OIKONET

A global multidisciplinary network on housing research and learning

Integrating Participation in a Global Housing Curriculum

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- OIKONET project
- Participation and global dwelling
- Case studies:
  - San Juan, Puerto Rico / Santiago, Chile
  - Skopje, Macedonia
  - Barcelona, Spain
- Competences and learning outcomes
- Conclusions and reflections

>>HOUSING@21.EU

Emerging forms of housing and living in 21st century Europe

LOGIN
DESCRIPTION
PARTNERS
ACTIVITIES
LINKS
MEDIA

HOUSING@21.EU is a pedagogic and research project financed by the European Union through the Erasmus Intensive Programme, which has been carried out in the period 2003-2006.

The goal of the project has been to study the emergence of new forms of housing in 21st century Europe. Transformations undergoing European societies, at the social, economic and technological levels, call for a revision of existing forms of housing. HOUSING@21.EU has provided a cross-disciplinary context where universities and industry, community representatives and policy makers in Europe have reflected on the nature of these transformations and their architectural and urban consequences.

Seminars and workshops, organized by the participating universities, have allo
professors to understand the problem of housing in today's Europe and give c
to it. A web-based learning environment has been implemented to facilitate the
among the partner institutions. This on-line platform has allowed students to co
cases of study, propose themes of debate, and present design proposals.

HOUSING@21.EU WORKSHOP 1, BARCELONA 5-18 JULY, 2004.

HOUSING@21.EU WORKSHOP 2, BARCELONA 4-15 JULY, 2005.

HOUSING@21.EU WORKSHOP 3, BARCELONA 3-14 JULY, 2006.

For more information, please contact info@housing21eu.net

2003-2006 Erasmus Intensive Program

5 partners

OIKODOMOS

A virtual campus to promote the study of dwelling in contemporary Europe

Education and Culture DG
Lifelong Learning Programme

Education and Training

Lifelong Learning Programme - Erasmus Virtual Campus - Reference: 134370-LLP-1-2007-1-ES-ERASMUS-EVC
Erasmus Accompanying Measures- Reference: 177090-LLP-1-2010-1-ES-ERASMUS-EAM

Home Project Partners Resources Activities R

2007-2009 Erasmus Virtual Campus

6 partners

Description of the project outcomes and components.

OIKODOMOS is a pedagogic research project financed by the Lifelong Learning Programme. The goal of the project is to create a virtual campus to promote the study of dwelling at a European scale. The aim of OIKODOMOS, a Greek word for "to build, to construct a house", is to set an innovative learning structure in motion, incorporating on-line and on-site activities (blended learning). The first phase of the project was carried out from 2007 to 2009 within the subprogramme Erasmus Multilateral Projects-Virtual Campus. This phase of the project was executed by higher education institutions and research centers from Belgium, France, Slovakia, Spain, Switzerland and the United Kingdom. From 2010 to 2011, the activities of the project will continue under the support the same European Agency, this time under the subprogramme Erasmus Accompanying Measures. In this second phase, the original consortium has been enhanced with a new partner from Turkey..

The main objectives for this second period are:

- To consolidate the virtual campus methodology and digital platform.
- To expand the application of the peda
- To disseminate the results among the

OIKONET

Since October 2013, OIKODOM
activities within the OIKONET pr
the Life Long Learning Programm
the new project, which involves 34 institutions from Europe and around the world, is to interlink pedagogical activities, research on housing studies and community participation through a joint programme of activities including workshops, seminars and conferences. The OIKONET pedagogic activities are carried out with the OIKODOMOS Virtual Campus tools: Workspaces, Case Repository and Oikopedia.

2010-2011 Erasmus Accompanying Measures

7 partners + 5 associated partners

OIKODOMOS Virtual C

OIKODOMOS Virtual Campus is a space of collaboration where scho
collaborate in the design and implementation of learning activities to study
the participation of professional organizations, local communities and
summarized as follows:

- It is a network of learners (teachers, students, adult learners) and activities, as opposed to an organization of schools with shared curriculum.
- It is interdisciplinary, since the learning activities conducted by the networks encompass architecture as well as urban planning.
- It goes beyond academia, since it seeks for the engagement of citizens and professionals in the field of housing studies.

OIKODOMOS DIGITAL PLATFORM

A digital platform has been specifically developed and implemented for the Oikodomos Virtual Campus to support a blended-learning pedagogic model. It consists of two environments: Workspaces and Case Repository.

OIKODOMOS WORKSPACES

This environment supports project-based learning activities, such as the

This environment supports project-based learning activities, such as the development of a project -architectural and/or urban- in a collaborative manner. It facilitates the collaboration among distant learners, carrying joint learning activities in different settings, physical and virtual: design studios, seminars and courses.

OIKODOMOS CASE REPOSITORY

This is a digital repository of housing case studies, which is constructed collaboratively by learners. Currently, it has over 330 documented cases, analyzed and commented by students and teachers from different institutions. It is used to support learning based on the analysis of precedents.

OIKOPEDIA

OIKONET A global multidisciplinary network on housing research and learning

2013-2016 Erasmus Networks

34 partners

www.oikonet.org

-OIKONET is an Erasmus Network Project, co-financed by the Life Long Learning Programme of the European Union (2013-16).

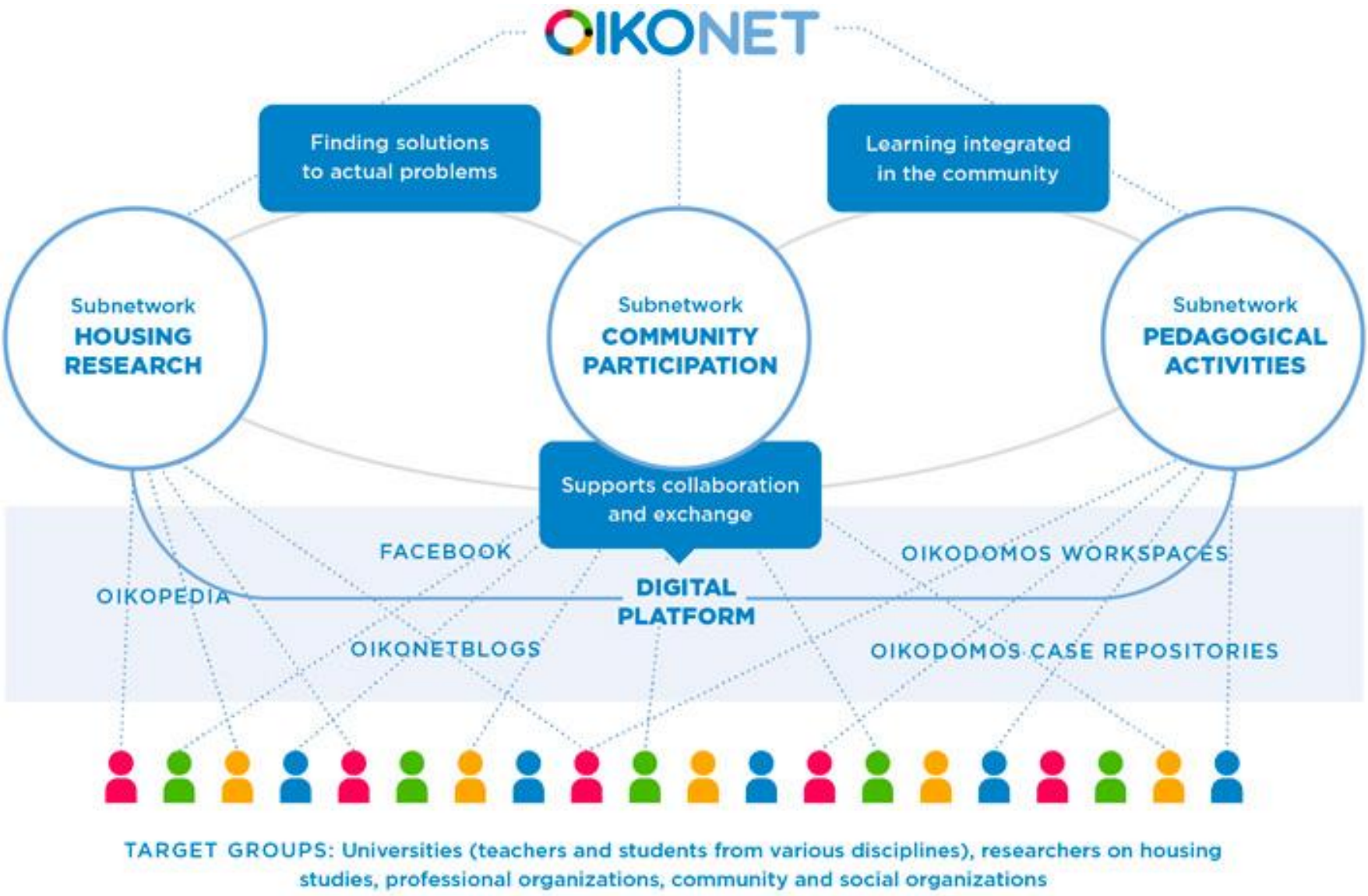
- The goal of Erasmus academic networks is to promote European cooperation and innovation within a given academic discipline, fostering innovation, exchange of methodologies and good practices.

