KASSEL –
PARTNERING FOR
LANDSCAPE DEMOCRACY

University of Kassel,
Prof. Diedrich Bruns, Pia Bültmann, Louise Leconte, Franziska Bernstein

University of Bologna, Italy
Prof. Luigi Bartolomei, Federica Fuligni, Andrea Conti

LE:NOTRE INSTITUTE, Netherlands
Anna Szilágyi-Nagy

Norwegian University of Life Science, Normay
Prof. Deni Ruggeri

Szent Istvàn University, Hungary
Adam Weiszer, Anita Reith

Nürtingen-Geislingen University, Germany
Dr. Ing. Ellen Fetzer, Dr. Ing. Eva Schwab
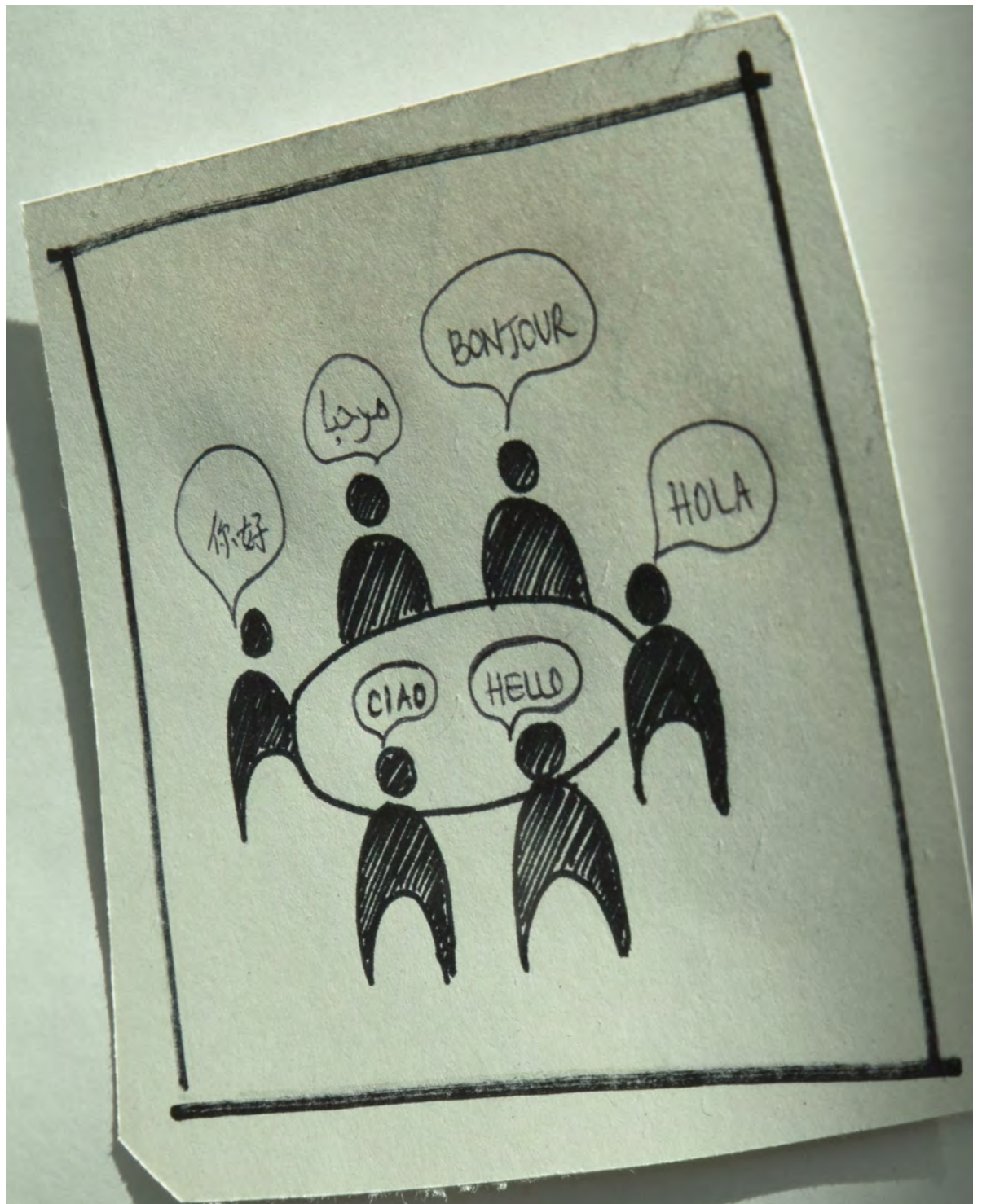
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1. THE LANDSCAPE EDUCATION FOR DEMOCRACY (LED) PROJECT AND THE KASSEL INTENSIVE STUDY PROGRAMME (IP)

Diedrich Bruns

Landscape Education for Democracy, LED, is a project that aims to raise awareness among students, educators and young professionals in spatial design fields, for the theoretical, practical and ethical approa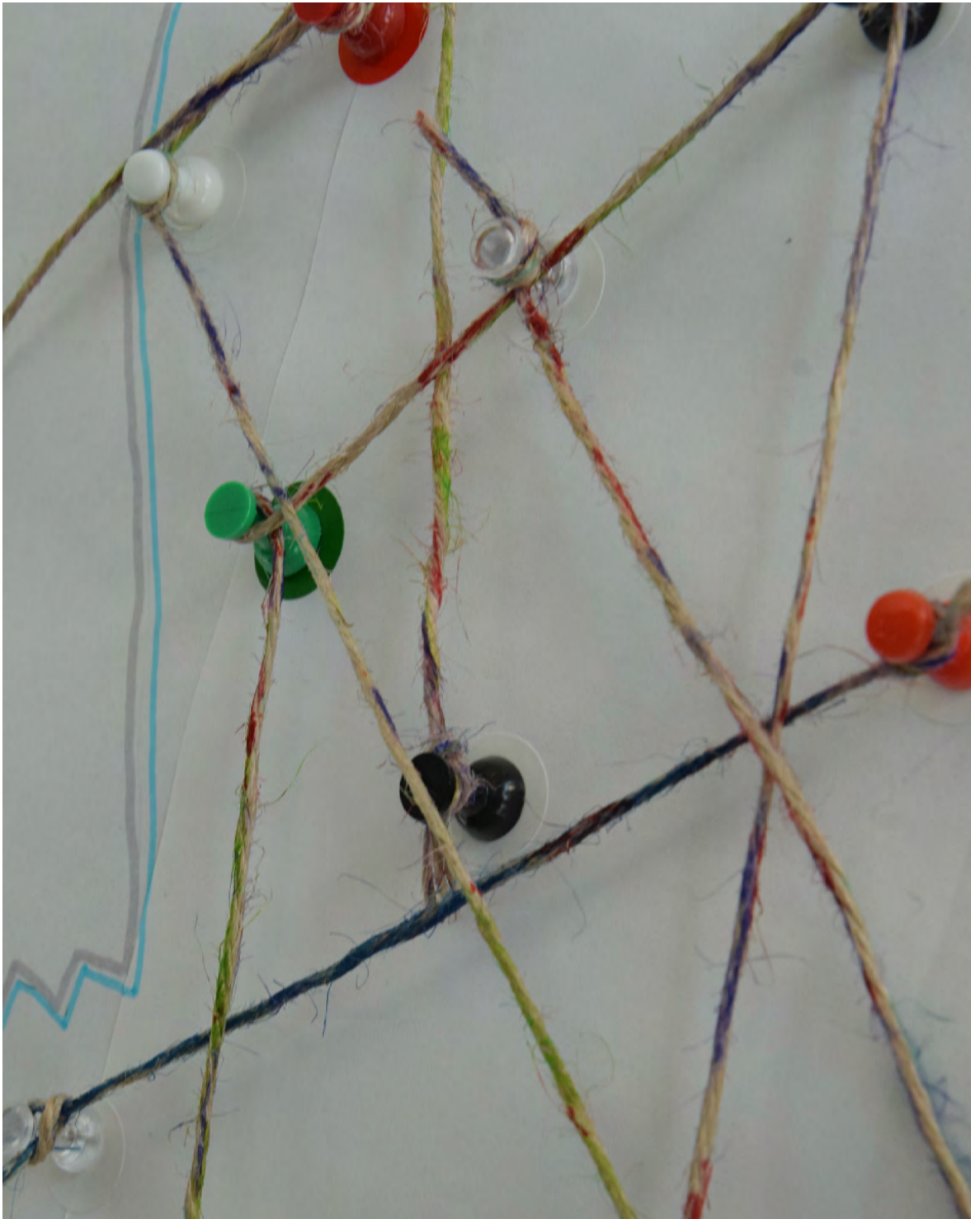ches that help promoting democratic, equitable access to landscape and that can foster ecological and social health, community life and dialogue across citizens of diverse socioeconomic and ethnic backgrounds. LED seeks to encourage empowerment, participation and active citizenship through interdisciplinary, problem-based learning environments and curricular innovation that introduces landscape and democracy as a cross-disciplinary subject.

Each LED course has two phases. Phase 1 features an online open-source learning environment where participants have the opportunity to learn about theories, methods and applications relevant to the transformation of (mainly urban) landscapes toward greater sustainability, democracy and identity. Topics of phase 1 include Landscape and Democracy, Concepts of Participation, Community and Identity, the Design Process, Communication and Presentation. Participants develop a differentiated understanding of landscape and democracy in relation to contemporary challenges of pluralistic societies.

During phase 2, the LED team invites participants to test their newly acquired knowledge and skills against real life settings. LED arranges for an international workshop called Intensive Programme. In Kassel, in 2017, IP Participants are encouraged to engage directly with the urban landscape and with local communities of the "Nordstadt", and to address locally specific landscape challenges. Participants refer to concepts of landscape, democracy and participation. Participants apply methods for uncovering, recording and mapping various forms and expressions of power and of collective and individual identity as reflected in the landscape, and expressions of place-based attachment and community. We reflect critically

on how designers and planners can help shape stronger communities and democratic processes of decision-making. Participants run a design process and use digital and traditional tools for rich data collection, utilize a variety of analysis tools, build a shared vision, develop strategic action-based concepts, and select methods of visual representation and communication to achieve mutually agreed-upon objectives.

We are following principles of "Context Sensitive Planning and Designing, CSPD", developed in Kassel. CSPD has two main starting points: Be open and context-sensitive, and be patient and take time to observe and listen, preferably by walking (Walking approaches developed in Kassel). In the Nordstadt, try to understand local situations and community diversity and work on confidence building with local people. Aim to achieve forms of democratically sound community based planning/designing. Apply inviting and inclusive forms of communication that fit specific situations. Communicate knowledge in rich and engaging ways.

LANDSCAPE
EDUCATION
DEMOCRACY

INTENSIVE PROGRAMME, KASSEL 24.07. – 31.07.2017

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2. KASSEL "NORDSTADT": A BRIEF LANDSCAPE BIOGRAPHY

Diedrich Bruns

Centrally located in Europe, at a crossroad of commerce and trade, industrial development came early to Kassel. Starting in the first decade of the 19th century, entrepreneurs striving for success founded railroad, engineering, textile and trading companies outside of the old city. Offering good transportation access, the route to the North-West (to "Holland") is where the first factories where built. "Nord-Holland" and the "Holländische Straße" became to be synonymous with booming business, but also with "smoke and soot" and, particularly during wartimes, with devastating destruction. Urban development sped up in several waves, first between 1860 and the turn of the century, again before WW II, and then during the post-war boom years. Companies built houses for workers, administrators and their families along new streets and infrastructure. After retirement, and during periods of economic slowdown, people moved out and so called "guest workers" moved in. In their families, unemployment hit hardest. Compared with the Kassel average, rents in "Nord" stayed low and houses in poor repair. Noise and dust increased as traffic along the Holländische Straße grew. The "Nordstadt" now became to be synonymous with low income, and with (vaguely defined) "social problems". During the 1960s and 70s, industrial production and transportation infrastructure relocated and large tracts of land became available. Warehouses, gasoline stations, fast food, supermarkets and building supply stores took advantage of cheap vacant plots at the edge of town, while educational facilities such as the university, schools, community centres, etc. developed closer to the City. Services such as bookstores, small food stores, restaurants and followed suit. An invisible line emerged dividing the "Nordstadt" into two parts, the "Vordere Nordstadt" in front and the rest behind the line. Many ethnically different groups live in both parts but the mix has two different images: a positive one of enriching cultural pluralism and collaboration, and a negative one where various groups a struggling between integration and clinging to their particular identities. This division has led to many disparities and challenges that are the starting point for the next generation of urban and social regeneration.

LED Kassel IP Process Biography

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Team		T			T				T	T			T	Preparing and adjusting Kassel IP programme																				
									Recruiting participants				ONLINE SEMINAR														Kassel intro	IP	Docu-ment.					
													a	b	c	d	e	f	g	h	i													
week	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Kassel team Identifying, contacting local actors.				Meeting stakeholders, introducing LED project to local actors.									Student project "Nordstadt Landscape & Power", 23 Kassel town and landscape architecture students interview Nordstadt actors and stakeholders, producing power map.																Sharing IP output with Nordstadt communities					
				X	X								F									F												
													Arranging dates for actor and stakeholder meetings, walks, etc.																Capturing feedback					

x - Heiner Dickhaut 01.02.17; Ingo Sprakel, Anja Waldschlägel 07.02.17; Ulrike Mand Community Center Philipp-Scheidemann-Haus;

Local Advisory Council Hannes Volz 15.02.17

F- Neighbourhoods Day 22.04.17; Frühlingsfest of the Cultural Centre „Schlachthof" e.V. 10.06.2017

3. PROCESS BIOGRAPHY OF THE KASSEL INTENSIVE STUDY PROGRAMME

Diedrich Bruns

In advance of running the 2017 Online Seminar and the Kassel Intensive Programme (IP), the LED team met several times in virtual team rooms and face-to-face in Kassel. Learning from the first year of the LED project, the team adjusted the seminar structure and content, and it started advertising and recruiting students for the seminar and for the IP. To help participants to get familiar with "Kassel-Nordstadt", the 2017 IP area, before arriving in Kassel, the team introduced two online meetings as a new IP feature. Student participants discussed potential landscape democracy challenges using air photos and later, after visiting the site in person, checked these assumptions against realities they met on the ground. They also had prepared questions about the Nordstadt that they asked local stakeholders, starting on day one of the IP.

The Kassel IP team began identifying and visiting with local stakeholders as early as January and February 2017. Speaking with key stakeholders proved to be a good way of learning about actor and stakeholder constellations in the Nordstadt early enough for building trust with a larger number of people who then agreed to get involved with the LED project themselves. During the Kassel University summer-term, the Landscape Planning department ran a student project "Nordstadt Landscape & Power". Twenty-three town and landscape architecture students interviewed Nordstadt actors and stakeholders, such as a senior citizen group, a migrant women association, and an ethnically mixed football club. They also mapped evidence and symbols of power in the landscape. In a feedback process, the Kassel team shares results from the summer-term project and from the Kassel IP with Nordstadt communities.

