part, arriving from Bratislava is one of the main entrances to the city of Banska Stiavnica; this location can be seen as a potential to be developed as a tourist point giving a new source of income to the Roma community, but also is a disadvantage since the road divides the community in two causing a dangerous situation for the children.

The community is settled in four remaining buildings that were adapted as flats of an old mining zone, [...] housing and the fourth one in the ground level is used by the kindergarten and the newly constructed community center; the upper levels are used for housing as well.

Beside the settlement is located a wood producer industry that provides the community with firewood in the winter time; but also produce a big amount of sawdust that can origin respiratory problems to the members of the community.





1st Participatory Phase

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• Impression

The social background in this community is complicated and needs to be changed.



• Site analysis

General: The overall condition of the site is very problematic. There is no maintenance program for nor the buildings neither the open spaces. All structures and surfaces on the property are damaged and to a large percentage not usable.





1st Participatory Phase

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Workshop

• Introduction

After finalizing site analysis and research work, the authors prepared the first workshops. [...] The preparation phase included the selection of participatory techniques, arrangement of drafting materials and establishment of questionnaires. The authors decided to use a selection of different techniques to test their efficiency for the task.

The first workshops can be seen as a pilot project for the second participatory phase, which will involve a larger group of participants and a more complex interrogation.

• First Workshop

Output: For the first workshop the output desired was to get a further understanding of the situation of the community and set the basis for the development of a concept for the open space.

Location: [...] Kindergarten located in the center of the Roma community.

Participatory Techniques:

- Drawing
- Brainstorming
- Interviews

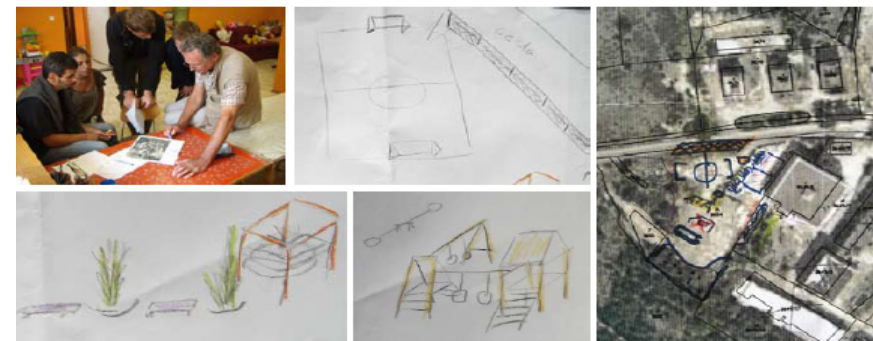
• Second Workshop

Output: For the second workshop the output desired was to improve the preliminary concept and to achieve a general final concept for the open space.

Location: Kindergarten located in the center of the Roma community.

Participatory Techniques:

- Brainstorming.
- Drawing & Puzzling.





1st Participatory Phase

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Advanced concept

After reviewing the data collected during the site analysis and through the realization of the two workshops concerning the concept for the open space the team was able to develop a final concept design; for this preliminary phase; the most important features of the concept are:

Areas for general improvement:

1. Educational playground
2. Central meeting point (fireplace)
3. Wood storage
4. Upgrade of sport facilities
5. Security fence
6. Traffic calming
7. Meeting points for each building
8. Parking places
9. Garbage location

Areas for economical development:

10. Fruit trees
11. Cafeteria
12. Stage for events

This concept was set during the introductory phase of the project and must be completed and elaborate. Some weak points are: the direction of the football field in relation to amphitheater and fire place; the playground that needs to be closely connected to kindergarten; the connection of the walking trail needs to be clearly identifiable; celebrate the entrance to Banska Stiavnica; Traffic calming is not sorted out; future community center is not really integrated into the open space concept yet.





3. Evaluation of first participatory phase

Preparation

The preparation phase for the IMLA Short Project at Weihenstephan University of applied science included a range lectures by Kristin Faurest an expert in participatory planning from the U.S. currently based in Budapest/Hungary. [...] The lecture provided a solid base for further internet and literatur research, which was also done during the preparation week in Weihenstephan.

[...] A stronger involvement of Miss Kristin Faurest as an external expert on site would also provide a basis for the student group to approach her for further advice after the visit to Slovakia.

On site

- Involvement of city council representatives

[...] Besides that Mr. Marek Kapusta organized the initial contact to the Roma community representatives, which was essential for a successful start of the project. Unfortunately there was no chance to have a strategic meeting with the representatives of the Planning Department at the end of the stay in Banska Stiavnica. Further advice and discussion on location would have helped the project team to work on the next steps for the project in line with local planning procedures.