-OIKONET consortium is made of 34 organizations from 29 countries (25 within Europe) :

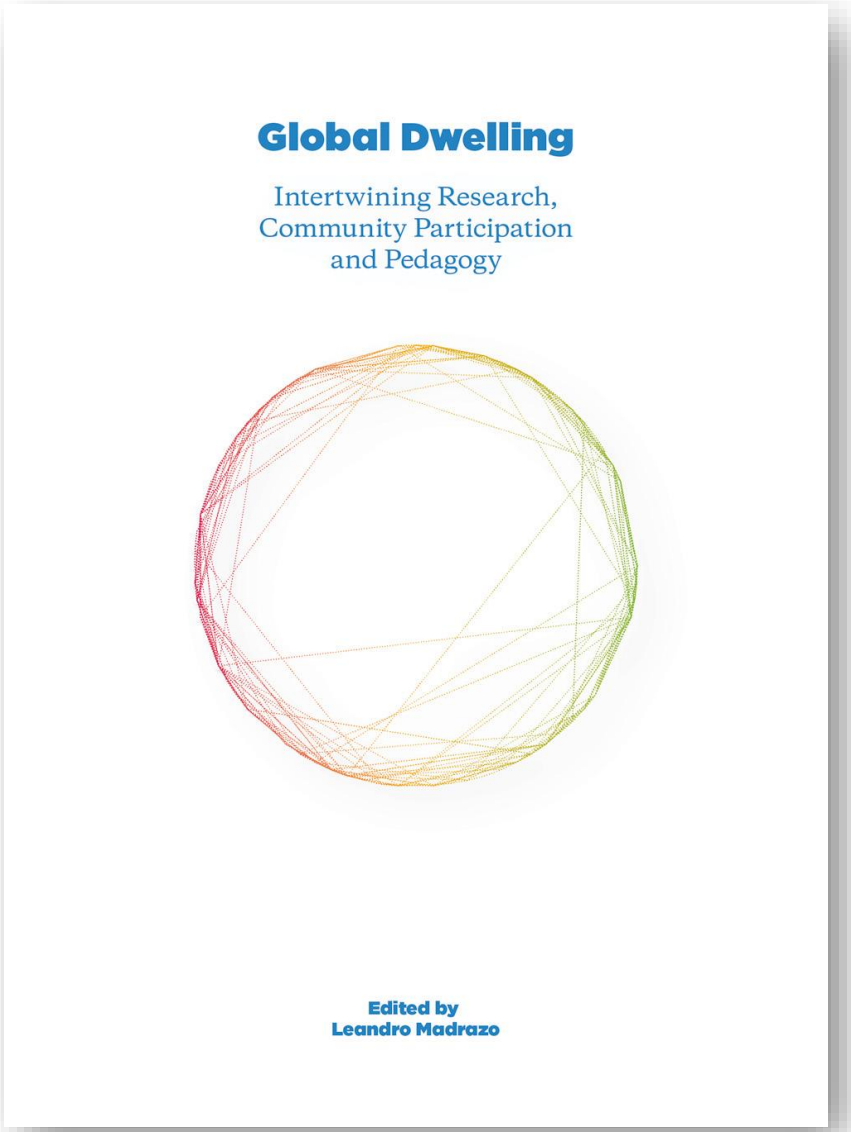
- 19 Higher education institutions
- 10 Research institutes
- 2 Social organizations
- 1 Professional organization
- 1 Local administration
- 1 International agency

- a network of institutions, European and non-European, representing different disciplines concerned with housing studies.
- a network of themes of study about contemporary housing proposed and debated by the project partners.
- a network of learning activities, designed in collaboration and carried out following a blended learning approach.
- a network of learners, from different institutions, inside and outside academia, constructing knowledge in collaboration through participatory processes in the various learning activities.

OIKONET A global multidisciplinary network on housing research and learning



- 12 learning spaces
- 4 community outreach projects
- 3 workshops
- 3 conferences
- 20 exhibitions
- 53 videos
- 18 seminars
- 24 public reports
- 3 articles, 11 papers
- 2 books



http://arc.salleurl.edu/oikonet-platform/public/upload/source/20170711140912_GLOBALDWELLING.pdf

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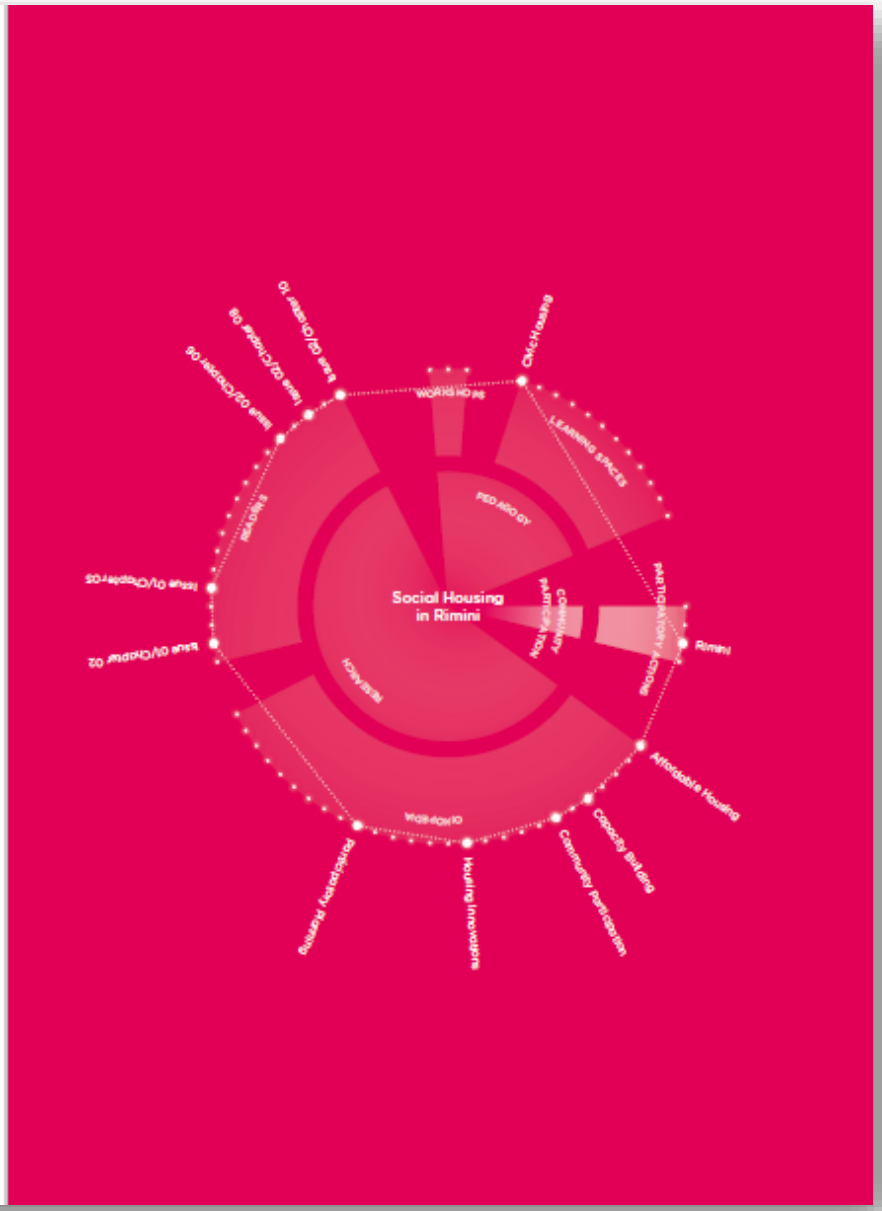


Community Participation

GREGOR HERDA

As Arnstein noted a near half-century ago, the term *community* or *citizen participation* has been open to various interpretations as well as a degree of misuse. In its most ideal incarnation:

> It is the redistribution of power that enables the have-not citizens, presently excluded from political and economic processes, to be deliberately included in the future. (...) it is the means by which they can induce significant social reform which enables them to share in the benefits of the affluent society. (Arnstein, 1969, p. 216)

Community participation in the context of housing delivery, as in any other context, runs the risk of becoming an empty ritual, which allows the power-holders to claim that all sides have been considered, without any real redistribution of power. In this regard, Cooke and Kothari (2001) have argued that participatory processes are just marketing tools for "outsiders" to legitimise interventions. Opposing this view, Hickey and Mohan (2004, p. 3) considered participation to be a "legitimate and genuinely transformative approach to development".