4. TIMETABLE

	MO 24.07.	TUE 25.07.	WED 26.07.	THU 27.07.
MORNING	**ASL Foyer** 09.30 Welcome LED team 10:00 Welcome Kassel City Integration Commissioner: Carsten Höhre 11:00 Presentation Nordstadt democracy challenges planning studio students 11:30 Questions &Answers Discussion, open questions 12.00 Group photograph	**ASL Foyer** 09:00 Presentation CSPD, partnering and the „Go-Along" method 10:00 Group work Reading time, drafting Go-Along check lists, preparing newscast 1 11:00 Review partnering approach, Go-Along check lists; newscast 1	**Halitplatz** 10:00 L&S walk 3 Partnering and Go-Along walks with local stakeholders **ASL Foyer** 11:30 Group work Power Mapping Movers and shakers news cast 2	**ASL Foyer** 09:00 Presentation The "Equation-of-Change, EC" approach 09:30 Group work Visioning chairs 10:15 Visioning 1 Synthesis of Visioning chair information 11:15 Visioning 2 Plenunm: Report of finings to the plenum Conceptualising change scenarios for the Nordstadt
AFTER-NOON	**Halitplatz** 14:30 Local intro Nordstadt communities Heiner Dickhaut 15:30 Listening &Seeing walk 1 Collecting and sketching Nordstadt "layers" Heiner Dickhaut	**Halitplatz** 13:00 Newscast 1 Images of "layer" mapping 14:00 L&S walk 2 Partnering - meetings with "officials", - Go-Along walks with local stakeholders	**Halitplatz** 13:00 Newscast 2 Images of partnering, Go-Along walks 13:30 L&S walk 4 Partnering and Go-Along walks with local stakeholders	**ASL Foyer** 13:00 Group Work Nominal group technique and group goals setting 15:30 Visioning 3 visualising change scenarios 17:00 Discussion Group presentation of goals
EVENING	18:30 Team building exercise IP participants form groups and decide on TBEs	**ASL Foyer** 18:30 Dinner at "Kleine Kantine" 19:30 Exhibition Sketches and brainstorming		**Free**

FR 28.07.	SAT 29.07.	SU 30.07.	MO 31.07.
ASL Foyer 09:00 Visioning 5 Preparing for co-visioning meetings 10:00 Group work Preparing agendas and choreographies for co-visioning meetings, Newscast 4 11:00 Co-visioning rehearsals Role-play exercise	**ASL Foyer** 10:00 Open for reflexions and working Feed-back, next steps 10:30 Group work Addressing stakeholder comments and ideas, discussing change strategies, preparing Newscast 5	**ASL Foyer** 10:00 Open for reflexions and working Strategies, first steps 10:30 Group work Including reference cases addressing democracy challenges, Preparing for optional stakeholder meetings	**ASL Foyer** 09:00 Reflexion Strategies, first steps 09:30 Group work Preparing final presentation and discussion, lay out scheme, choreographies
Halitplatz 13:00 Newscast 4 Inviting people to Lantern Walk, co-visioning events **ASL Foyer** 13:30 Co-visioning preparations continue 17:00 Co-visioning Actors and stakeholders of the Nordstadt 18:00 Feed-back	**Halitplatz** 13:00 Newscast 5 Images of Lantern Walk, co-visioning programme **ASL Foyer** 13:30 Discussion From Nordstadt visions to action 15:30 Group work Designing change strategies, detailing first steps towards change	**Nordstadt** Optional meetings Discussions with actors, stakeholders of the Nordstadt 14:00 Bergpark Visiting water works 18:00 Feed-back	**ASL Foyer** 16:00 Presentation Final presentation and discussion, Groups 17:30 Feed-back Groups, guests and LED Team
ASL Foyer 18:30 Dinner 20:00 Picknick 21:30 Lantern March Chance to discuss ideas about change in specific places, Nicolas Reibel	**Optional** 19:00 Street Food Market at Kongress Palais		**ASL Foyer** 19:00 Dinner

5. WALKING APPOINTMENTS

	TUE 25.07. 12 PM	TUE 25.07. 2 PM	TUE 25.07. 5 PM
GROUP 1		Go-Along walk Anja Waldschlägel, Quartiersmanagement Jafka	Partnering Meeting Carsten Höhre, Integration Commissioner City of Kassel
GROUP 2	Partnering Meeting Marianne Zimmermann, Stadtteiltreff Nord, GWG	Preparations	Partnering Meeting Petra Schütz-Iller, Urban Planning Department, Nord-Holland
GROUP 3		Go-Along walk Hakan Yilmaz, resident, Nicolas Reibel, artist	Partnering Meeting Mosque Am Westring Mr Ugur
GROUP 4		Go-Along walk Inge Schäfer, Photo entusiast group, Community Centre Mombach, German Red Cross	Partnering Meeting Julia and Ben, Center for Art, Media and Culture Karnak
GROUP 5		Go-Along walk Bosporus e.V. Serdar Cira	Partnering Meeting Ali Timitik, Local Advisory Council Nordstadt, Vice Chair, Die Linke (The Left, socialist party)

WED 26.07. 10 AM	WED 26.07. 2 PM	WED 26.07. 4 PM	WED 26.07. 6 PM
Preparations	Go-Along walk Photo enthusiast group, Community Centre Mombach, German Red Cross	Go-Along walk Spontaneus walks with pedestrians	Group work
Preparations	Go-Along walk Photo enthusiast group, Community Centre Mombach, German Red Cross	Go-Along walk Spontaneous walks with pedestrians	Group work
Partnering Meeting Ron Hendrik-Pee-sel, SPD (Social Democratic Party) Nordstadt Kassel	Go-Along walk Hakan Yilmaz, resident & turkish community	Go-Along walk Ron-Hendrik Pee-sel, , SPD (Social Democratic Party) Nordstadt Kassel	Go-Along walk Spontaneuos walks with pedestrians
Partnering Meeting Heiner Dickhaut and Kraft Rompf, Community Center Mombach, German Red Cross	Go-Along walk Photo enthusiast group, Community Centre Mombach, German Red Cross	Go-Along walk Spontaneous walks with pedestrians	Group work
Go-Along walk Mr Tarhan, Real estate industry	Go-Along walk Spontaneous walks with pedestrians	Go-Along walk Spontaneous walks with pedestrians	Group work

6. WALKING FOR KNOWLEDGE: "GO-ALONG" AND "PHOTO-VOICE", SHARING KNOWLEDGE WITH LOCAL PEOPLE Diedrich Bruns, Daniel Münderlein

In practice, during a Go-Along, you engage in walk-and-talk and in observation, a kind of hybrid between participant observation and qualitative interviewing. We are spending time "hanging out" and "talking" with local people, appreciating an atmosphere of equality ("partnering"), while walking. We move alongside Go-Along partners to collect information. It involves participating in movement while gathering information and building trust relationships at the same time. Local people possess knowledge of their community that we as planners and designers cannot have, but need to know about, including identity (the places that represent community). We try to engage with as many locals as we can. We try to learn about people's opinions about locally specific issues and about some (otherwise hidden) concerns or ideas that people would not easily express in formal settings. Before starting on a Go-Along, we identify local people of the Nordstadt whom we want to approach; a first list of names has beein prepared in advance of the IP, and times for initial meetings have been pre-arranged for participants to start with. From our first Go-Along we might find out who to contact next ('snowballing'). Observe the following for Go-Along practice:

- First, develop a recording sheet
and a set of interview questions.
- Arrange times and places before any meeting; quality information will be forthcoming if you meet local people in a familiar setting. Go to the places where your Go-Along partner agrees to meet.
- Consider providing information to your Go-Along partner prior to the walk (e.g., the general topics that you would be discussing with them and goals of your inquiry).
- Make notes and drawings to record the walk-and-talk, also give detail on the role, age, perspective of your Go-Along partner. Sketch the settings and the atmosphere you find that characterise them.
- Immediately after returning from a Go-Along, take time to transcribe your recordings and analyse your findings. Transcribe interview notes and hand drawn sketches, while you still recall nuances, body language, etc.
- Prepare a report, including your main findings and drawings, and offer copies to your Go-Along partner.

Into the "go-along" approach, we integrate the Polaroid-Voice method, an adaptation from the Photo-Voice method. Your assignment is to ask Go-Along partners to take 10 Polaroid photographs during your walk together, and to write some comments on each of the developed picture. The aim is threefold: first, to take pictures specifically about identity (the places that represent community), second to photograph what local people believe symbolizes power, and third to share comments on both identity and power (coding photographs according to community issues, themes, concerns, etc.).

Photo-Voice is a method designed to "enable people to think critically about their community, and to begin discussing the everyday social and political forces that influence their lives by using the visual image" (Wang and Burris 1997), giving "citizens the ability to produce images and represent their views" (Hou 2005 p.2). Photo-Voice also "provides the possibility to shift the power of representation and interpretation from the professionals to the citizens" (Hou 2005 p.2). By enabling people to record and reflect their community's strengths and problems Photo-Voice helps promoting dialogues about important issues through group discussions, and for people to engage with policymakers (Photovoice.com).
Polaroid-Voice in particular supports people in sharing local knowledge and perceptions at eye-level with professionals and politicians, and in defining and addressing their concerns. Photographs are instantly available for commenting, storytelling and discussing, thus including local people into authorship of visioning and designing for their community landscapes. With the aim of coding photographs, spread all pictures on a table and ask questions like the following ones:

- What do you see here?
- What is really happening?
- How does this relate to people's lives?
- Why does this problem or strength exist?
- What can we do about it?

Taking pictures are moments that trigger emotions and bring out wishes about how things could be (Change). Images are also important in supporting transcultural communication (pictures paints 1000 words). By using visuals, we, as planners and designers, help overcoming language barriers. Pictures support inclusive communication. Pictures help fostering participation by empowering people to voice their opinion through visuals.
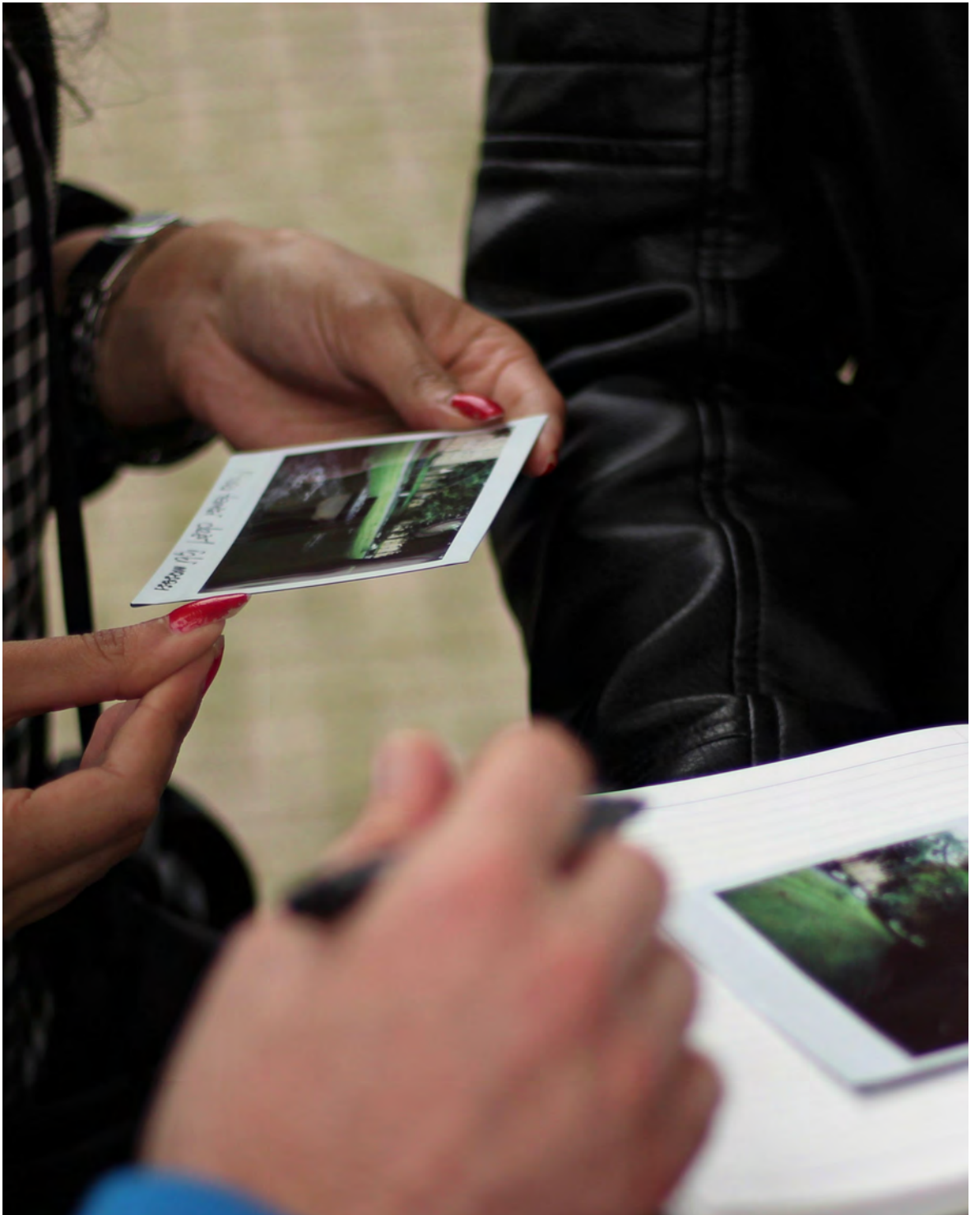
7. DEMOCRACY, POWER MAPPING AND SURVEYING POWER STRUCTURES

Ellen Fetzer

When we think about origins of democracy, the Greek polis comes to mind. It is good to remember that the Greek democracy concept appeared in an urban community first. It was an urban landscape and urban issues to be discussed that determined people's relationship to each other. During the emergence of nation states, democracy would again define modern political systems, but these are representative forms of democracy. There are many good arguments for representative democracies. However, in the light of global challenges that we are currently facing, it seems necessary that representative democracy be complemented by participatory and deliberative formats that happen in the landscape, and among the people that live in these landscapes. According to the European Landscape Convention, landscapes can be urban, peri-urban and rural. They can be outstanding as well as degraded and threatened. They are our everyday surroundings. It is in these landscapes where our global challenges become tangible: the global migration movements, of which we currently observe only the beginnings, the transition of economic concepts and the changing nature of labour, digitalization, and environmental challenges such as climate change, food security and biodiversity loss.

Even if major efforts would take effect, such as at UN level, no global governance system exists that addresses grand challenges adequately. In this respect, the limits of democracy at national scale become strikingly apparent. It is, therefore, necessary for local communities to strengthen efforts and address challenges on the ground. Benjamin Barber emphasized the idea of bottom-up democracy in his book 'If Mayors ruled the world: Dysfunctional Nations, Rising Cities' (Yale University Press, 2013). The same thinking shaped the New Urban Agenda, a UN resolution of December 2016 . It is high time for Landscape Democracy to develop, and we need to prepare young professionals for their new role in empowering local communities.

Power mapping, an analysis of the power structure, and understanding relations of stakeholders and their interest in the landscape are important prerequisites for Landscape Democracy projects to be successful. A "stakeholder" may be any individual, group, or institution who has a stake in the cultural and natural resources of their local surroundings and who potentially are affected by projects changing these surroundings, and who have something to gain or lose if conditions

change or stay the same. It is important to identify the stakeholders who would get involved in landscape change, and whose support would be crucial to the success of the project. "Stakeholder Analysis" is a term used to describe any approach to identify and access stakeholders. Workshops, focus groups and interviews are useful methods.

The goal is to develop a strategic view of the human and institutional landscape, and the relationships between the different stakeholders and the issues they care about most. Steps of the stakeholder analyses include:

1. Identifying the key stakeholders and their interests, beginning by listing all possible stakeholders.
2. Talking with stakeholders, and asking them whom else they consider potential stakeholders; amend list.
3. Assessing the influence of, importance of, and level of impact of each stakeholder. Define "movers" and "shakers", using "influence" and "impact" ranking.
4. Identifying how best to engage stakeholders. Different stakeholders need to be engaged in different ways.

8. METHODS USED DURING THE LED INTENSIVE STUDY PROGRAMME

Anna Szilágyi-Nagy, Deni Ruggeri

THE GOAL OF THE DAY

The goal of the day 4 of the Kassel IP is, on one hand, to bring experiences together that all participants made so far and to share these experiences among working groups, and, on the other hand, to synthesize findings and collective visions for individual working groups. To this end, two methods were applied. For this we implemented two methods.

VISIONING CHAIR

The method called Visioning Chairs helps synthesizing information gathered by each participants during interactions with community members. The goal of this activity is to allow information that usually sits in the minds and sketchbooks of individual students to surface and be shared it in an open forum, so that it may become a resource for all of those involved in re-thinking the design of community spaces. In the context of the LED – Kassel intensive, this information included the findings from the polaroid-voice exercises performed during day two and three, the in person interviews with members of the Nordstadt community, and the students' own experiences of the neighborhood and its landscapes.