- Workshop preparation

[...] As result of this session drawing materials including aerial photograph and an interview were produced as tools for the first meeting. The tools prepared for the workshop were found to be helpful and stimulating for the Roma representatives. However, the research done by the project team in terms of participatory

techniques was not very intensive. [...] Therefore the preparation for the next participatory phase will have to include a wider range of participatory techniques for different age groups and education levels.

- Involvement of Roma Community

The representatives of the Roma community the team dealt with were the local chief and his wife, both highly active in the community, well informed, communicative and educated. Unfortunately the authors had no contact to other members of the community during the workshops. That is why the output of these first sessions can not be seen as a representative result of a participatory

procedure, but only as a basis for discussion to be developed further during workshops with representatives of all age groups and families living in the community. [...]

- Planning process

After the first workshop the input given was analyzed and discussed during various design sessions. The authors worked productive as a team and were able to produce concepts which were presented and discussed with the local representatives. [...] All main professions of site development, architecture landscape architecture and civil engineering were represented each by one member of the team, which added to the completeness of the design solutions.

[...] A larger workshop group would have demanded the development of design options and a much more intense examination of the situation. As mentioned earlier, the concept produced can not be seen as a representative output, but as a first step in the design process.



2nd Participatory Phase - advices

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4. Planning the second participatory phase in Banska Stiavnica

Overall objectives

After the reflection and evaluation explained before, we set some new general objectives with the overall aim to create a good and functional projection phase.

- Concerning the team group we want to consider additional parties involved:
 - Roma community members. All interested, must have the option to take part on the workshops
 - City planners to be present or at least being informed about all decisions and workshops phases
 - External facilitators to be present, when necessary, at workshops and
 - City council meetings to support, moderate and consult to the initial project team.
- This phase must involve all the projection's steps, from the problems assessment, to the setting of priorities in the final construction phase.
- Ongoing information to the community in the kindergarten where it is displayed everything is happening with the process. The drawing, plans and announcements can be published and accessible for people in every moment they want and have the opportunity to leave comments and ideas.
- Aim is also a promotion and information about the events, to ensure a more collective participation of the citizen.

Participatory approach and objectives

We based the approach on the Comprehensive Participatory Planning and Evaluation method (CPPE), created by the Commission of the European Communities during the 1980s [...]

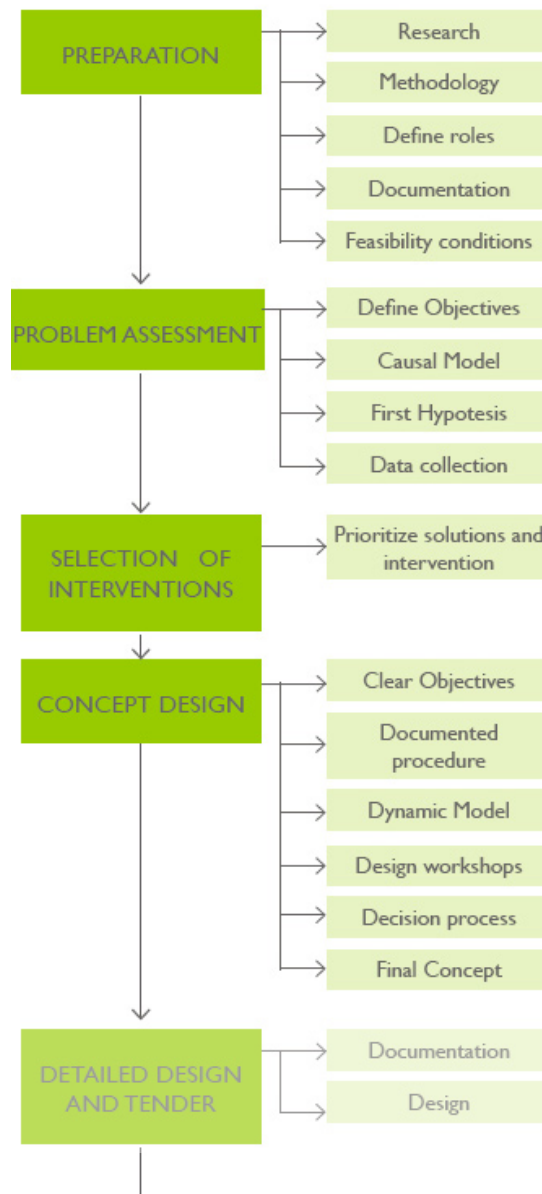
The main characteristics of this approach are:

- It is comprehensible.
- It offers a high degree of participation
- It is implementation oriented.
- It is flexible.
- It is complete.



2nd Participatory Phase - advices

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Process Map

• Preparation

The first phase regard all the researches and studies that must be done before the participatory project starts. This report is part of this phase, where all the necessary information are collected, [...]