Community participation is crucial for the creation of socially and culturally appropriate housing which reflects the needs and preferences of the community. By consulting and involving residents, the needs, opportunities and threats affecting the community emerge, for instance: Use of local construction techniques, cultural traditions to be preserved, group discrimination, security risks and disaster mitigation and prevention, all of which could be considered in the design process. Community participation can create a sense of ownership, which in turn can increase subsequent prospects for the adequate maintenance of the housing stock.

COMMUNITY PARTICIPATION IN GLOBAL SOCIETIES

- The crisis of representation leads to a greater involvement of citizens in decision-making in politics, in society,.. -> an apparent lack of shared visions, a world *á la dèrive*, moving ahead by short-term impulses.
- Citizen participation is back to fashion; or it was always there, since at least from the 1960s, also in architecture and urban planning.
- It is a global phenomenon, leveling societies across cultural and economic differences.

COMMUNITY PARTICIPATION IN GLOBAL DWELLING

United Nations, New Urban Agenda, Habitat III, Quito, 2016

"We envisage cities and human settlements that:

(b) Are participatory, promote civic engagement, engender a sense of belonging and ownership among all their inhabitants, prioritize safe, inclusive, accessible, green and quality public spaces that are friendly for families, enhance social and intergenerational interactions, cultural expressions and political participation, as appropriate, and foster social cohesion, inclusion and safety in peaceful and pluralistic societies, where the needs of all inhabitants are met, recognizing the specific needs of those in vulnerable situations"

"We commit ourselves to promoting national, subnational and local housing policies that support the progressive realization of the right to adequate housing for all as a component of the right to an adequate standard of living, that address all forms of discrimination and violence and prevent arbitrary forced evictions and that focus on the needs of the homeless, persons in vulnerable situations, low-income groups and persons with disabilities, while enabling the participation and engagement of communities and relevant stakeholders in the planning and implementation of these policies, including supporting the social production of habitat, according to national legislation and standards."

CITIZEN PARTICIPATION

Sherry R. Arnstein, *A Ladder of Citizen Participation*, 1969: "Citizen participation is a categorical form of citizen power. It is the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future…It is the means by which they can induce significant social reform which enables them to share in the benefits of the affluent society". Journal of the American Institute of Planners, 35(4), 216–224.

Henri Levefbre, *The Right to the City,* 1968: "The right to the city cannot be conceived of as a simple visiting right or as a return to traditional cities. It can only be formulated as a transformed and renewed right to urban life [Its morphological base and its practico-material realization] presumes an integrated theory of the city and urban society […] It gathers the interests …of the whole society and firstly of all those who inhabit." Translated by Eleonore Kofman and Elizabeth Lebas, Writings on Cities, 1996.

CITIZEN PARTICIPATION

Hickey, S., & Mohan, G. (2004). Participation—From tyranny to transformation. London & New York, NY: Zed Books: "Participation essentially concerns the exercise of popular agency in relation to development…based on recognizing existing capacities of people as active claims-making agents…[it is a] legitimate and genuinely transformative approach to development".

- Community participation favors the use of local construction techniques; cultural traditions to be preserved; group discrimination to overcome; security risks and disasters to be prevented.

- Community participation contributes to create a sense of belonging; improve social capital and local economic development; empowerment of the community, transformative participation and institutional change.

Cooke, B., & Kothari, U. (2001). Participation: The new tyranny? London, New York, NY: Zed Books.

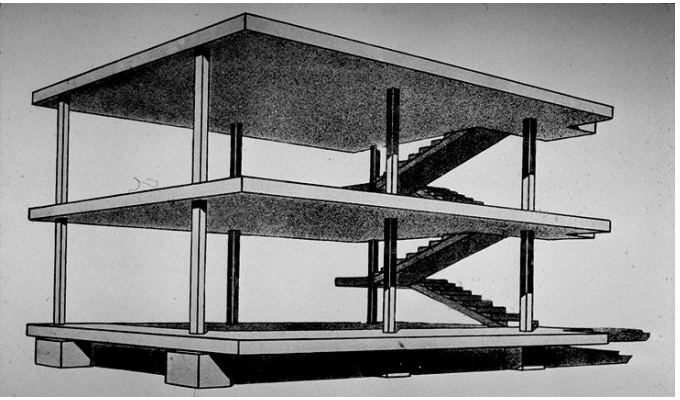
- Participatory development needs to be continuosly adjusted to the needs of people; communities are not homogeneous, static and harmonic entities; people's knowledge is instrumentalized into a planning knowledge; it fails to recognize the different and changing identities of individuals; it dissolves conflicts and prevents real change,…

PARTICIPATION IN ARCHITECTURE

Giancarlo De Carlo, *'Il Publico Dell'Architetturà',* 1970: "To discover the real needs of the users therefore means exposing and acknowledging their rights to have things and their rights to express themselves; it means provoking a direct participation and measuring oneself with all the subversive consequences that this implies; it means questioning all the traditional value systems which, since they were built on non-participation, must be revised or replaced when participation becomes part of the process, unleashing energies that have not yet been explored."

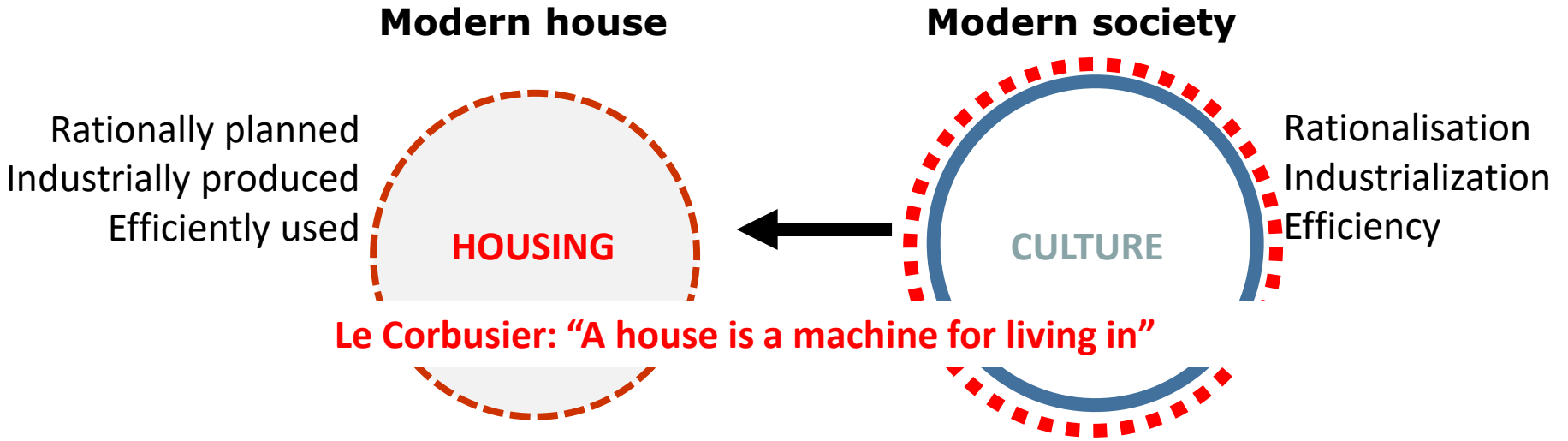
Translated in P. Blundell Jones, D. Petrescu, J. Till, Architecture and Participation, 2005