The method involved dividing 30 students and tutors into groups of five people each. Students sat in front of each other. On one site the movers, on the other side the shakers. Students were then assigned a question, which they would ask

the colleagues sitting in front of them. Interviewers were encouraged to record what they heard literally and without interpretations. During the first phase, the shakers' group asked questions, while the movers answered for a fixed period of four minutes. The questions were intended to cover community dissatisfactions, visions, potential first steps in implementing democratic landscape changes, possible forms of resistance to change and the possible agents of change. These questions were: 1) What are the main areas of dissatisfaction within the Nordstadt? 2) What are the most important visions of potential change? 3) What are the first steps that could initiate democratic change? 4) What might be the potential of resistance? 5) Who might be the drivers/actors or democratic change?

Once the time was up, interviewees switched seats, and a new person answered the question. During the second phase, the movers would ask questions to the shakers. At the end of the forty minutes (20 for the movers, and 20 for the shakers), interviewees assigned to the same question formed groups and synthesized their findings on boards. The results were later discussed in a plenum, giving everyone the chance to be informed about every aspect of the analysis and allowing knowledge to be shared democratically with all intensive attendees.

Participants of the IP enjoyed sharing ideas and

exchanging the different perspectives and **expe**riences generated during the first two days of analyses among each group. In this way, participants reached a broad understanding of the site. Next IP we would like to distinguish better the question one and four because students came up with all that different kind of problems and challenges of the site but missed the point of critical issues that could make the process of change harder, and that will require careful attention during the planning and design process. Reformulating question four will help in this in the future.

NOMINAL GROUP TECHNIQUE

One of the challenges of community design is to go beyond the 'wants' and 'needs' of a communi-

ty and to allow for a shared vision to emerge. After having the individual experiences shared the team members came together to build collaborative vision and democratic change scenario for the area of Nordstadt. The goal for the exercise was to sketch out a vision for the community, based on what students got to know about the site during the interviews, site visits and information exchange exercise.

Each team member defined 5 individual objectives for the area based on their experiences and what they saw on the site and wrote up on separate index cards.

After each person has written the goals to the paper, the team members started to share their

ideas with each other. Some groups chose one facilitator to coordinate this process and who asked for the ideas and placed them to the flipchart. Other groups decided to place all the ideas to the flipchart first and then started to present each other what they had written. Emphasis was on listening to others' opinions.

Once everyone understood the listed goals, the group went through the ideas and combined goals that speak of the same intent, getting rid of doubles or redundancies. The synthesis resulted a more refined list of the group's goals.

The next step involved a form of democratic prioritization of the goals. Each person was given 5 colored dots, representing their voting/political capital. The group members were asked to 'spend' their capital as they like spending it only to just one goal or spreading them around across multiple goals.

The results of the prioritization were documented on a flipchart and students were asked to create 1-3 scenarios based on their ideas. They created overarching ideas and strategies that could bond their priorities and show a characteristic approach to solve issues on the site. Students were asked to name their scenarios that encompasses the richness of goals and activities/behaviors listed by the group members.

The Nominal Group Technique method was developed by Andre DelBecq in 1971 in the context of the community development and participatory efforts that were emerging at the time in connection to urban renewal urban highways construction efforts. Putting this method into the context of the IP was challenging but helped the teams to think together and prioritize objectives for the district after a deep level of conversation in a structured way. The participants of the IP immediately started to think in structured concepts such as developing public spaces, building identity, etc. At this point we still needed to remind them that the idea of the a exercise is to give specific objectives and not staying on the general level. We also faced the challenge of formulating the objectives specific enough to be discussed.

The IP provided many opportunities to engage with individual stories from the Nordstadt district. Students met with local representatives of the area - inhabitant, business owner, association, media representative, politician, community center manager - and collected data about local issues, personal attitudes, collective memory, etc. during the interviews and the Photo-Voice exercise. The mid-term presentation aimed to give floor for synthesis, and each team created a poster that describes their analyses of the site and outlines their first ideas to solve local issues. Based on the positive feedback on the 'Granny test' method we developed for the Zingonian IP, we repeated this exercise in a form of a critical walk that focused on storytelling and the narrative of the midterm presentations the students created.

STORY WALK

Students were free to join and participate in the discussion. The group went poster by poster and tried to retell the story based on the information provided on the posters. The critical reflection included questions such as:

What is the story you see on the poster? Try to retell the story you see on the poster! Is it the same to what the team wanted to tell you?
What do you like in it? What could you use for your own purpose? What makes the poster special?

What would you improve from the poster? Is there any information that is missing or unclear? Is it logical? Who is the audience of the poster? Is it for planners or for the community? Is the local community present in the design narrative?

In this way, students were able to identify strengths and weaknesses of their design stories, and through providing feedback to the others what they understood from each other's work they were able to propose meaningful changes in the narrative. Inspired by the dialogue and each other's work, students entered the visioning phase with specific purposes to improve storytelling of their project, add missing information when necessary or shift the focus of the stories to target better the audience.

9. THE LIGHT WALK
Nicolas Reibel

Art in public space has a responsibility to be aware of its environment. Having previously participated in a Landscape Education for Democracy workshop, I came to Kassel intent on seeing this increased awareness in my own work. For this LED workshop, my goal was to implement a public art intervention as a tool for supporting the achievment of the project aims.

I orchestrated an event for empowering two groups that risk being marginalized in landscape challenge discourse: migrant residents with insufficient language skills and local youth. This was achieved with participatory mapping by way of a youth workshop and an interactive public art installation.

YOUTH WORKSHOP
With chalk, children drew a large map of their neighborhood which included routes between schools, homes, shops and parks. In addition, they mapped locations they feared, were not allowed to enter or felt uncomfortable with. They then decorated paper lanterns with imagery representing 12 locations on their map.

NIGHT WALK
The ensuing night walk stretched nearly 2 km along the apron of the Ahna river, the path lit by paper lanterns. The 6 positive and 6 negative landscape aspects mapped in the youth workshop were marked by their corresponding paper lanterns. Additionally, nearly 1,000 more lanterns were lit and placed as to link the 12 locations mapped by the children. The front of each lantern was marked with a positive image, the back with a negative. As they strolled along the Ahna that evening, residents were invited to respond to their neighborhood by turning a lantern to the image that represented their feeling of the landscape before them. This action, mimicking a vote, gave residents a chance to respond directly to the landscape and witness the responses of their neighbors.

The resulting visual was a step towards building consensus and uniting community. Additionally, the event offered an appropriate context for design students and residents to

10. LANDSCAPE DEMOCRACY CHALLENGES OF KASSEL "NORDSTADT": SUMMARY

Diedrich Bruns

During and resulting from community contacts (interviews, walk-along, picnic, feedback after presentations, etc.) student particip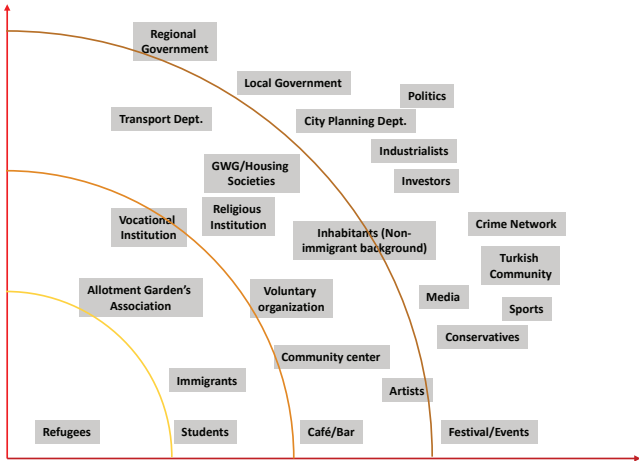ants collected evidence for Kassel-Nordstadt landscape democracy challenges. They pooled what each student group found into the following summary of findings:

• Empowerment of local people, strengthening relations between Nordstadt residents, politicians and city council;
• Recognizing community and political values of civil society groups, non-governmental organisations, etc.;
• Improving the Nordstadt image;
• Strengthen people's sense of belonging; people to remain living in the Nordstadt;
• Raising awareness for multicultural community as strength and opportunity;
• Raising awareness for and acceptance of different cultures and nationalities;
• Connecting hitherto segregated communities, intercultural connectivity and integration; inclusive use of open space;
• Decentralized city district, Centre for Nordstadt
• Raising awareness for heritage values, green values;
• Safety of public spaces, safe environment for different groups (e.g. children, seniors)
• Empowering for mobility;
• Improving the relationship between Nordstadt residents and Kassel University

11. GROUP WORK: JOINT ANALYSIS

PROCEDURE

FROM SPACE → SITE VISIT → PHOTOVOICE → SYNTHESIS

PROPOSAL ← VISION ← CHALLENGE ←

PHOTOVOICE

Social capital | Physical material | Symbolic representative

Green space
Street
Water
Mosque
Community Place
Education
Stadium
Parks

Regional Government
Local Government
Politics
Transport Dept.
City Planning Dept.
Industrialists
GWG/Housing Societies
Investors
Vocational Institution
Religious Institution
Inhabitants (Non-immigrant background)
Crime Network
Turkish Community
Allotment Garden's Association
Voluntary organization
Media
Sports
Conservatives
Community center
Immigrants
Artists
Refugees
Students
Café/Bar
Festival/Events

IMAGE OF NORDSTADT	⟷	INTEGRATION

"Es ist kein Problem, wenn man sich damit beschäftigt"

INSIDER

DIVERSITY
COSMOPOLITAN

AWARENESS
SELF REALIZATION
"self fullfillment"

"Ist das einer ihrer Verwanten?"

OUTSIDER

"Ahameed Souvlaki, 24, wurde wegen eines Verbrechens festgehommen"

CRIMINALITY
VIOLENCE
DRUGS
GANGS
THE MIGRANT CITY

DISTANT RELATIONSHIP
STEREOTYPING

"Jannik K. wurde ins Krankenhaus eingelierfert nachdem er einem Unfall mitverschuldet hat"

MEDIA

"Lasst uns hier die Universität bauen!"

STATE

PRODUCTIVE
OVERLOADING CAPACITY

UNIVERSITY
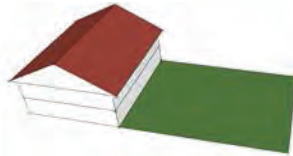
Type 1: Private villa with private garden
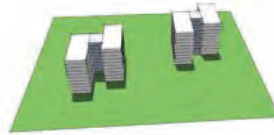
Type 2: Seperated building (10 floor) With charachterless garden.

Type 3: Seperated building (4&10 floor)
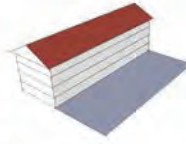
Type 4: Resedential &commercial building (4 floor) on hollandisch street
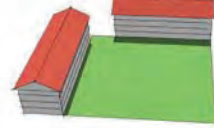
Type 5: Resedential building (4 floors) with community gardens

Type 1   Type 2   Type 3   Type 4   Type 5

INDUSTRIAL AREA
CONTAMINATED LAND /PHYSICAL BARRIER

LOCAL MARKETS
LOW INCOME

MULTICULTURALSTREET ART

UNSAFE ENVIRONMENT SECURITY ISSUES

STREET ART
BAD MAINTAINED HOUSINGS

COMMUNITY CENTER
VOCATIONAL CENTER
ETHNIC COMMUNITY
HOLLÄNDISCHE STRASSE
CARL ANTON HENSCHEL SCHULE
AHNA RIVER
CEMETERY
NORDSTADT PARK
CULTURAL CENTER
UNIVERSITAT KASSEL

- ● community center
- ● vocational center
- ○ ethnic community(housing)
- ● park
- ● educational places
- ○ cemetery
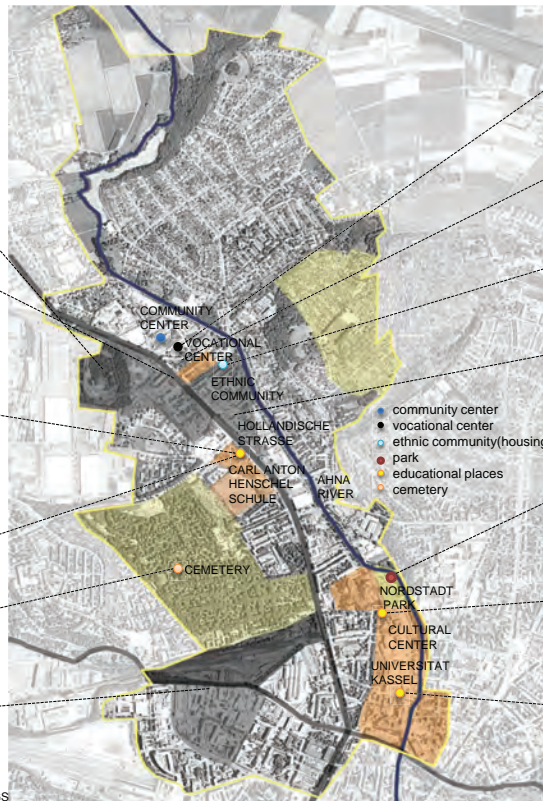
EMPOWERING POORS AND YOUTH

ISOLATED ISLAND COMMUNITIES

PROBLEMATİC STREET/
PHYSİCAL BARRİER/TRAFFIC

LOTS OF CULTURAL FACILITIES

BAD LIGHTNING

LOW CONNECTIVITY WITH THE CITY

STRENGTHS

1-BIODIVERSITY,BIRDHAB-ITATS, 2-LOTS OF NATURAL SPA-CES, 3-CULTURAL OPEN SPACES, 4-ALLOTMENT GARDENS , 5-COMMU-NITY CENTER, 6-VOC TIONAL CENTER, 7-ART INSTALLATIONS, 8-STREET ART, 9-CULTURAL CENTER, MULTICULTU-RAL COMMUNITY, HIGH YOUNG POPULATION, WILLINGNESS TO CHANGE

WEAKNESSES

1-GHETTO ISOLETED ISLANDS, 2-HOLLANDISCHE STRASSE TRAF-FIC, 3-INDUSTRIAL AREA, NOT HAVING A CENTRAL COLLECTIVE POINT , 4-LOW CLASS HOUSING, 5-UNUSED SPACES, TIME CONSUMING LONG TIME DEVELOP-MENTS, NOT ENOUGH AMENITIES, SPACE SPECULATIONS, CONFLICT BETWEEN LOCAL NEEDS AND GOVERNMENT PLANNING, DIFFICULTIES OF IN-CLUSIVE USE

OPPORTUNITIES

1-RIVER TOURIST ATTRACTI-ON POINT, 2-LOTS OF GREEN SPACES, 3-UNIVERSITY, 4-NEW HOUSINGS, 5-COMMUNITY CENTER, 6-OLD HOUSES, BIG INVESTMENTS

THREATS

1-RUSSIAN MAFIA CRIMI-NAL NETWORK, REFUGE-ES, BAD IMAGE URBAN DEVELOP-MENT

NORDSTADT IS HERE! LEARNING LANDSCAPES

Alessandro Plazzi, Réka Szabó, Siddharth Trivedi, Yasaman Rahimi
tutors: Ellen Fetzer, Anita Reith (not on the image)

11.2 NORDSTADT IS HERE! LEARNING LANDSCAPES

Alessandro Plazzi, Réka Szabó, Siddharth Trivedi, Yasaman Rahimi
tutors: Ellen Fetzer, Anita Reith

Our idea got inspired by the photo group of the Mombach community centre. After having overcome two full days of rain we explored the landscape of the Ahne valley up to Warteberg Mountain, a walk that was greatly enhanced by the colorful stories its long term residents. This experience shaped our concept: walking in the landscape combines encounter with learning. The multifaceted Nordstadt community can experience the unique history of the Ahne valley directly in the landscape – and develop a common identity on that basis. First we looked into the history: which development phases and processes have shaped the Nordstadt? Which physical elements of these phases are still visible and what can only be told with stories? We found the following major phases: the Ahne valley as a productive horticultural landscape in which Kassel people sought for recreation, the extension of the brick production fueling the growth of the built environment, the development of the Henschel Factory as a milestone of German industrial history, working class housing and residential building associations as a modern urban concept, the bombing of Kassel on the 22nd of October 1943, the integration of war displaced, reconstruction and the new start after 1945, the arrival of the first guest workers in the 1960's, the disappearance of heavy industry in the 1970's, the opening of the university on the former industrial site and the more recent migration movements. German history is characterized by various turning points many of which can be read in the landscape of Kassel Nordstadt. This includes not only knowledge about an area, but also about a society in which people with different cultural background had to get together in the past and continue to do so. Global movements are written in the local history and are (made) visible in the learning landscape. Our suggestions for possible routes are only approximations that can be tried out. As people use it the routes might change and integrate new knowledge, especially of those people who have come to Kassel from a different country. Ideally, the walks will generate ideas for spatial transformation, which can be implemented by the community and thus enhance the usability of the open spaces. Nordstadt is here!