• Problem assessment | Fact finding and analysis

This stage of the project is needed to understand and gain insight into the real causes of the problems. This conceptual activity must be done by a workshop, constructing a casual model, and divided in four steps. [...]

Step 1. Workshop preparation. [...]

Step 2. Organize the causal analysis workshop. [...]

Step 3. Collect Data. [...]

Step 4. Conduct a data analysis workshop. [...]

• Identification and selection of interventions

After completing the problems assessment, the appropriate actions and interventions have to be identify; it is also important at this stage to involve experts to provide all technical information necessary to the team.

Step 1. Formulate and prioritize broad objectives of interventions. [...]

Step 2. Discuss and select relevant interventions. [...]

• Concept design

Documented procedure. To make the whole design more comprehensible, [...]

Dynamic model. [...] The dynamic model illustrates how a project acts on problems, [...]

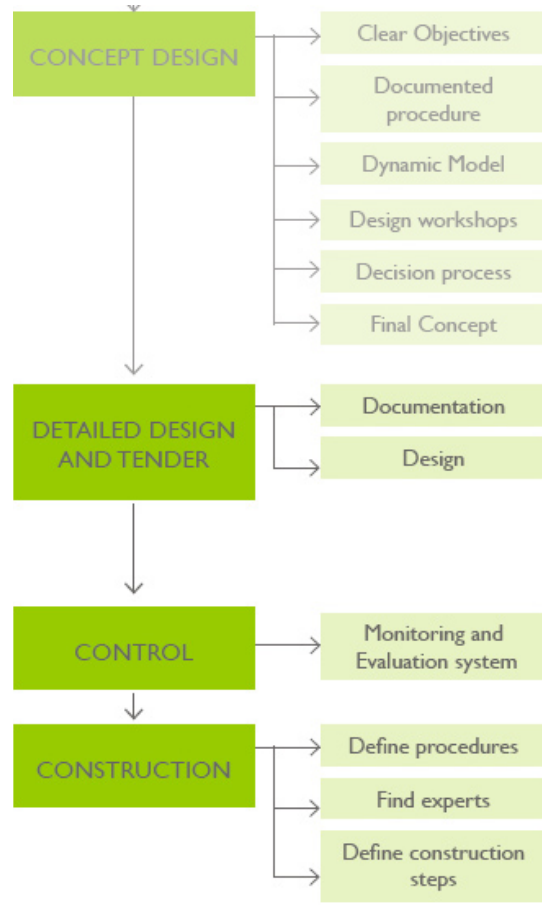
Design workshops. To develop the final concept design we want to make different workshops to involve different groups of participants by separating or unifying children, teenagers and adults. [...]

Final concept. [...]



2nd Participatory Phase - advices

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- Detailed design and tender

The construction document phase is the assembly of all the design information into plans, details of quantities and specifications for the purpose of permissions and constructing the project. The construction phase is particularly important to define, because the Roma community itself will be involved in the biggest part of it, and that means that the materials and the procedures must be attentively chosen, by elaborating easy' constructive techniques. The next step is to ensure that errors and omissions are identified and corrected by using predefined checklists.

- Control

This is a really important part because it permit to ensure that all the procedure and the design processes are correctly done. A Monitoring and Evaluation system must be created as a management tool.

- Construction procedure

The involvement of the Roma community in the constructive phase of the project is of vital importance to the success of it; [...]

this will be made by:

1. Selection of constructive techniques. [...]
2. Instructing the community. [...]
3. Division of constructive procedures. Some of the construction phases will need necessarily the implementation by a specialist or experienced builder. [...]
4. Elaboration of constructive schedules. [...]



2nd Participatory Phase - advices

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Workshops in further phases

Is essential for the further planning process define the fundamental goal for the future workshops, also is of main importance the organization and setting of the general terms for the developing of the workshops.

- Workshop Guidelines

1. Location
2. Allowed number of workshop for a specific goal
3. Duration

- Participants

1. First of all the division of the participant groups is of high importance; as the community is basically young the division is proposed as it follows:

- Adult participants (male and female)
- Teenagers male and female (between 13 – 18)
- Children male and female

2. Information of the upcoming workshops to the community through the use of posters and all kind of informative brochures; [...]

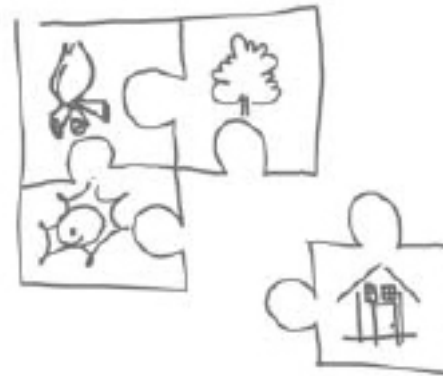
3. In accordance to the participant type the group will be divided in different workshops with different objectives.