PARTICIPATION IN ARCHITECTURE

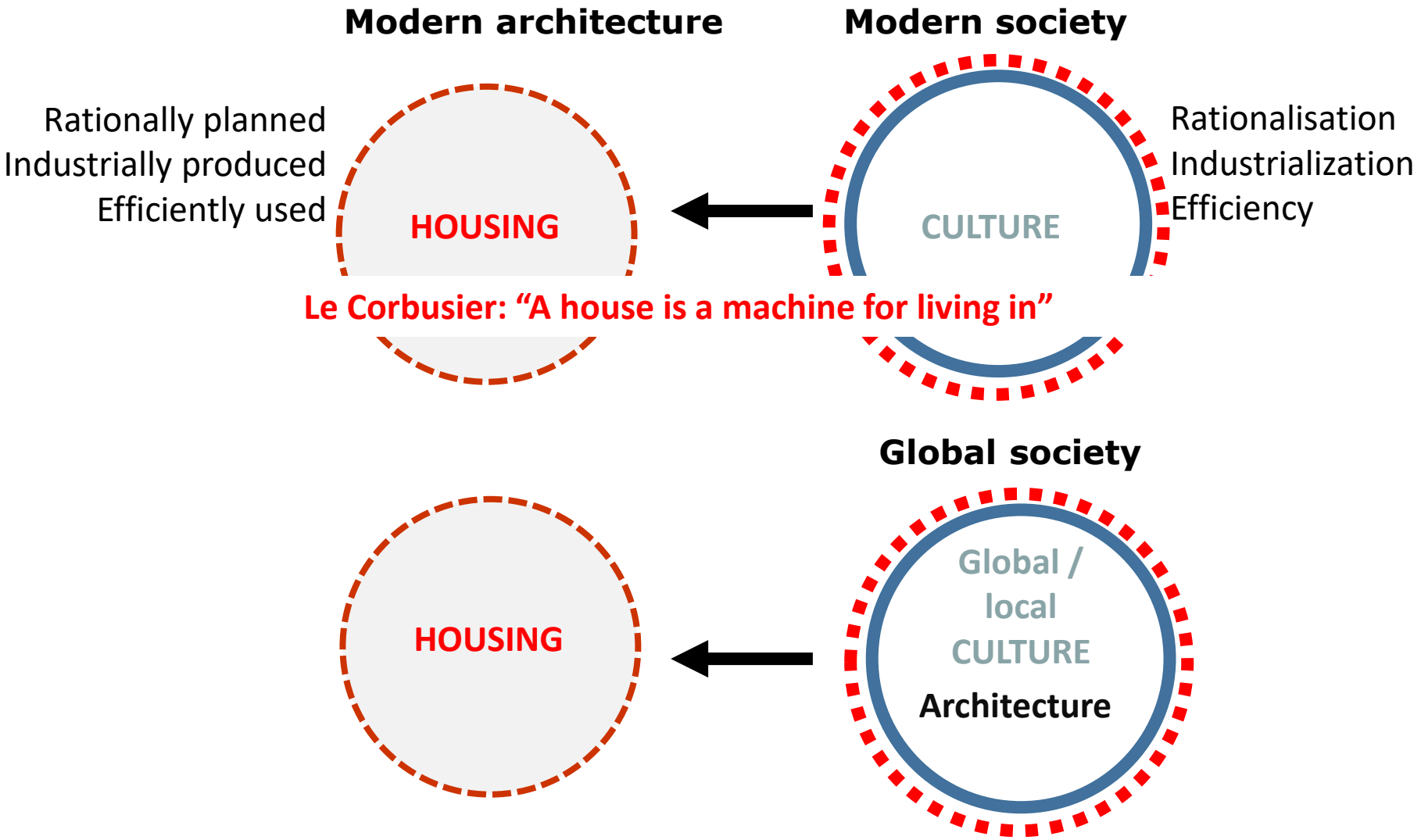


"Our exterior world has been formidably transformed in its appearance and its use owing to the machine. **We have a new vision and a new social life, but we have not adapted the house accordingly."**

Le Corbusier, Toward an architecture (Vers une architecture), 1923.



PARTICIPATION IN ARCHITECTURE



Inclusive approach to avoid the divide architecture / society

Architecture operates within society; it is not a mirror of it

GLOBAL DWELLING

Global dwelling is the manifestation of:

- **The existence of driving forces** influencing the contemporary habitat in different cultures, societies and places, among others: gentrification, mobility, sustainability, digitalization, economic and social restructuring,….
- **The will to identify housing needs and to find appropriate solutions** with the participation of citizens and experts, community and local representatives, and political and economic organizations.
- **An inclusive approach to dwelling which** brings together various scales, disciplines, and areas of expertise, including: architecture and urban planning, sociology and community psychology, economics and finance.

OIKONET Community Participation

OIKONET BLOGS

Lifelong Learning Programme

COMMUNITY PARTICIPATION

HOME | PARTICIPATORY ACTIVITIES | BARCELONA: Plan | RIMINI: Plan | BRATISLAVA: Plan | SKOPJE: Plan

BARCELONA: Actions | BRATISLAVA: Actions | RIMINI: Actions | SKOPJE: Actions

PARTICIPATORY ACTIVITIES

This blog is dedicated to present the activities to engage different stakeholders –professional and citizens; local administrations and civic organizations; students and tutors from architecture and planning schools– in participatory processes aimed at identifying the problems that local communities faced with regard to housing.

Specifically, four actions have been planned by OIKONET partners in different locations in Europe to involve a variety of local actors:

- In Barcelona, Spain, a participatory action has been carried out by the School of Architecture La Salle and the cooperative of Sostre Cívic from October 2013 to January 2014. The purpose of the action has been to engage architecture students and future residents of this building in a collaborative process with the aim to identify the needs of the dwellers. *The activities have been summarized in this video.*
- In Rimini, Italy, a participatory action has been conducted between June 2013 and April 2014, led by Heriscape and the Ordine degli Architetti Rimini. Ten public and private institutions have collaborated to find out ways to overcome the difficulties that some segments of the population (specially, young people) have to access social housing in this medium-size city. *The activities have been summarized in this video.*
- In Skopje, Macedonia, a participatory action has taken place from 15 to 17 October 2015, led by the Faculty of Architecture in Skopje. The purpose of this activity has been to develop methods and tools that enable the residents of the area of Ilinden to understand the use they make of the communal spaces.
- In Bratislava, Slovakia, the purpose is to engage residents of the Petržalka district in the on-going process of revision of the master plan of the area, and to foster the cooperation

Tweets by @OikonetOrg

Oikonet
@OikonetOrg
Thank you very much for your participation in the 1st postgraduate @OikonetOrg seminar at the @etsaUPV. It was a pleasure to meet you all!

Jun 23, 2017

Oikonet
@OikonetOrg
Today, @OgnenMarina, from @UKIMedu, has presented his lecture "Shaping the

Integrating community participation in academic programmes

“Community Participation in the Design and Construction of the Built Environment in Puerto Rico and Chile: Intertwining Community and Academia”, by Omayra Rivera, Viviana Fernández

“Living / Dwelling. A Participatory Action in the Neighbourhood of Ilinden, Skopje”, by Mihajlo Zinoski, Ognen Marina

“Civic Housing: Designing Participatory Processes for a Cohousing Project”, by Leandro Madrazo, Ángel Martín Cojo

CASE STUDIES: Puerto Rico and Chile

"Community Participation in the Design and Construction of the Built Environment in Puerto Rico and Chile: Intertwining Community and Academia", by Omayra Rivera, Viviana Fernández

Community Participation in the Design and Construction of the Built Environment in Puerto Rico and Chile: Intertwining Community and Academia

Omayra Rivera, Viviana Fernández

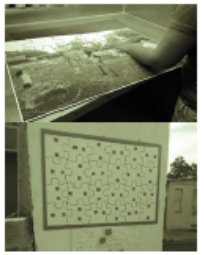


FIGURE 2. Participatory process in Alto del Cabro, San Juan. Source: Kiara Marina

FIGURE 3. Participatory process in Tras Talleres, San Juan. Source: Omayra Rivera

CASE STUDIES: University of Puerto Rico (Prof. Omayra Rivera)

- Collaborative Design Studio and Evolutionary Habitat, started in 2013. Students design participatory process to foster the exchange of knowledge with residents.

- **Caño Martin Peña, San Juan, 2012**. Participants from different fields of study (design, graphic design, urban planning, architecture, engineering, sociology). The goal was to improve living conditions of eight neighbourhoods. Participants painted all houses of a street, built urban furniture, gardening and landfill using recycled materials.

- Alto del Cabro, San Juan, 2013: A participatory process to get insights from residents to improve unused and depraved spaces. The outcomes were plans to improve spaces.

From: Omayra Rivera, Viviana Fernández. "Community Participation in the Design and Construction of the Built Environment in Puerto Rico and Chile: Intertwining Community and Academia"

CASE STUDIES: University of Puerto Rico (Prof. Omayra Rivera)

- **Collaborative Design Studio and Evolutionary Habitat**, started in 2013. Students design participatory process to foster the exchange of knowledge with residents.