1. COMMUNITY MEETINGS

8. SOCIAL IMPACT

2. COMMUNITY HOTSPOTS

3. ANNOUNCEMENTS

STORY BOARD

SUPPORTING ACTIVITIES
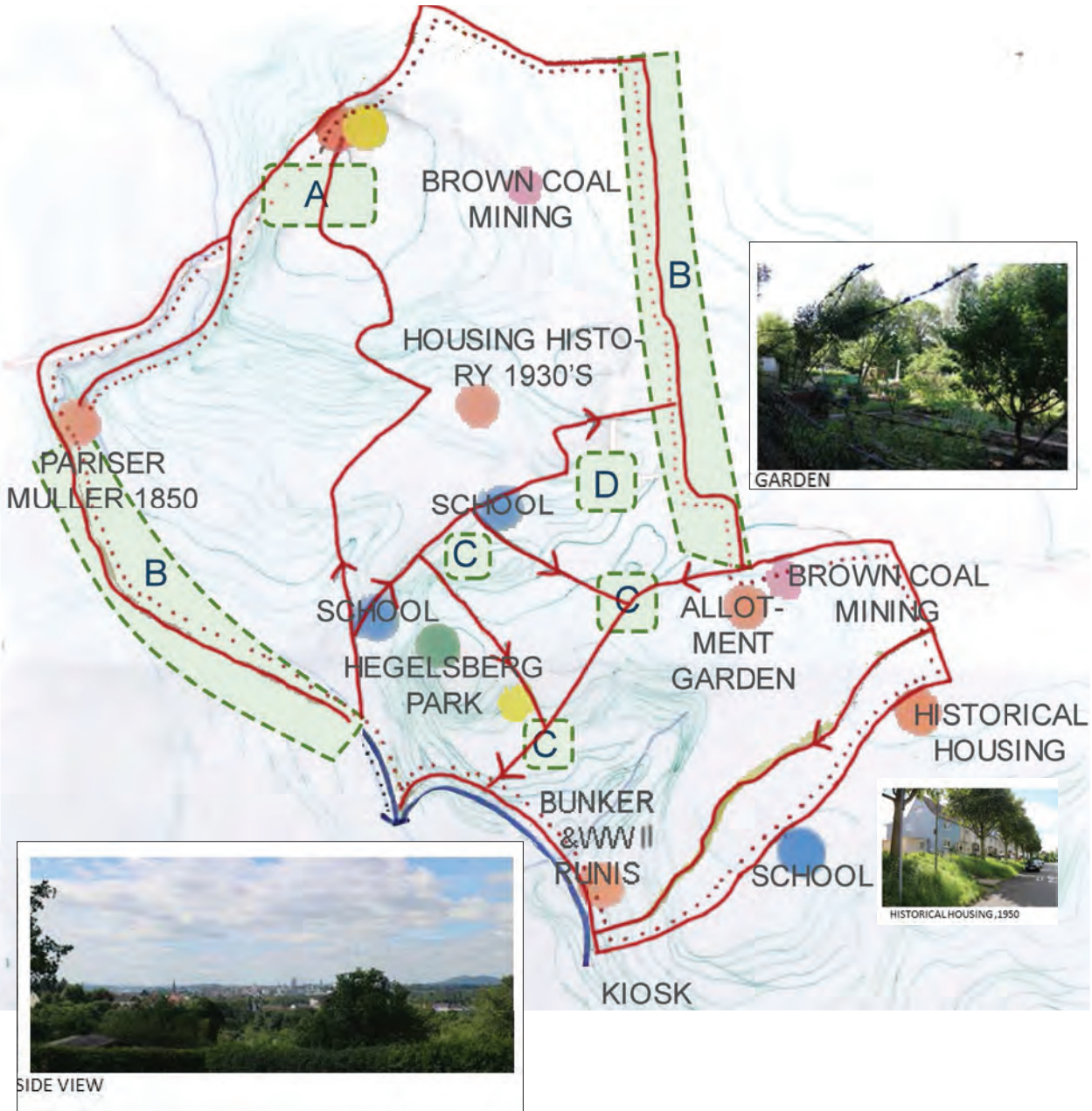
4. WALKING + STORYTELLING
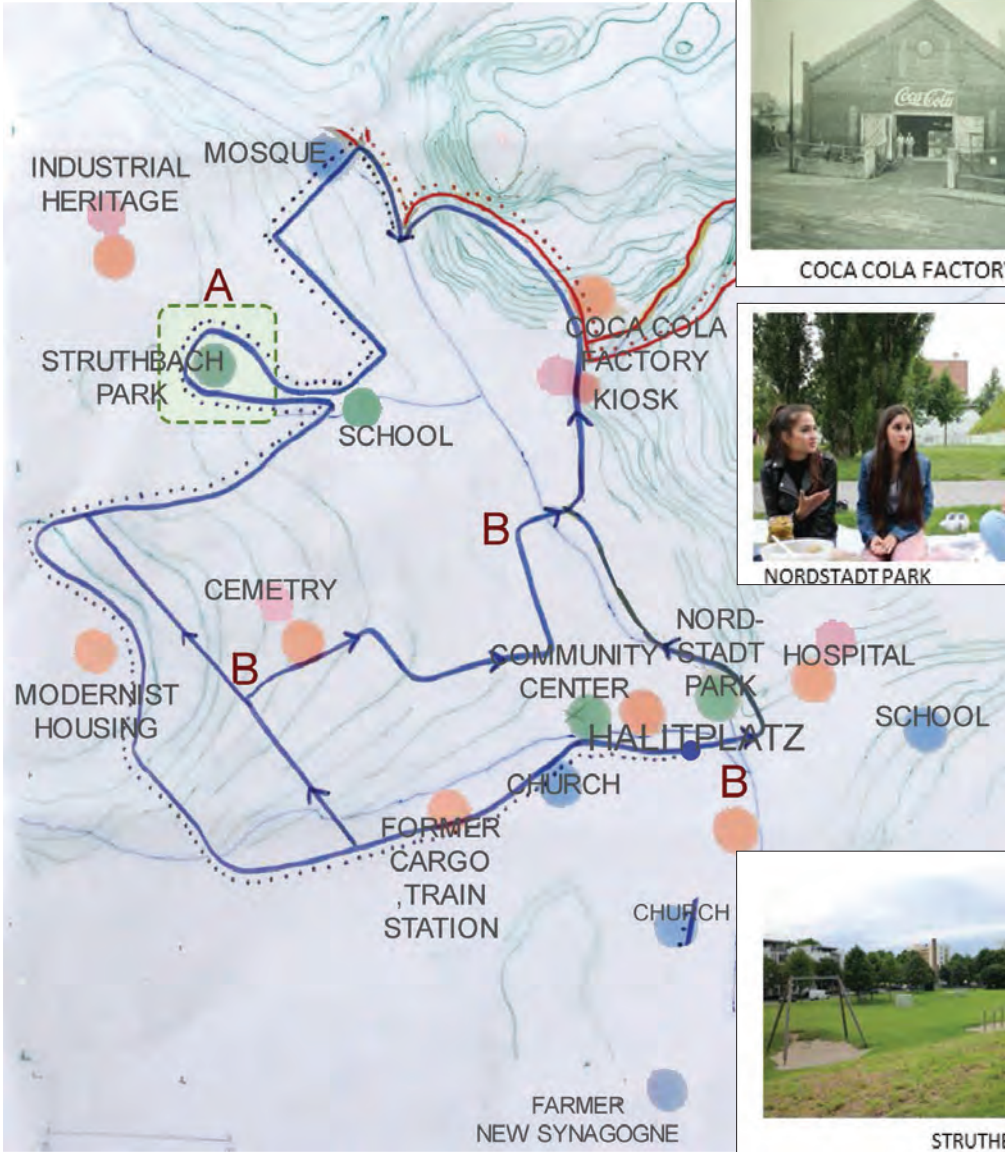
LTI-CHANNEL DISSEMINATION

5. MAPPING NEW HERITAGE

DESIGN PROPOSAL

BROWN COAL MINING

HOUSING HISTO-RY 1930'S

PARISER MULLER 1850

SCHOOL

SCHOOL

ALLOT-MENT GARDEN

BROWN COAL MINING

HEGELSBERG PARK

HISTORICAL HOUSING

INDUSTRIAL HERITAGE

MOSQUE

BUNKER &WW II RUNIS

SCHOOL

STRUTHBACH PARK

COCA COLA FACTORY

KIOSK

SCHOOL

CEMETRY

NORD-STADT PARK

HOSPITAL

COMMUNITY CENTER

MODERNIST HOUSING

HALITPLATZ

SCHOOL

CHURCH

FORMER CARGO ,TRAIN STATION

PATHWAY 1

BROWN COAL MINING

A

HOUSING HISTORY 1930'S

B

PARISER MULLER 1850

B

SCHOOL

D

SCHOOL

C

C

HEGELSBERG PARK

C

ALLOT-MENT GARDEN

BROWN COAL MINING

HISTORICAL HOUSING

BUNKER &WWII RUNIS

SCHOOL

KIOSK

GARDEN

HISTORICAL HOUSING ,1950

SIDE VIEW

PATHWAY 2

COCA COLA FACTORY

NORDSTADT PARK

INDUSTRIAL HERITAGE

MOSQUE

STRUTHBACH PARK

A

SCHOOL

COCA COLA FACTORY KIOSK

B

CEMETRY

B

MODERNIST HOUSING

SOMMUNITY CENTER

NORD-STADT PARK

HOSPITAL

SCHOOL

HALITPLATZ

CHURCH

B

FORMER CARGO TRAIN STATION

CHURCH

FARMER NEW SYNAGOGNE

STRUTHBACH PARK KA

CONNECTING PEOPLE

Fatma Bekar, Farzana Sharmin, Lucia Vespe. Ágnes Seprenyi
tutor: Luigi Bartolomei (not on the image)

11. 3 CONNECTING PEOPLE

Fatma Bekar, Farzana Sharmin, Lucia Vespe. Ágnes Seprenyi; tutor: Luigi Bartolomei

According to LED work process, we have gone to the several actors like community center and the urban planning department to learn about the ongoing projects and the envisions for the Nordstadt. Besides, we have to communicate with the citizens walking through the Nordstadt and have learned about their places and their visions for Nordstadt. Cooperation between the people and the city is important. There are 3 main layers of segregation for the multicultural community of the Norstadt. Citizens of Nordstadt can feel integrated into the Kassel city with the new places that bring people together or the existing open spaces with inclusive use. Based on the results of our analysis phase, we built up our concept under the aim of „connecting people". Since the Nordstadt has several areas with their own identity, our goal was to create connection within these specified areas, and furthermore withing the quarter and the city itself. To achieve this connectedness, we proposed interventions on three layers; logistics, open-space, and social. In the logistic level we proposed such kind of interventions as; implementing new bike lanes, safe pedestrian crossings, more lightings and one way roads, to open up the streets for the non car users as well. On the second, open-space layer we suggest such things as; creating a connection by using the Ahna River implementing new meeting points along the river, to improve the existing parks by placing new infrastructural elements (benches, toilets, accessibility), to ensure the inclusive use of the green spaces, and lastly, the protection of these green spaces. While the first two layers mainly focus on the physical connectedness, the third one; social, focuses on the connectedness between the people and community. On this level we propose several community events, as a platform for all to make their voice heard. Apart from that, in order to achieve the social connectedness between the areas, we suggest events that would gather people to one place. The three main focus points are: the university area, with a potential new cultural center, the abbandoned, former railways station under the cemetery, and the refugee and migrant dominated housing area on the two sides of the Hollandische Straße in the North. In order to connect these areaa, the first idea is to arrange a food market together with a language café in one of the abbandoned buildings in the university area, where the local gardeners from the allotment gardens in the north could share their products among each other and with the citizens as well. An other event could take place in this „new cultural center", a mooving art exhibition, which could connect the above mentioned 3 focus areas by sharing their values and talents.
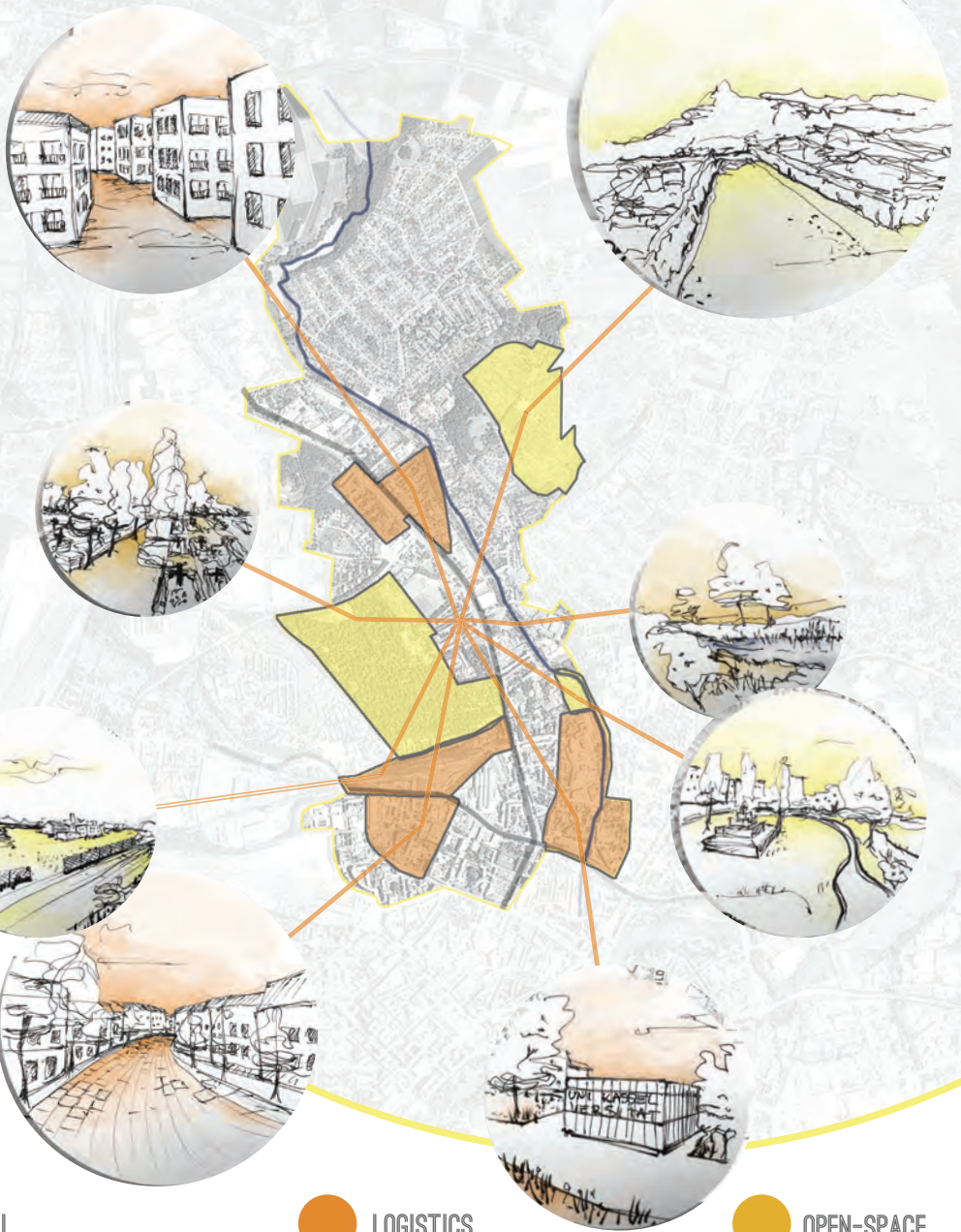
SOCIAL

cummunity events, platform for all
information sharing nights
Art exhibition ‚FACES OF NORDSTADT‘
Food marked & Language Cafe
(abbandoned building)
Vocational center