Participatory techniques

The definitions of the participatory techniques that will be used in the workshops are of major importance for the process, [...]

- Brainstorming

[...] The brainstorming technique is widely used in all type of exercises to found cause and solution to problems in a holistic way; [...]



- Drawing and puzzling

The basic idea of the drawing and puzzling technique is that the participants should be asked to draw specific areas or equipment necessities for the open space and after doing it, the participants separate in equally distribute groups depending in the number of assistants will place the items in the plan site given;

Materials:

- Plan site of the area
- White and/or colored paper
- Pencils, pens, markers



- Drawing on the reality

The technique provides a better understanding of the spatial definition of the areas that will be designed for the open space is likely to be implemented with the adult group.

Materials:

- Site plan of the area
- String or rope
- Chairs or other sort of similar furniture



5. Project financing

Find the right financing program to our project is a priority, since the realization of it depends entirely in obtaining the necessary resources; [...]

Decade of roma inclusion 2005 - 2015

Is an unprecedented political commitment by twelve European countries [...]

The Decade is an international initiative that brings together governments, intergovernmental and nongovernmental organizations, as well as Roma civil society, [...]

The Decade focuses on four priority areas that are:

- Education
- Employment
- Health
- Housing

[...]

The Decade Plans are financed through The Decade Trust Fund (DTF) is a Trust Fund administered by the World Bank in cooperation with the Open Society Institute (OSI) a non-governmental institution.

Euroma

(European Network on Social Inclusion and Roma under the Structural Funds)

EURoma is a European Network made up of representatives of twelve Member States, determined to promote the use of Structural Funds (SF) to enhance the effectiveness of policies targeting Roma people and to promote their social inclusion.

The Structural are the European Union main instruments for supporting social and economic restructuring across the EU. They are used to deal with regional disparities and support regional development through actions including developing infrastructure and telecommunications, developing human resources and supporting research and development.

[...]

The main objectives are:

- Share specific information on concrete issues (education, employment, social inclusion)
- Generate a pool of knowledge and instruments (assessment indicators, management tools, etc.)
- Propose and organize actions (seminars, conferences, study visits, awareness-raising actions, etc.)
- Provide non-Network member organizations an opportunity to participate in information sharing and other actions.



6. Conclusion

The situation of the Roma community in Banská Štiavnica is a recognized problem. The level of unemployment and the precarious life conditions cannot be ignored.

The flooding, the lack of an adequate heating system and the instable housing conditions, are only the visible part of the problem that is deeper and more difficult to solve.

The integration of the Roma in the society and a new sense of membership, are the determinants of the project success. The children must go to normal school to avoid future unemployment; the member of the community must learn that they are Roma, but also part of the Slovak Republic, and like this they must respect the people and the places they live; on the other hand, the citizen of Banská Štiavnica must learn that being Roma does not mean to be a thieving or unintelligent, and that they have the same right to be in Slovakia as Slovaks.

These are not all the problem related to this case study and more in general to integration, a huge amount of work have to be done to solve this situation, but the basis are solid and strong enough to think in a real improvement and development of this community.

The Romani started with small steps, and showed to us and to the municipality, that something is changed; they just need someone who help them and show HAND IN HAND the right way to proceed.



7. References

Roma situation and actuality:

http://www.coe.int/t/dg4/cultureheritage/Source/Resources/Publications/Heritage/Pat_PA_30_en.pdf

<http://www.minorityrights.org/3533/slovakia/slovakia-overview.html>

Financing programmes:

<http://www.osf.sk/en/Default.aspx?CatID=81&IniciativaId=48>

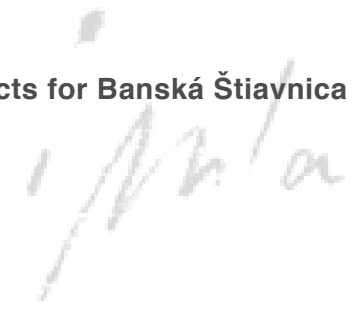
<http://www.euromanet.eu/>

<http://www.romadecade.org/>

<http://www.soros.org/initiatives/roma>

Participatory approach:

<http://www.ifad.org/pub/bsf/cppe/cppe.pdfw>



Imprint

Documentation of five projects concerning the 2nd Trimester of the
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For more information about IMLA

HSR University of Applied Sciences, Switzerland
www.hsr.ch

Nürtingen - Geislingen University of Applied Sciences, Germany
www.hfwu.de

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