- **Tras Talleres Neighbourhood, San Juan, 2014**. The goal was to renew an abandoned bridge. Students provided tools for residents to describe the memory of the place, orally and graphically. The outcomes were preliminary designs made of students, to transform the bridge into a landmark, a meeting place.

- **Casa Taft, San Juan, 2015**. To rescue an abandoned house converting it into a civic centre. Students provided tools for residents to express their vision of the centre. Elements built by students and residents to transform : a wall in the backyard, and a door to access it.

From: Omayra Rivera, Viviana Fernández. "Community Participation in the Design and Construction of the Built Environment in Puerto Rico and Chile: Intertwining Community and Academia"

CASE STUDIES: Universidad de Chile

- Multi-Scale Participatory Processes: Housing, Neighbourhood and City.
Participation of citizens in the transformation of the territory at its various scales is a basic condition of a democratic society; make students aware of the shared responsibility in designing and constructing the city

- Re-Habitar el Cerro, 2014. A reconstruction of a neighbourhood, its physical and social structures. Process: students collected graphic, written oral testimonies from the history of the place; identified signs of permanence and places with symbolic significance.

From: Omayra Rivera, Viviana Fernández. "Community Participation in the Design and Construction of the Built Environment in Puerto Rico and Chile: Intertwining Community and Academia"

CASE STUDIES: Universidad de Chile

- Multi-Scale Participatory Processes: Housing, Neighbourhood and City.
Participation of citizens in the transformation of the territory at its various scales is a basic condition of a democratic society; make students aware of the shared responsibility in designing and constructing the city

- Madrid Street, 2015. Project focused on the redevelopment of a street. Three workshops were carried out: Participatory Assessment (positive and negative aspects of the neighbourhood, meaningful places); Making Proposals (citizens proposed solutions to the problems identified), and Analysis of Designs, students made proposals taking into account residents' suggestions.

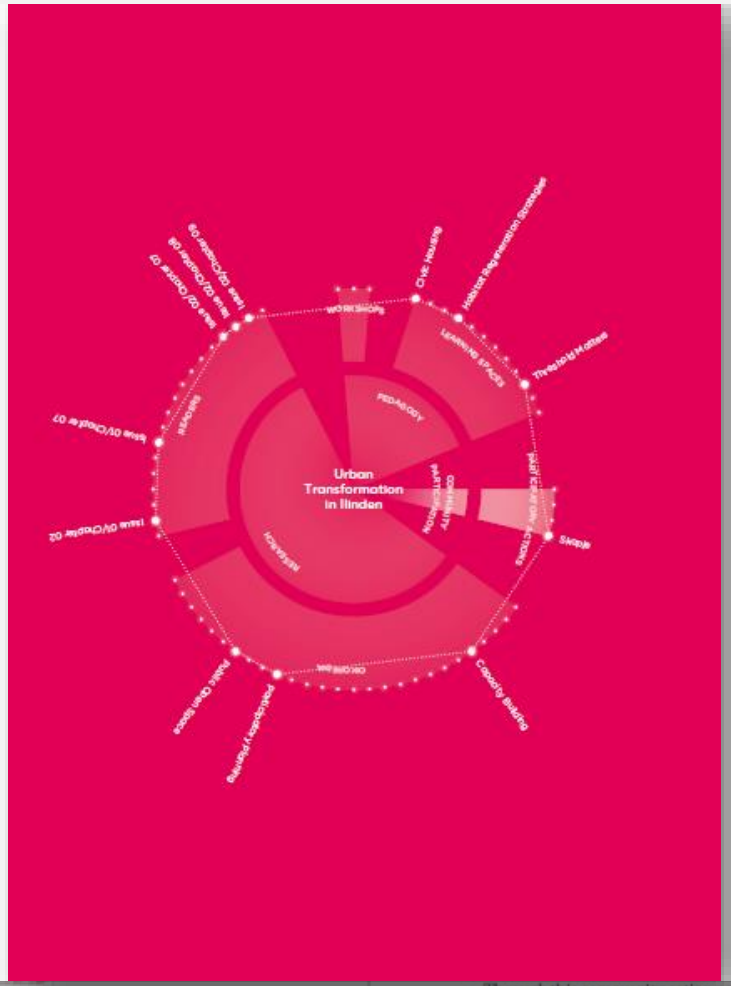
From: Omayra Rivera, Viviana Fernández. "Community Participation in the Design and Construction of the Built Environment in Puerto Rico and Chile: Intertwining Community and Academia"

CASE STUDIES: Ss. Cyril and Methodius, Skopje, Macedonia

Mihajlo Zinoski, Ognen Marina "Living / Dwelling. A Participatory Action in the Neighbourhood of Ilinden, Skopje"

Living/Dwelling:
A Participatory Action in the Neighbourhood of Ilinden, Skopje

Mihajlo Zinoski, Ognen Marina



ey were asked to develop different

BORDERS AS A CLEAR LINE OF SEPARATION.
rest over that of the public institu-
ilities of the future development of
ctures.
VE EXCHANGE. This scenario is based
become the subject of active nego-
olders. This facilitates the creation
ed in variety of ways such as side-

TIONS. This scenario considers the
at delimit the private properties,
n neighbours can arise. This way,
ublic spaces would contribute to
tial practices.

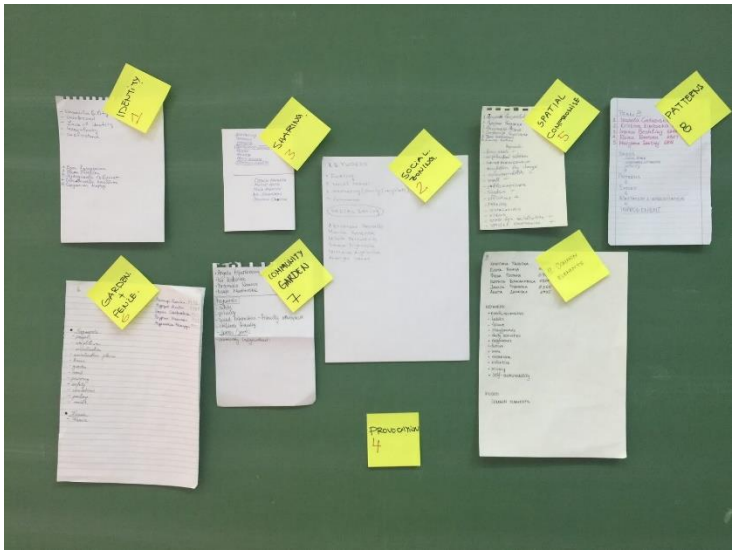
th stage of the community partici-
conditions in the community (Sce-
e development with less intrusive
r future possibilities (Scenario C).
s and students have been able to
e neighbourhood and have jointly
e community.

nden, citizens and students have
onditions in the neighbourhood
development of the community.
multiple perceptions about the
he results of the conducted survey
spaces in creating a more socially
showed that most of the residents
e attached to their home. Every
Unlike the private house which is a
form, the yard is characterized by
time and it does not have a fixed
d mutability of the semi-private
social interactions.

Through this community action project, a new learning space has been created in which different knowledge areas come together in order to understand a specific problem and to discuss the solutions for it. Both students and dwellers were learners in this space. The students have learned

CASE STUDIES: Ss. Cyril and Methodius, Skopje, Macedonia

PARTICIPANTS: Students, teachers, and researchers from University Ss. Cyril and Methodius, Skopje; Polis University, Tirana; University of Belgrade; residents and local administrators.



RESEARCH ISSUES: To understand the process by which physical boundaries of public and semi-private spaces are negotiated. The regulatory lines in planning document are not the same as the lines created by social use of spaces.

GOALS: To incorporate the knowledge and expectations of residents in the decision-making process; counting on the knowledge and expertise of residents to legitimatize the decisions about urban development

From: Mihajlo Zinoski, Ognen Marina "Living / Dwelling. A Participatory Action in the Neighbourhood of Ilinden, Skopje"

CASE STUDIES: Ss. Cyril and Methodius, Skopje, Macedonia

PROCESS: A framework for participatory process developed by Halprin and Burns, 1974, RSVP (Resources, Scores, Valuaction, and Performance) was used:

- Resources: students analyzed the usages of semi-private spaces and the emerging spatial patterns; examined the living habits of residents; make surveys to know views of residents.