LOGISTICS

bike lanes
safe pedestrian crossing, more lightings
one way road

OPEN-SPACE

river, connection (meetin goints, bbq)
improvement of parks (banches, toilet,
access.)
inclusive use of green space
protection of green area

Providing safe pedestrian crossings, connecting bike lanes, lighting system for safety

Meeting points along the Ahna River (connection), placing new amenities (benches, toilets, picnic tables,) providde the accessibility and inclusive use of green spaces
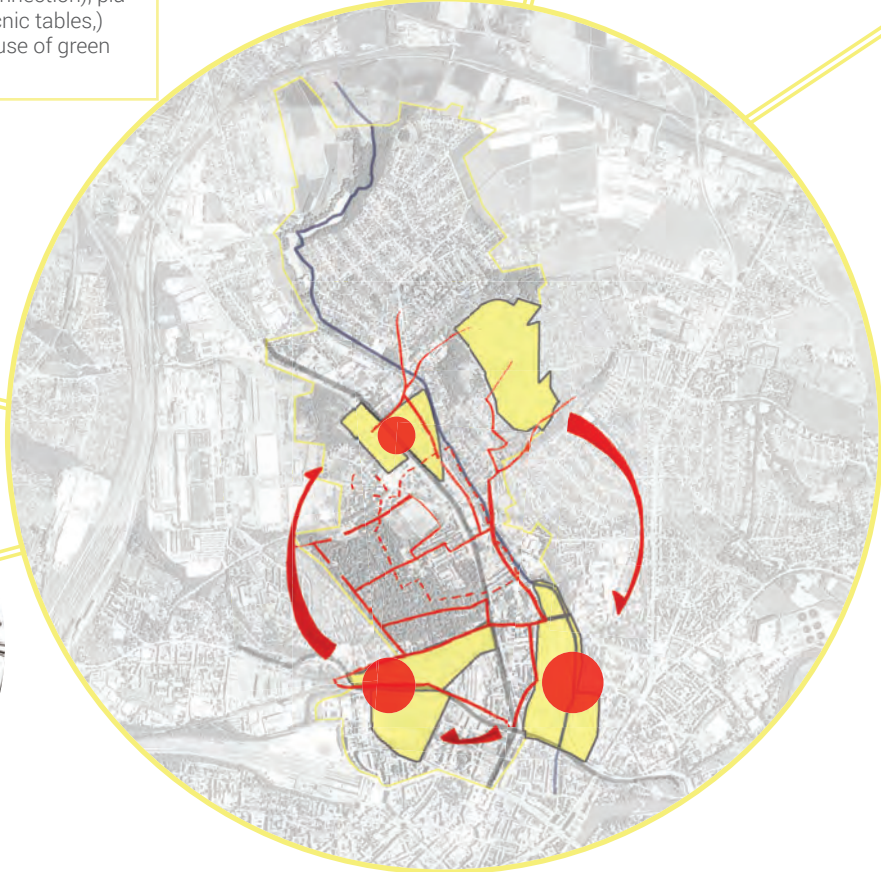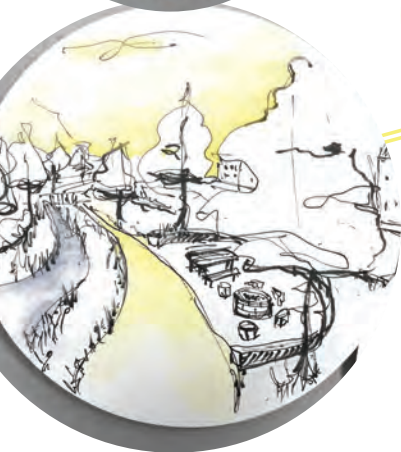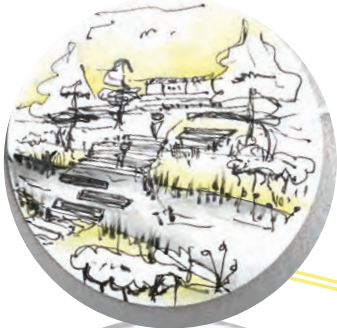
Food Market &Language Cafe, sharing local goods in cooperation with the allotment gardens owners

Cultural center, renovated abbandoned building in university area, circulating art exhibition between the 3 centers

Lightning

Inclusive use
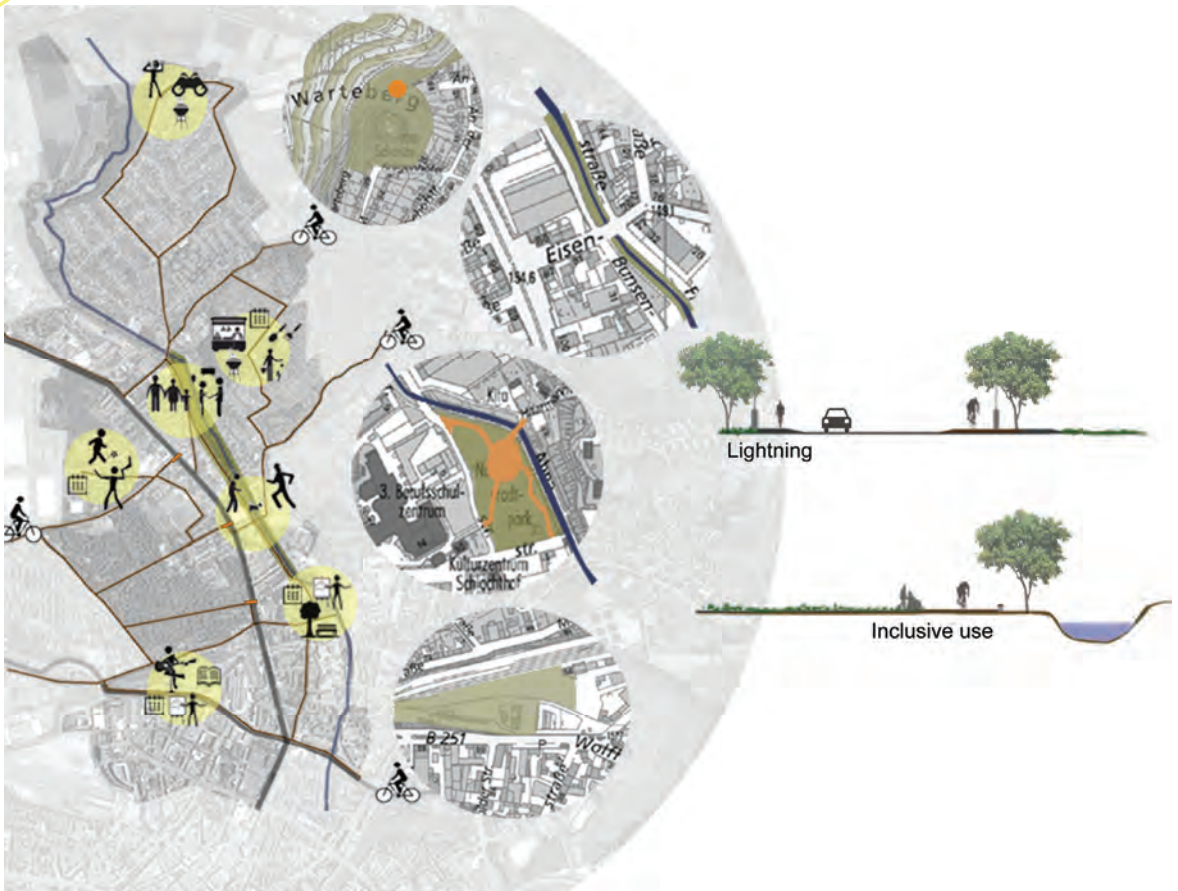
FUN, DRAWING
PLAYING
ART
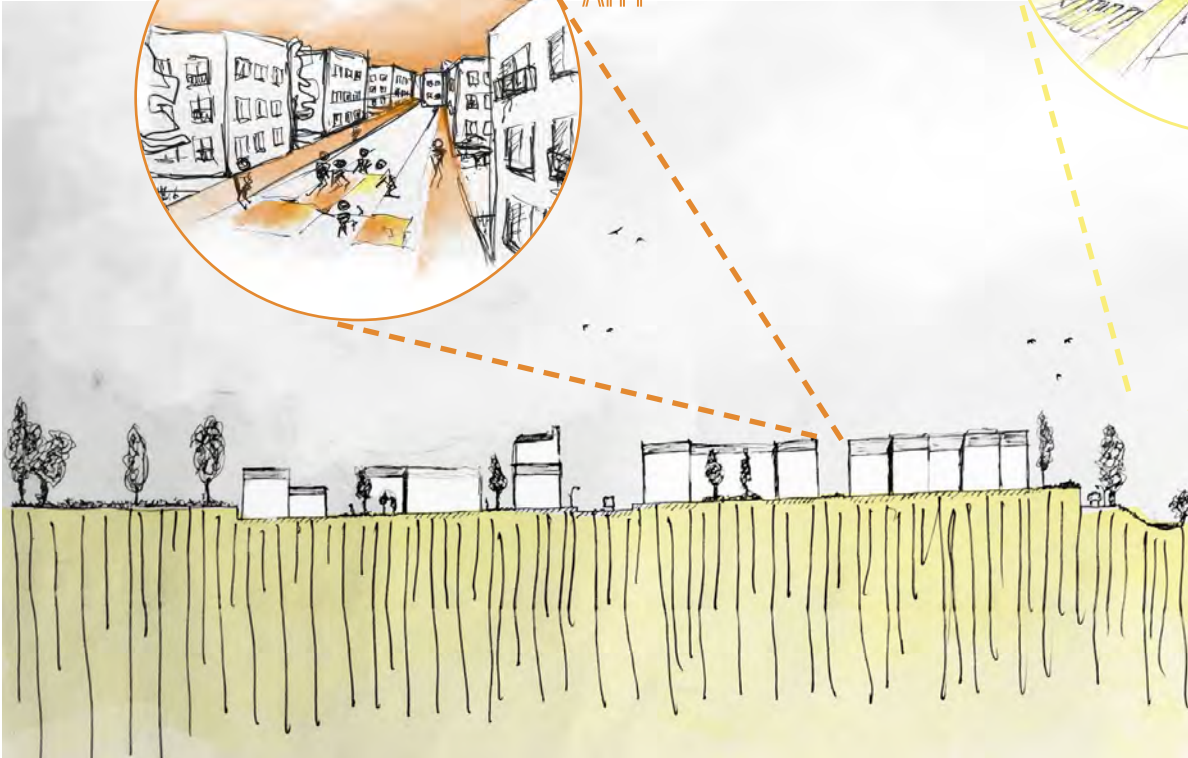
PICNIC, NATURE
VIEW, RECREATION
TRIP
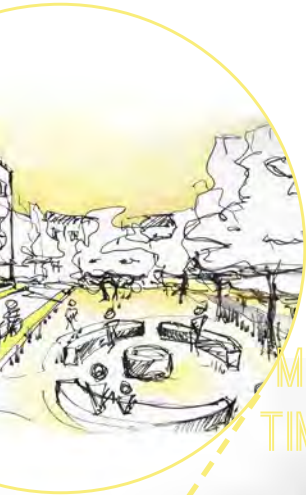
MEETING POINT,
TIME TOGETHER
NATURE

DOMINO

Rong Wang, Luca Maresi, Kata Por, Haniyeh Golzardi, Beatrice Vaienti
tutor: Diedrich Bruns (not on the image)

THE PROCESS

In the first days we began the phase of data collecting by visiting the site and starting to meet its inhabitants. Before meeting the people we collected six key questions that we could ask them during the go-along interviews:

1. How long have you lived here?
2. What is the place you like the most?
3. What is it about the place you like?
4. What can be the biggest change since you've been living here?
5. Who do you think could be responsible for this change?
6. Do you feel there's somethig missing in your area? If yes, what?

We chose them because they represented easy and not too intimate questions that, especially if combined with photovoice, could lead to further more personal topics

.

PHOTOVOICE

Along with our questions we asked some people to take photos for us. It was really interesting to notice how this instrument became very useful when there were the bigger language barriers between us and the subject of the interview. We applied this method mainly to three kind of actors:

1. A member of the local social-democratic party
2. The person in charge of the local turkish newspaper
3. A member of the turkish community with his daughters

Those were some of the photo they took and what they said while taking them:
Certainly, the impossibility to have an assorted amount of data which could represent all the stakeholders of the area in an equal way, represents an obstacle to being objective. Nevertheless we

„This is a place of gathering for people and voluntary organizations. Many ideas come from here."

„The future will have this street car-free for the people of Nordstadt to enjoy."

Car friendly politics were chosen after the war resulting in a lack of pedestrian crossroads and making of undergorund passages, badly illuminated tunnels that just aren't safe for the population.

could find some similarities in what different kind of stakeholders decided to tell us and to take a photo of.

Moreover this impediment could be avoided by doing a synthesis of all the informations that every group collected.

STAKEHOLDER ANALYSIS

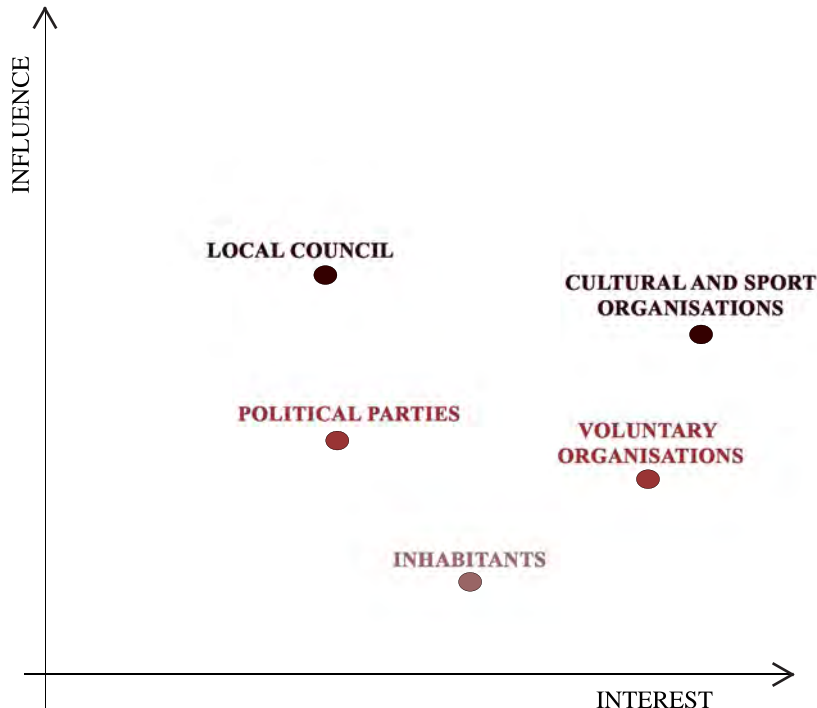We started to list all the possible stakeholders and we tried to point out their relationship.

However while trying to create a power map to show how they could influence the area and its inhabitants we realized that we weren't able to do that without previously taking account of a specific goal. Moreover we also think that not only the relationships of power are strictly connected with an aim, but also the stakeholders that appear should distinctly change.

For this reason we figured out our vision for the Nordstadt taking account of the information gathered during the previous phase. The general aim we decided to pursue was to improve the sense of belonging of the locals. Related to this general aim, and having in mind the possible instruments usable for this purpose, we developed a power map which shows on the x-axis the interest that the stakeholder may show about the aim and on the y-axis its influence on it.

PROPOSAL

Taking account of the first steps we achieved in the previous phase, we developed a proposal which is not a sum of interventions, but a progression of elements connected with cause-effect relationships.

For this reason we chose the image of a domino to be our logo, as every step of our project is essential

EQUATION FOR CHANGE APPROACH

D — Dissatisfaction
- Lack of a center
- Division of the district
- Not belonging to the place
- Sense of abandon
- Irresponsible use of public spaces
- Difficulties for pedestrians

V — Vision
- Improving communications
- Car free spaces
- Safer streets
- Keeping the memories
- Green area maintenance
- Creation of a sense of belonging
- Raising the awareness of the existing problems

F — First Step
- Creation of events
- Creation of opportunities to interact
- Language course
- Make local people participate

R — Resistance
- Lack of money
- Residents
- Different introverted nationalities
- Language barriers
- Lack of education

for the next. Each of the pieces of this domino have a social and a physical layer which are strictly inter-connected.

The very first step of our project is about communicating with locals to make them know there are instruments of participation they can actually use. This is going to encourage them to share their ideas and to get to know each other.

Raising people awareness, they will have common interests and feel more involved in the community. In this fase volunteers could organize workshops to make people actually create the facilities. Building a lighting systems along the Ahna river may be not only a positive physical object, but also a symbol of changing people mindsets.

Going ahead in this process the feeling of belonging will grow up. At this point an event can easily occur, creating an occasion of gathering for people and thus improving the sense of identity of the district.

 INTERACTIVE COMMUNICATION

 COMMON INTEREST

 OWNING YOUR PLACE
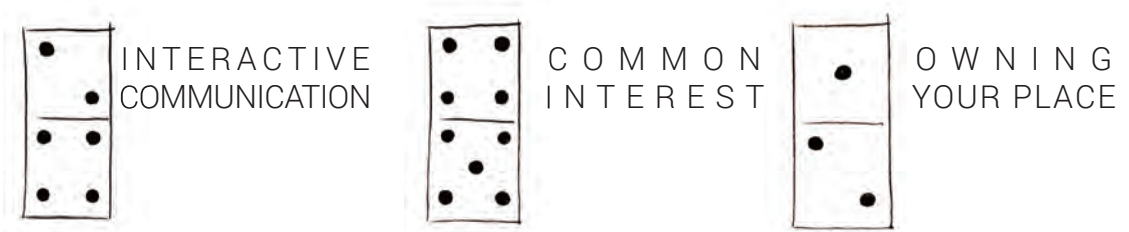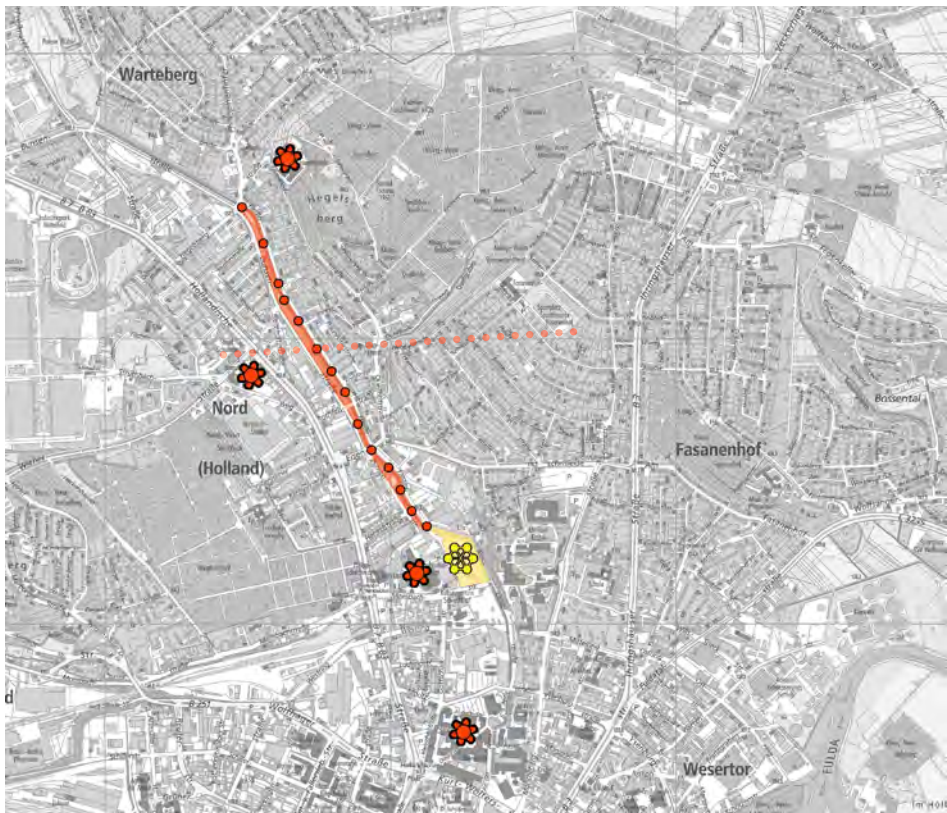
PHASE 1

PHASE 2

PHASE 3
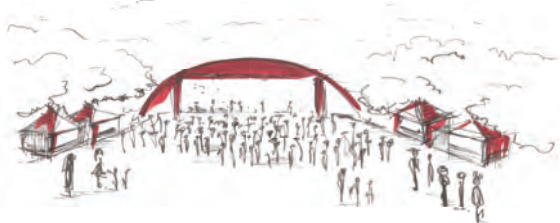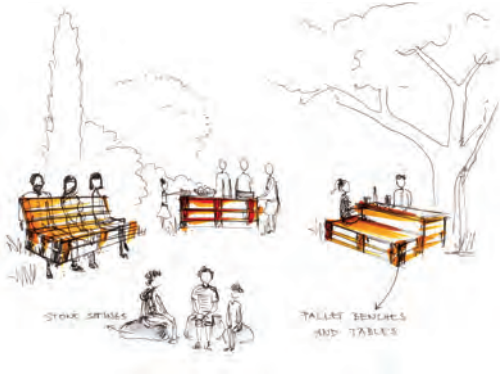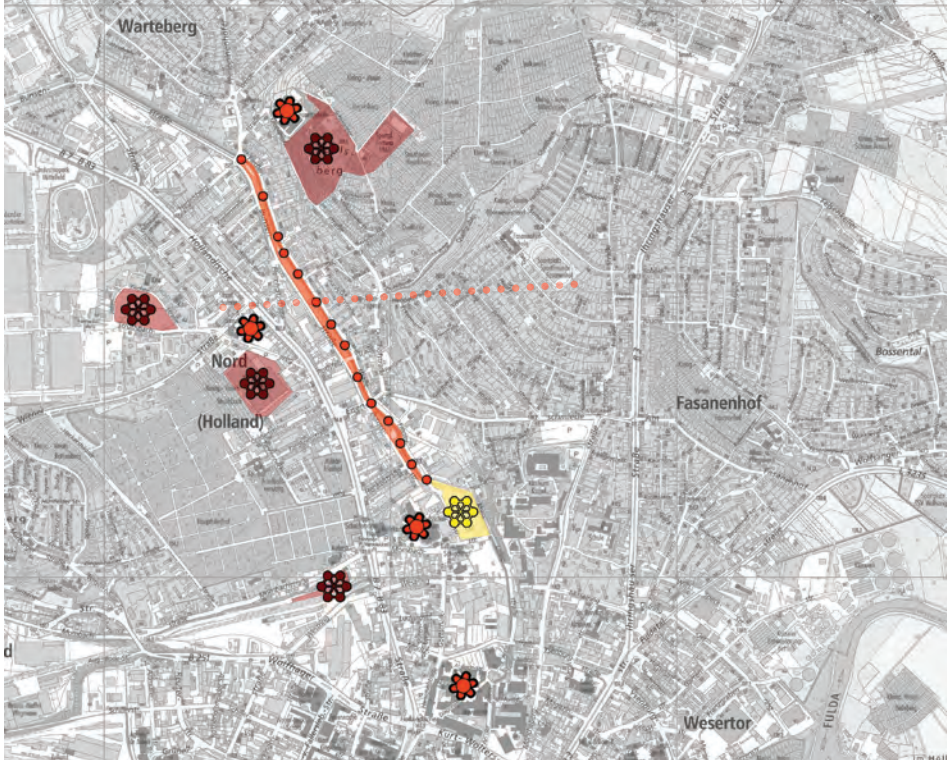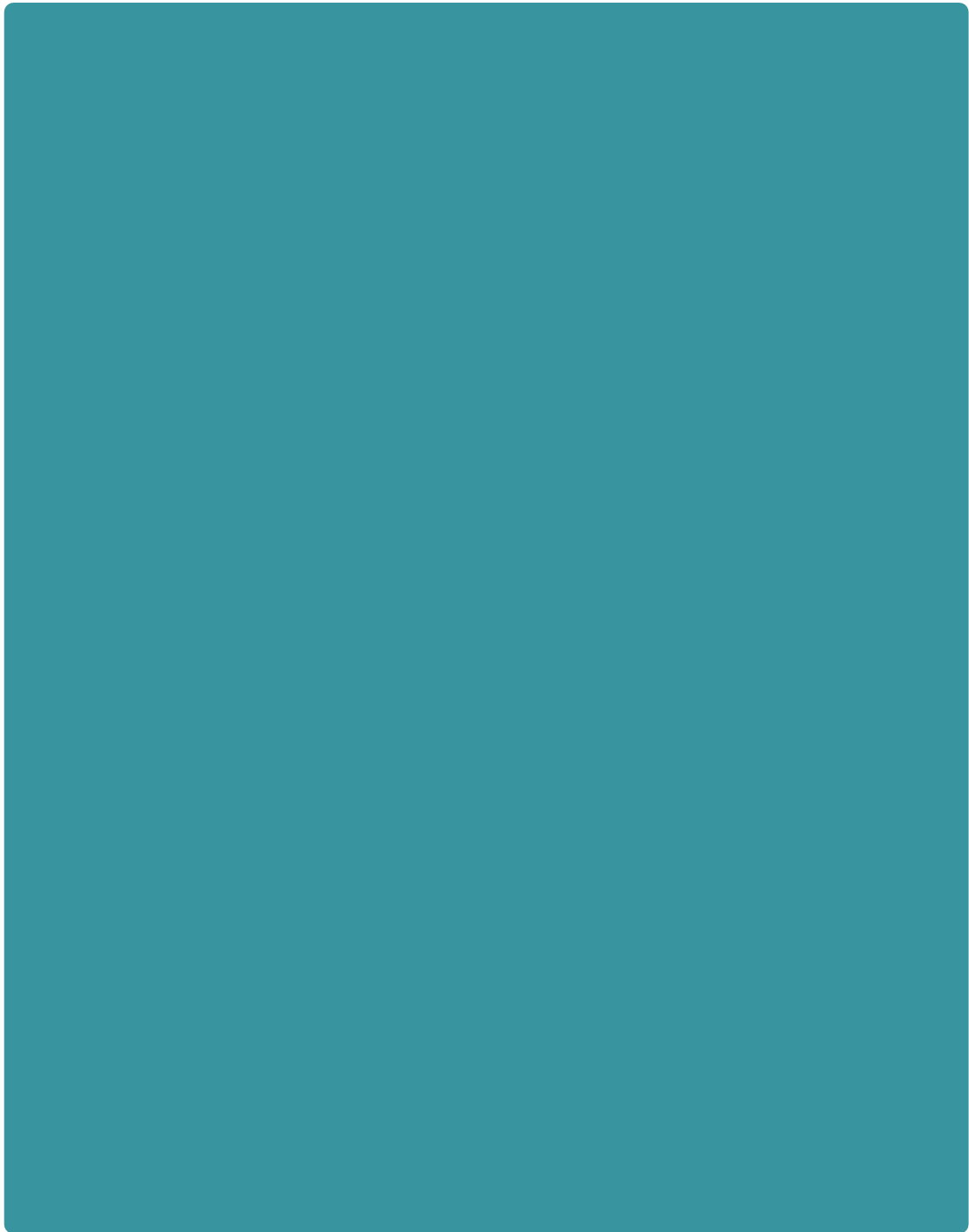
NORDSTADT FOR ALL

Katrin Jahnkow, Giulia Chiussi, Mohammad Al Najdawi, Angelo Lombardo,
Deni Ruggeri (tutor), Mansura Perveen and participants of the photo group*

1: We offer special thanks and appreciation to the photo group for the support of the IP.

11.5 NORDSTADT FOR ALL

Katrin Jahnkow, Giulia Chiussi, Mohammad Al Najdawi, Angelo Lombardo,
Mansura Perveen, Deni Ruggeri (tutor)

We started our work under the rain, trying to understand the multi-ethnic society of Nordstadt. The first day we took a walk and gathered all together with Mr Ronf in the community centre to talk about the history of the place and to start building a relationship with the residents in an open forum facilitated by coffee breaks.

The research continued with interviews and a role-playing game with the users of the community centre (we asked them to think about the best and worst places for a few categories of people that together make up the population of the Nordstadt). Later, we visited the Karnak Café where we met Julia and Benjamin, who have started this temporary open cultural centre as a place that every two weeks gives a few young artists the possibility to show and sell art. Karnak Café is a creative space where ideas can take shape, from organizing yoga and music courses to programs teaching residents to reuse materials and make arts and crafts projects.

On day three, we met a small group of community members and engaged them in Polaroid-Voice and Go-Along activities. These methods gave us a deeper comprehension of the sacred structures of the community, as well as its satisfying and dissatisfying places. People felt free to discuss issues related to the livability of the neighborhood's physical environment and open up a discussion on its long history as a place for immigrants. A map synthesizing our findings featured three circles representing today's more important nodes, and we discovered that all of them are located along the Ahne river. The Nordstadt neighborhood connections tend to unfold in a north-south direction along the Ahne river and Holländische straβe, starting with Halitzplatz, the first place people encounter as they travel along the trams from the center of Kassel toward the University.

The participatory analysis made us more conscious about the places with the most potential—that Randy Hester calls fishheads—as well as the landscape democracy challenges they face. Our landscape analysis focused on four overlapping layers: the physical, biological, social and spiritual. Based on this analysis, our group engaged in a goals-setting exercise called 'nominal group technique,' which allowed us to prioritize a set of goals that we would later address in our work:
- The lack of social connection and collaboration led to the first goal of WORKING TOGETHER;

NORDSTADT FOR ALL

MOHAMMAD AL NAJDAWI   KATRIN JAHNKOW   MANSURA PERVEEN
GIULIA CHIUSSI   ANGELO LOMBARDO

- Goal two: PHYSICAL SPACES FOR GATHERING AND SOCIAL MIXING would address the social and physical fragmentation of the community;
- The lack of a strong identity led to the idea to RAISE AWARENESS ABOUT THE POTENTIAL OF SOME SPACES AS EXPRESSIONS OF A SHARED IDENTITY.

The goals mentioned above became the starting point of our vision for a Nordstadt for All, giving us a set of practical changes that needed to be implemented to make Nordstadt a comfortable place for everyday life and socialization. The crafting of a power map showed us current power structured, revealing for instance how car

drivers and shop-owners currently drive many of the community choices. It also gave us a clear indication of who should have the power to create streets that feel safe for inhabitation and how we could go about creating places where the community could begin to share time and act to overcome barriers.

On Thursday, we met at Nordstadt Park for a night walk along the river organized in collaboration with Nicolas Reibel, an environmental artist and a graduate of last year's LED seminar. Lanterns featuring on one side a positive and on the opposite a negative symbol lined the course of the Ahne river. Walkers were encouraged to in-

dicate areas of concerns by turning the negative symbol on the lantern to face problematic areas along the route. During our walks, we experienced first hand the potential of the river walk for the community, but also the to increase its power as a community attractor by improving lighting and addressing the many areas of concern, illustrated by lanterns that were turned on their gray side, meaning that something there was not working.