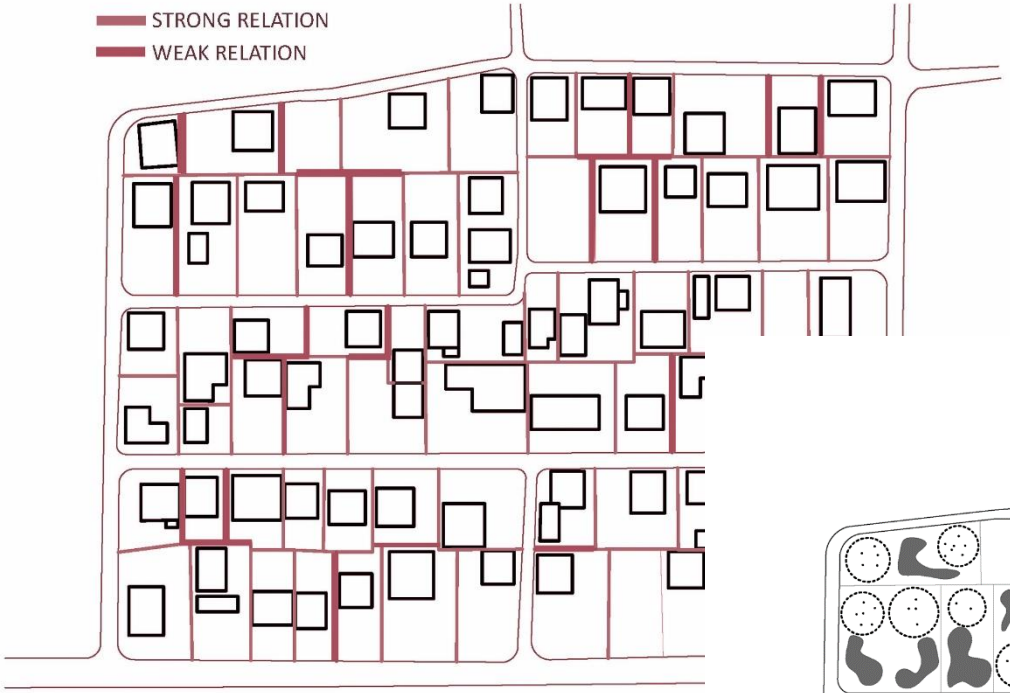
- Scoring: categorizing the issues identified in the previous phase; analyzing the information and presenting it to residents and local administrators.

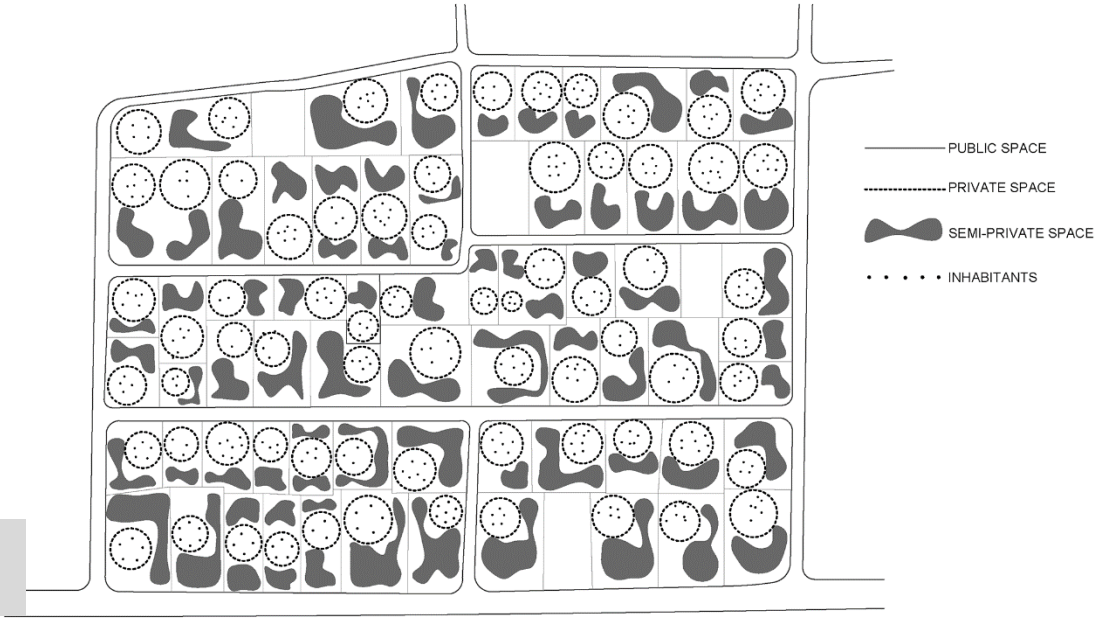
- Valuaction: Producing a set of maps: usages, position of buildings, sociograms, location of shared activities.

-Performance: Proposing alternatives for future spatial development

From: Mihajlo Zinoski, Ognen Marina "Living / Dwelling. A Participatory Action in the Neighbourhood of Ilinden, Skopje"

CASE STUDIES: Ss. Cyril and Methodius, Skopje, Macedonia





Site analysis and sociograms

From: Mihajlo Zinoski, Ognen Marina "Living / Dwelling. A Participatory Action in the Neighbourhood of Ilinden, Skopje"

CASE STUDIES: School of Architecture La Salle, Barcelona, Spain

Leandro Madrazo, Ángel Martín Cojo "Civic Housing: Designing Participatory Processes for a Cohousing Project".

Civic Housing: Designing Participatory Processes for a Cohousing Project

Leandro Madrazo, Ángel Martín Cojo

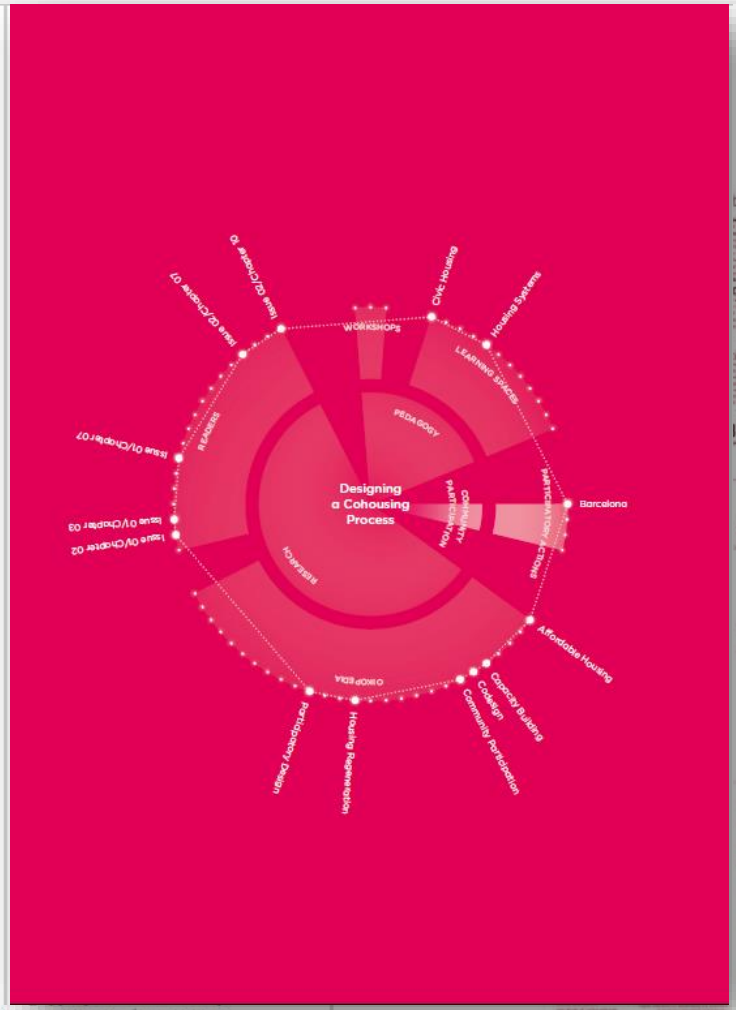


FIGURE 2. Preliminary reflections about the significance of citizen participation. Student: Izabela Grotowicz

FIGURE 3. Preliminary reflections about the significance of citizen participation. Student: Ana Sofia Quiros