With the help of all the people we met in the Nordstadt, our team was able to find inspiration for our vision. Nordstadt for all would seek to enhance the positive assets that already exist and use design to create a new identity. It would require improving walkability and implementing green streets that would reveal the presence of a natural system of the river. New landmarks would improve on the distinctiveness of the social nodes along Hollandische Straße. Throughout our projects, we suggested using inspiring materials borrowed from the local vernacular and tried to

create a shared vision for the public realm as a place that everybody would want to use. We wanted to provide residents with simple ideas and suggestions that could help them live better and feel safer regardless of their age or ethnic background.

Some of the possible solutions we envisioned aimed to create a common framework of blue-green streets (inspired by the case study of Portland, Oregon) to connect Holländische Straße with the river not only physically but also metaphorically. We proposed to reduce architectural and visual barriers and to improve on pedestrian-scaled street lightings to invite people to use the streets at night. To give uniqueness to the streets connecting Hollandischestraße and the river, we suggested using edible trees (inspired by the case study of Andernach), which would add colors, smell, taste and help to turn the streets into places for sharing and a new common good. We felt that it was important to invite residents to build something together. To this end, we ima-

gined the possibility to reuse materials commonly found along the streets of Nordstadt to create neighborhood sand boxes for children to play in, or open access library shelves to share books.
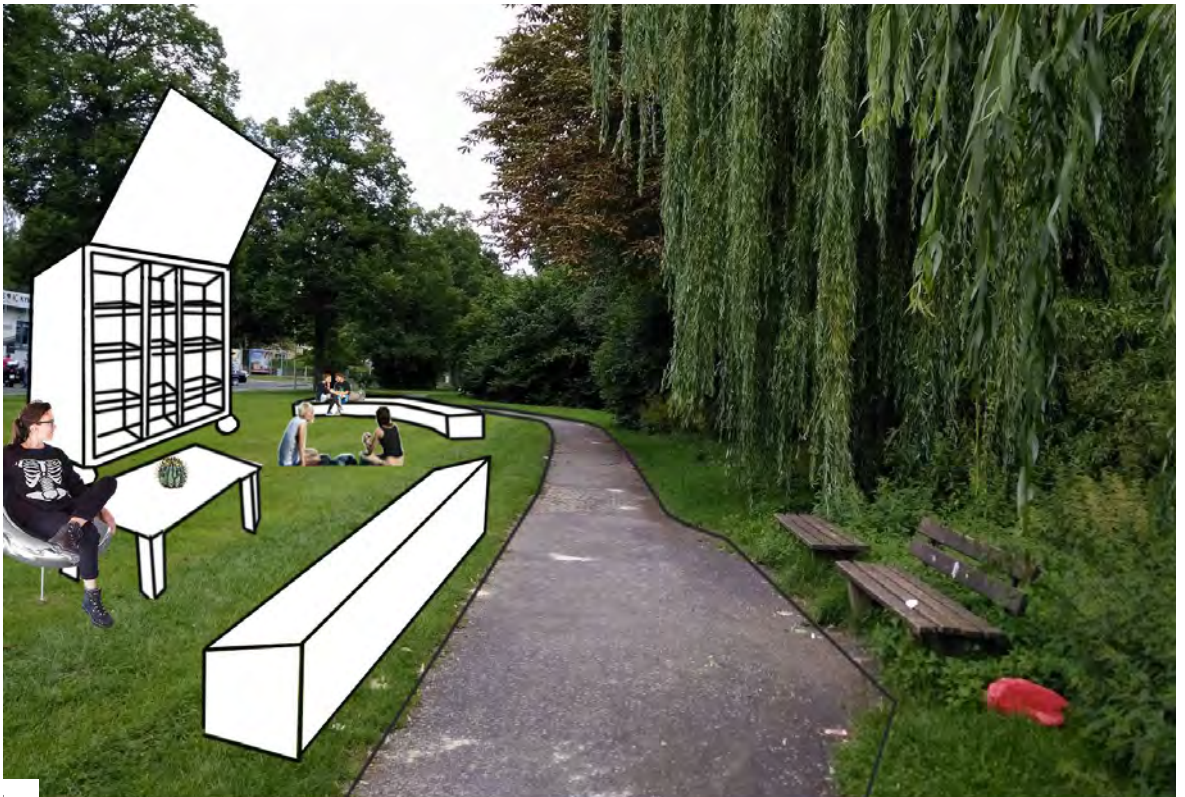
Our new vision could be compared to a tree, where deep roots spoke of a connection to its rich past, and beautiful foliage would represent the future potential of the place. By improving the landscape, we wanted to better people's relationships with one another, and to empower them to take action to shape their future.
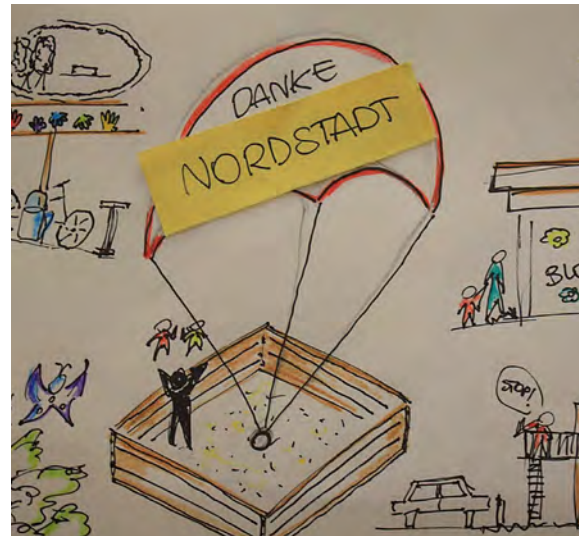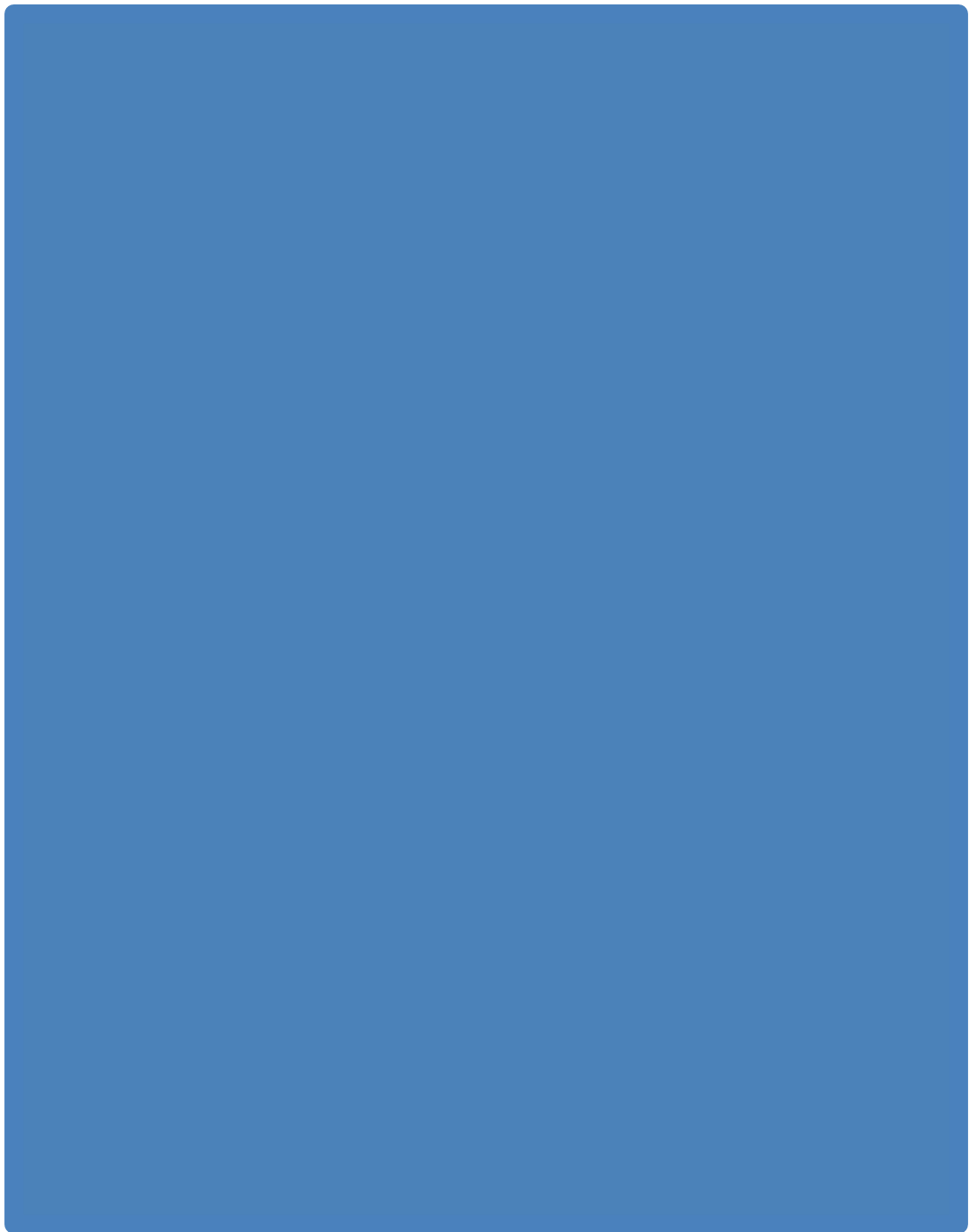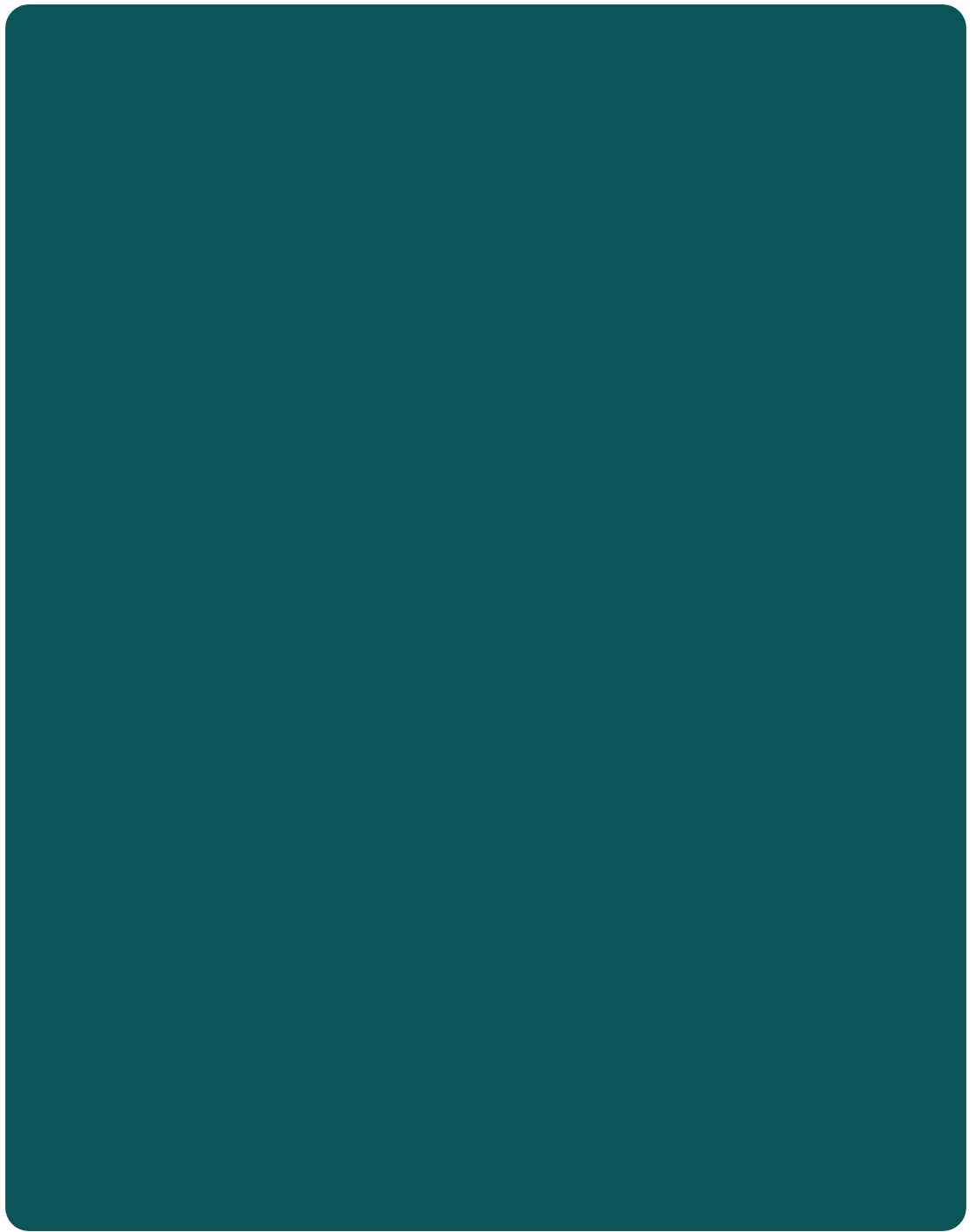
NORDSTADT CITIZENS EMBRACE DIVERSITY
JOIN THE COLORS

Eva Schwab (tutor), Reem Hamdan, Martina Anelli, Xinqi Ji, Gaia Uguccioni, Ahmad Kamal, Anna Szilágyi-Nagy (tutor)

$$R < D \times V \times F$$

RESISTANCE   DISSATISFACTION   VISION   FIRST STEP

INTERSECTION

lack of
communication

missing recognition
miscommunication
misinterpretation
prejudice

Cultural awareness:
- language courses
- cooking courses
- cultural courses

- Community centres
- Associations
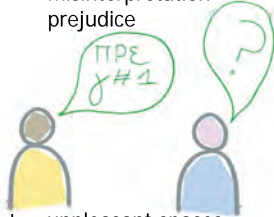
LIVING COLORS