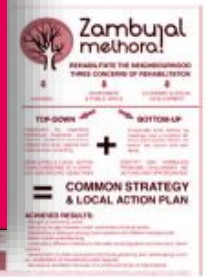


FIGURE 4. Preliminary research on participatory methods and case studies. Student: Izabela Grotowicz

resentation to facilitate the dialogue between experts and non-experts,

1. See www.oikodomos.org/workspaces/civic_housing

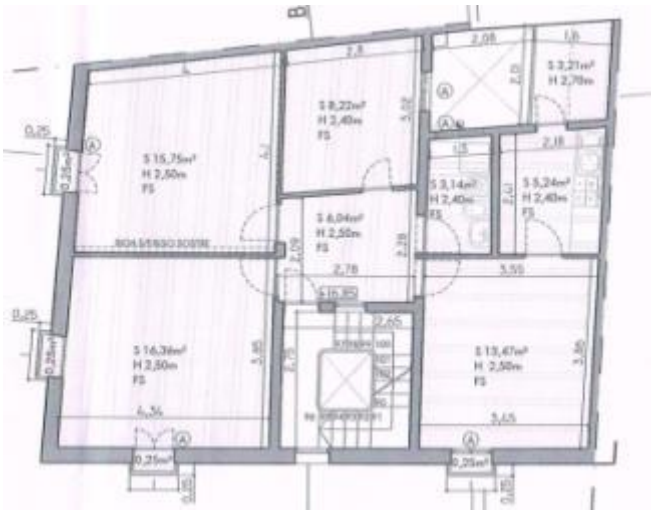
CASE STUDIES: School of Architecture La Salle, Barcelona, Spain

PARTICIPANTS: Students, teachers; members of the housing cooperative Sostre Cívic

PROJECT: Refurbishment of a 5 story building at El Born neighbourhood, Barcelona

GOALS: Architecture students were expected to develop the skills necessary to learn from citizens the and incorporate this knowledge in the design process. Members of the cooperative would learn to reflect on the qualities of their current and future living environments, and to express their ideas through the communication mechanisms devised by students.

OUTCOMES: Design proposals taking into account the visions expressed by dwellers, in a graphic language intelligible to them.

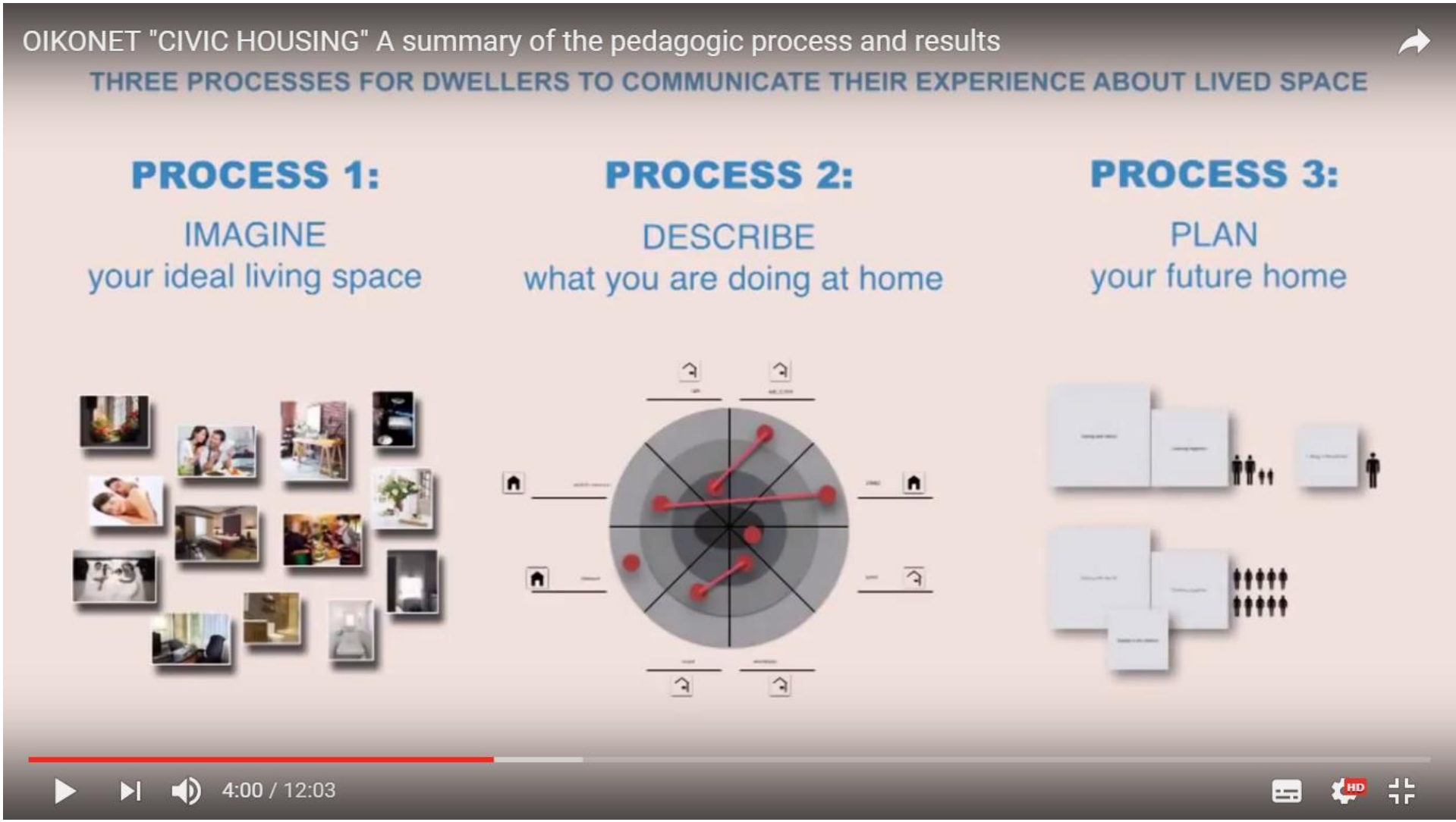


CASE STUDIES: School of Architecture La Salle, Barcelona, Spain

PROCESS: The sequences of learning activities included:

- Designing a participatory process
- First implementation in a workshop with dwellers
- Evaluating the inputs obtained
- Refining the design of the participatory process
- Second implementation in a workshop with dwellers
- Creating a design brief based on the ideas extracted from the workshops

CASE STUDIES: School of Architecture La Salle, Barcelona, Spain



https://www.youtube.com/watch?v=Q3EYOMPnUow

CASE STUDIES: School of Architecture La Salle, Barcelona, Spain

Image / Object	Inference
Window, flower	Connection with nature, natural light, greenery,
Bed and people sleeping	Place of rest and meditation and tranquillity
Kitchen utensils: whisk, pots and stove	Emphasis on preparation and ritual of food and dining
Children and infants	Safe zone

CASE STUDIES: School of Architecture La Salle, Barcelona, Spain

OPEN KITCHEN

DESIGN GUIDE - OIKONET SEMINAR - SOSTRE CIVIC

USER'S INPUTS

- "It could be versatile to give the rooms different functions according to the activity that is wanted to be done at the moment"
- "To invite people", "A social space", "Be with friends for all day and all night long", "To be with people"
- "To eat and drink", "Invite people and have a party at home", "To eat with family", "Have a dinner with other people"
- "A place to have meetings and to share food with friends", "Lots of people visiting and living"
- "I like cooking with my daughter because it's something that we both love and we have a lot of fun doing it together"

x 7

DESCRIPTION

Many people wanted a room to share with friends and family for common activities like cooking, eating or just sitting together and talking.

RELATED THEMES

FAMILY | COMFORT | MULTIFUNCTIONAL SPACE | SOCIABILITY

PROPOSAL

In our proposal, we want to get away from the widespread standard of kitchen and dining room as two separate rooms. We prefer a combination of both, inside of one single room, which can be used for a lot of activities, like eating, cooking or inviting friends and family. In this way, the social activity will be concentrated in the same space. The proposal is based on fluid space with approximately 24 square meters and in this space can be constructed a little lavatory to attend the invited people and to concentrate even more the social activities in this space.

DIAGRAMS

DESIGN PROPOSALS

SHARED SPACE FUNCTIONING AS A KITCHEN, DINING AND LIVING ZONE AND ACTING AS THE SOCIAL NUCLEUS OF THE APARTMENT

OIKONET

Alejandro Calleja, Beatriz Ferrão, Izabela Grotowicz, Jeanne Scholtz, Sebastian Baier_School of Architecture La Salle

CASE STUDIES: School of Architecture La Salle, Barcelona, Spain

GREEN HOUSING

DESIGN GUIDE - OIKONET SEMINAR - SOSTRE CIVIC

USER'S INPUTS

- "To share resources with my neighbours would also help me to feel better because I would be optimizing them"
- "Walk through the nature", "Collect my own food from the garden", "Utilization of natural material"
- "The life in a building with plants and flowers gives vitality", "To save resources"
- "My ideal place to live must have a place like a kitchen garden", "Green spaces to relax"
- "To cooperate with my neighbours", "Reduce, reuse, recycle"
- "To take care of the plants"

x 9

DESCRIPTION

Many dwellers would like to have green spaces in their houses. Especially in urban areas like Barcelona, this seems to be a very important point of ideal living. Some of them mentioned that sharing a place to plant fruits and vegetables would improve their feeling of living in community and make them feel better through optimizing natural resources.

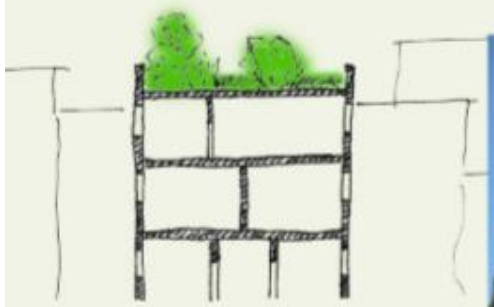
RELATED THEMES

ECOLOGY | NATURE | COMMUNITY | NEW RESOURCES

PROPOSAL

For this very important aspect we propose that a part of the rooftops should be used as private gardens for the building. They could be used by everyone interest in cultivate vegetables and fruits for their own consume. As an addition, this place can be the section of the building where the cooperation can happen in an very intensive way, as the dwellers can work and take care of the plants together and by that can socialize and spent some time in group.

DIAGRAMS



ROOFTOP GARDEN & BALCONY GARDENING

DESIGN PROPOSALS

COMUNITY GARDENING AS A FACTOR OF SATISFYING LABOR, NEIGHBORHOOD IMPROVEMENT, SENSE OF COMMUNITY AND CONNECTION TO THE ENVIRONMENT

BALCONIES AS THE GREEN BUFFERS BETWEEN OUTSIDE AND INSIDE

GREEN EDUCATION AND CONSOLIDATION OF GOOD EXAMPLE OF A NEIGHBORLY COEXISTENCE

ROOF AS A COMMON SPACE FOR MEETINGS AND COMUNITY EVENTS

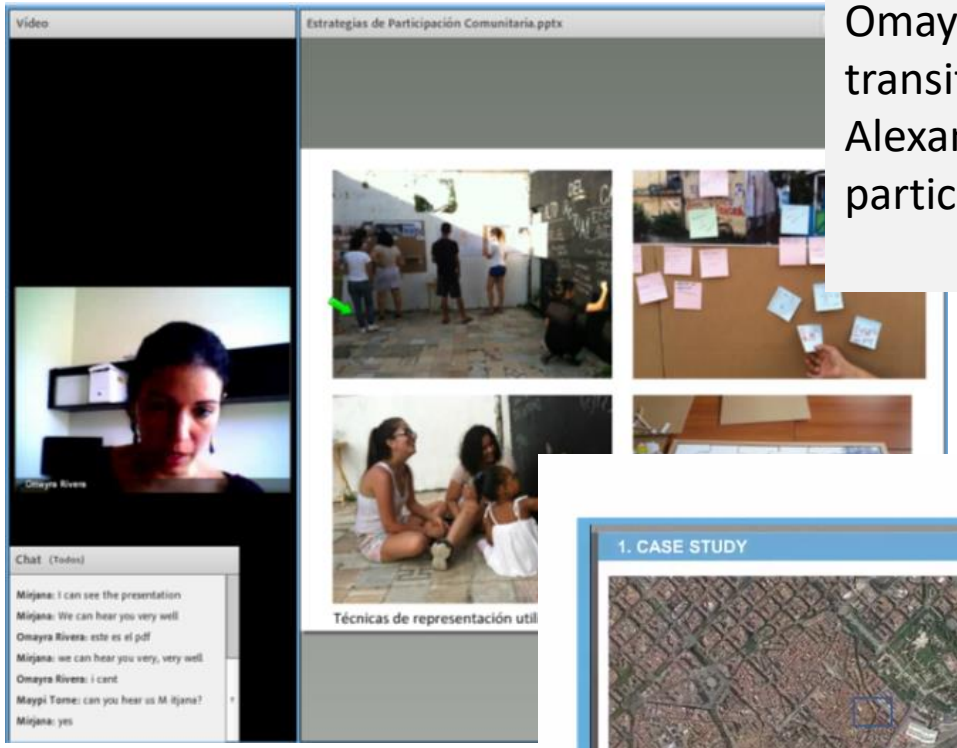
SATISFACTION AND SAVINGS FROM OWN GROWN VEGETABLES

PROJECT EL BORN

OIKONET

Alejandro Calleja, Beatriz Ferrão, Izabela Grotowicz, Jeanne Scholtz, Sebastian Baier_School of Architecture La Salle

CASE STUDIES: School of Architecture La Salle, Barcelona, Spain



Omayra Rivera's Lecture. Bakema's elements of transition, Smithson's signs of occupancy, Alexander's pattern language or De Carlo's participatory process

Leandro Madrazo and Ángel Martin Cojo's presentation of Civic Housing to students and teachers from UKIM, Skopje

COMPETENCES AND LEARNING OUTCOMES

9 APPENDIX A: TABLE OF LEARNING OUTCOMES AND COMP

1. Dwelling in a global and local context: Multiple scales and thresholds in the living space; integr
and community integration; accessibility and mixed-used; integration of private and public spaces; fo

LEARNING OUTCOMES	COMPETENCES	QAA Subject Benchmark Statement	ENHS
The student is able to design residential areas which favour the coexistence of different cultures. The student is able to consider the interrelationships across multiple scales (domestic, urban, regional) in the realization of an architectural/urban project concerned with residential buildings. The student can apply a variety of analysis and representation tools (data analysis, spatial syntax, concept mapping) in projects that integrate multiple scales. The student is able to design living environments that are the result of connecting various spatial realms at different scales, private and public. The student is able to design	The graduate is able to recognize the value of mixing cultures, and promotes this mixture through urban and housing designs. The graduate can critically appraise the qualities of public spaces in relationship to private residences in order to create plans to improve the liveability of urban areas. The graduate can select a more inclusive housing design process by understanding the environmental impacts -at the social, community and physical levels- that interventions at building scale have at urban scales, and vice versa. The graduate assumes that spaces need to be accessible to all seamlessly through the multiple scales. The graduate is able to	*The graduate is able to prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief.* *The graduate will have knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings.* *The graduate will have knowledge of the application of appropriate theoretical concepts to studio design projects demonstrating a reflective and critical approach.* *The graduate will have knowledge of the theories of urban design and the planning of communities.* *The graduate will have*	*Unc relati and buildi envir to re space huma* *Awa them archi* *Ade urbar skills proce* *Unc meth prepa desig* *Abi desig aesthetic and technical requirement.* *Awareness of the need for*

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OIKONET

Deliverable 8.2

Common Credits

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CONCLUSIONS

Some conclusions…….

- There is no established methodology to design a participatory process, they depend on local conditions; each participatory process is unique, even within the same locality.
- Participatory process require time to get inside a community, to live and share their problems.
- All participants in a participatory design process are learners, students and citizens; it is not about teaching a community, but about learning with them.
- Students exercise new roles as mediators and communicators; as designers of collaborative design processes; they learn to use tools (interviews, surveys, sociograms, statistics…) to analyse the social dynamics of a community

CONCLUSIONS

Some conclusions…….

- Integrating community participation in the architecture curriculum is an opportunity to create new learning spaces, more inclusive design studios which integrate multiple actors and various disciplines; design studios immersed in the social reality, dealing with actual problems and interacting with real persons, rather than simulating a reality in abstract scenarios and roles.
- Local administrators, architects, planners and other professionals need to find ways to bring the insights that emerge in collaborative design processes in the artefacts they produced: building designs, urban and planning regulations,…

CONCLUSIONS

….and some reflections.

- Participation is mostly applied on the small scale, but what about the “big” decisions that affect later the smaller scale? Does participation always come late after the important decisions have been made? – > Citizens believe that they participate, but indeed there is little change in the important decisions
- Can complex issues concerning planning (transport, economic strategies....) which need to take into account the interrelationships between many different levels and dimensions be understood by community members?
- Do architects have the appropriate tools to jointly analyze the interweaving of social and physical structures, to understand the symbolization process by which places acquire meaning?
- Do architects and planners know how to bring the knowledge derived from non-experts in the design and planning process? Can such a bridge be built?

If you would like more information about the content of this presentation please contact:

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or visit our web site

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