lack of investments

unpleasant spaces
monotonous
flat
invisible

Interactive spaces:
- color
- games

Graffiti:
- competition
- march
Colored forniture:
- benches
- lights
- stairs

DIFFERENT CULTURAL DANCING ACTIVITY

COLORING THE PAVEMENT IN SEMI-OPEN SPACE

INVITE PEOPLE INTO THE SPACE

COLORING THE BENCH IN GREEN CORRIDOR

DEVELOP GRAFFITI TOUR

COLORING THE STEPS
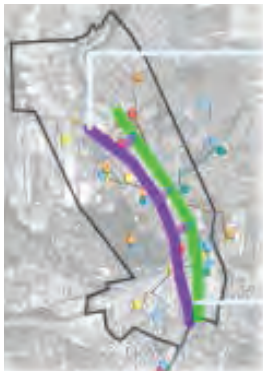
MID TERM

MAIN STREET UPGRADE

GREEN CORRIDOR UPGRADE
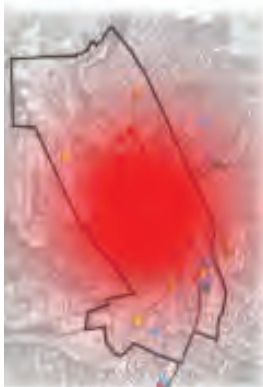
LONG TERM
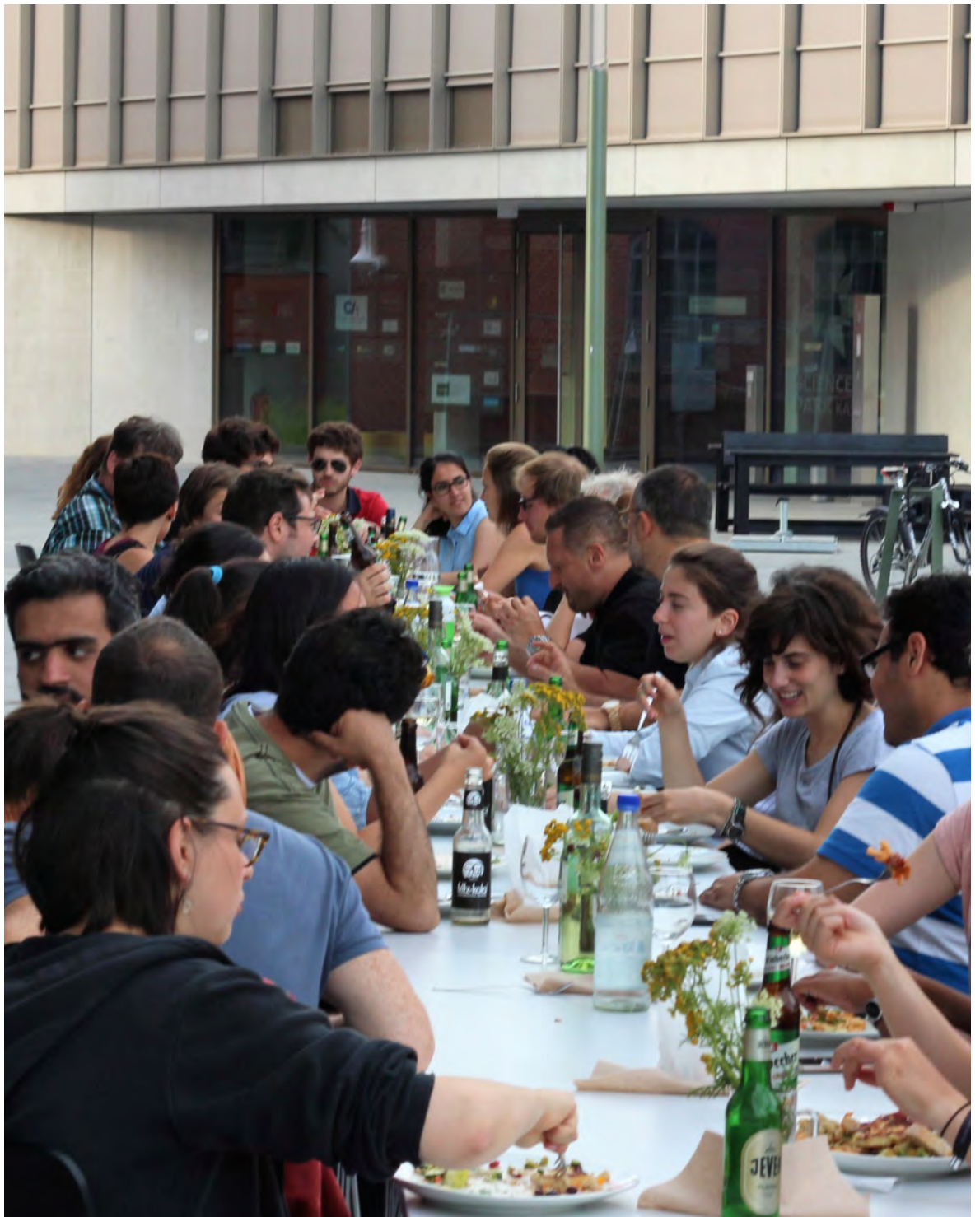
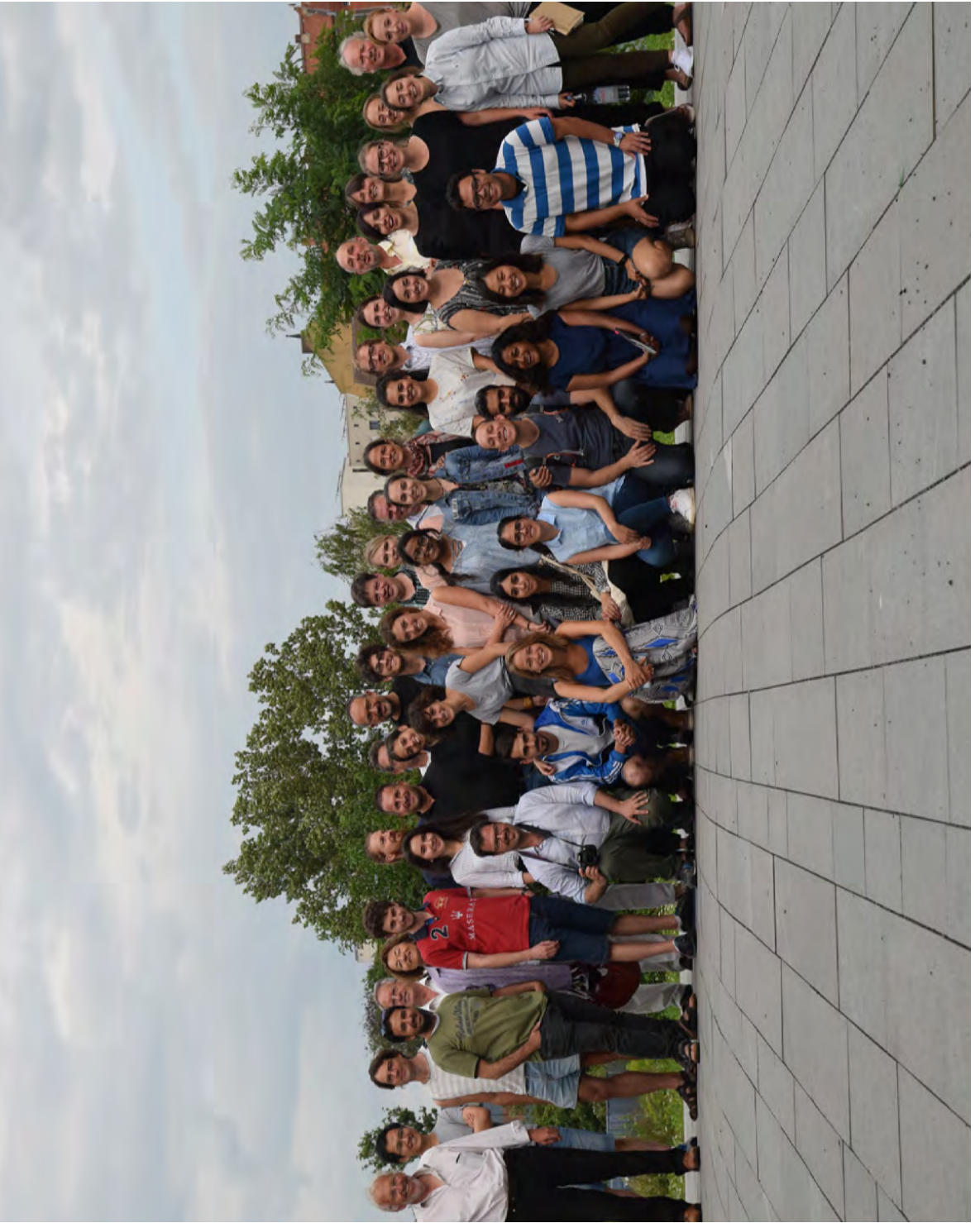STREET MARKETS

EXHIBITION
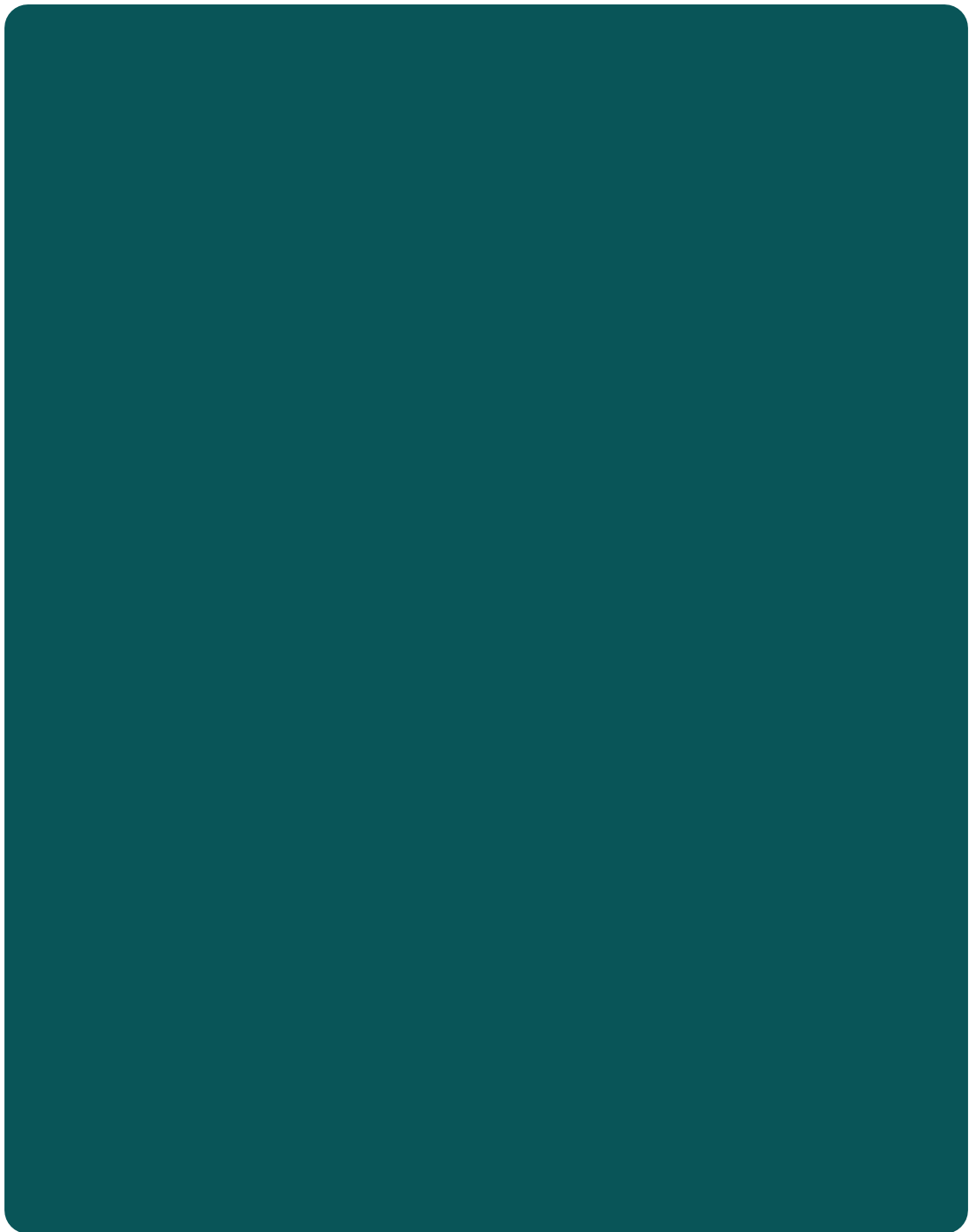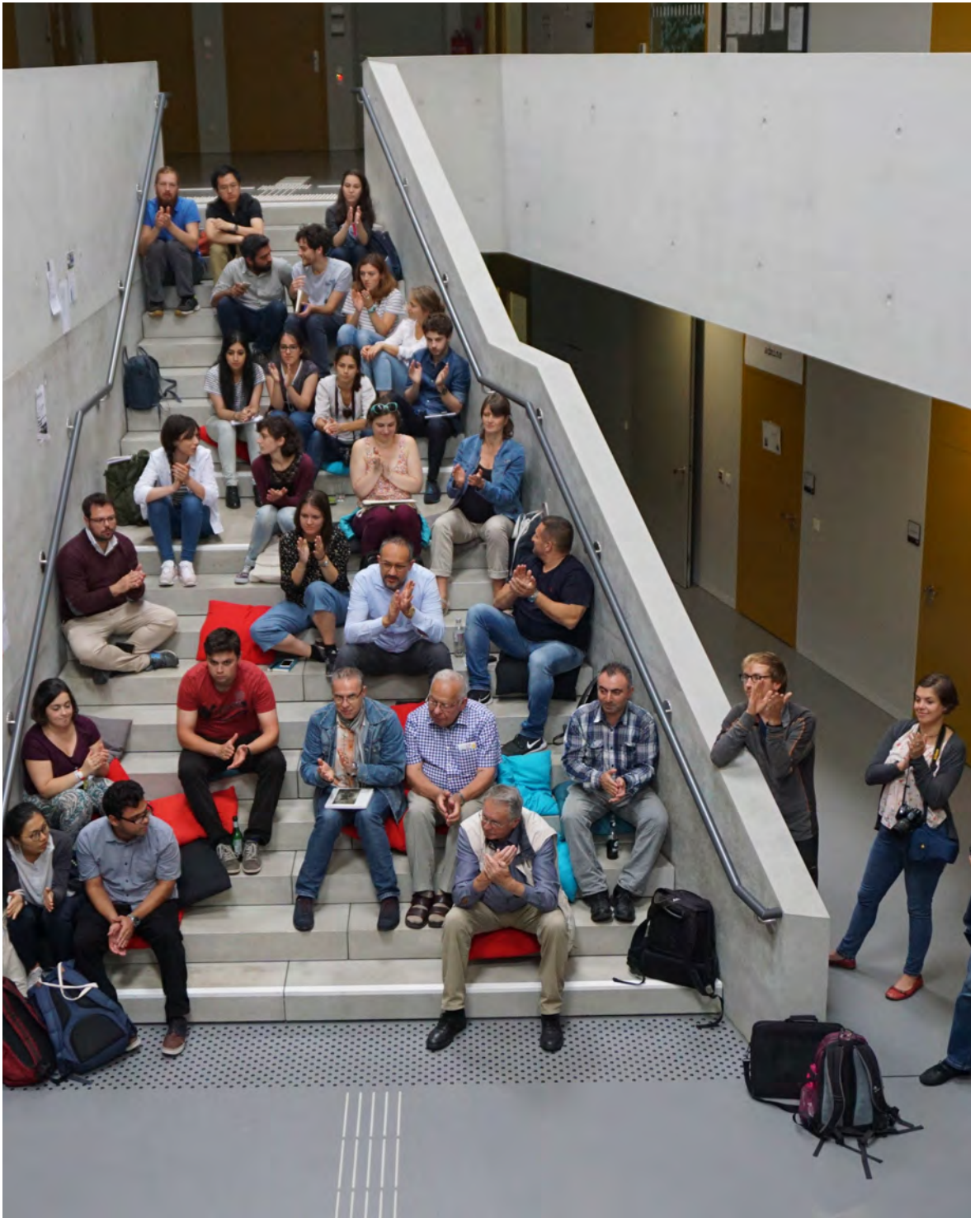
12. NORDSTADT VOICES

Eva Schwab

The final presentation was an opportunity for the five student groups to present their work and discuss it with the participants. Some topics were central to all proposals, be it as inspiration for ideas or as a goal of transformation. These were, inter alia, the importance of making the urban landscape more accessible to children, connections for pedestrians and cyclists, the experience of Holländische Straße and Ahne River as essential infrastructures, but also as barriers in the area, social and cultural diversity as a resource, as well as the need to tackle change at both the social and physical level, also to benefit the image of Nordstadt.

In addition to students and an interested public, members of the Mombach community centre for seniors (photo-enthusiasts), Nordstadt's Ortsvorsteher, Jafka's district management and the city's integration officer were also present.

All visitors praised the students' efforts, their deep involvement with the district and its residents as well as their attitude to do planning together with those concerned. A member of the photo enthusiasts explained how the joint district walks had a learning effect on both sides; the students have learned something about Nordstadt, while the photo enthusiasts were engaging with topics they first perceived as „unpleasant" (for example, power and democracy). But also critical and pragmatic voices came to the fore, which questioned „whether everyone really has to deal with each other". The students' participatory planning approaches were acknowledged, but at the same time some visitors also pointed out that they would not fit the reality of the district, especially through their strong focus on integration, networking and exchange. The inhabitants partly would live in groups which exclude each other. Despite all the experiences regarding the challenges of a socially and culturally diverse district, however, all of the visitors agreed that the use of public space is essential in order to develop awareness of each other - as a first step towards each other.

KASSEL – PARTNERING FOR LANDSCAPE DEMOCRACY