Civic Housing.
Empowering dwellers to shape their living environments

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- PRECEDENTS
- PEDagogIC OBJECTIVES
- LEARNING ACTIVITIES
- CONCLUSIONS
1 - PRECEDENTS
“User participation, by involving in the design process those who will be affected by its outcome, may provide a means for eliminating many potential problems at their source” (Cross, 1972, p. 6).
“...towns and buildings will not be able to become alive, unless they are made by people in society, and unless these people share a common pattern language, within which to make these buildings, and unless this common pattern is alive itself.” C. Alexander (1979)
“Diversity encourages creativity, while repetition anaesthetizes it.” L. Kroll
2 - PEDAGOGIC OBJECTIVES
The workshop has a pedagogic purpose both for dwellers and architecture students

For dwellers:

- To empower citizens to be able to participate in the definition of the living environment

  - To make them aware of their actual living environment: what is good about it, what they appreciate or not of the place they live in,....
  - To facilitate them the appropriate instruments to express and communicate their ideas

For architecture students:

- To learn from dwellers—rather than from the building regulations or building typologies—what they consider to be an appropriate dwelling.

- To design the communication process: tools, analyses and processing of the inputs,..

- To apply the results of the interaction with dwellers as input in the subsequent design process.
3 - LEARNING ACTIVITIES
- Refurbishment of a 5 story building at El Born neighbourhood, Barcelona
- 5 families, members of Sostre Civic association
Sostre Cívic

Non-profit organization where possession of the houses and lands belongs to the cooperative and members participate and enjoy a long term right of use, transmissible and affordable through a returnable initial fee and monthly quota.

School of Architecture La Salle

A group of 10 international architecture students, Working in the Workspace “Civic Housing”.

- The activities started in October 2013 and ended in February 2014.
Sequence of pedagogic tasks, involving students and citizens:

1. Reflections on the pertinence of citizen participation on architecture
2. Design of participatory processes: methods and tools
3. First implementation of the processes with the participation of citizens and students - > WORKSHOP 1
4. Evaluation of inputs obtained in the participatory session
5. Re-design of participatory processes: new methods and tools
6. Second implementation of the processes with the participation of citizens and students - > WORKSHOP 2
7. Creating a design brief based on answers from participants
3. LEARNING ACTIVITIES

INFORCING THE SENSE OF BELONGING

DEFINE BELONGING VERB (used without object)
1. To be in the relation of a member, adherent, inhabitant, etc.
2. To have the proper qualifications, especially social qualifications, to be a member of a group.
3. To be proper or due; be properly or appropriately placed.

BELONGING IS A SOCIAL ACT
BELONGING TO A HOUSE OR A COMMUNITY
CREATING IDENTITY 'ongoing process of redefining oneself'

Zygmunt Bauman

REDEFINING ONESELF IS REDEFINING HOW WE LIVE

FAMILIAR & RESTRICTED WORLD
BOUNDARIES & BARRIERS FOR
THE 'OUTSIDER'

OPEN BOUNDARIES
LIVING IN A COMMUNITY
EVERYONE CAN BE AN INSIDER

IN A CONSTANT CHANGING SOCIETY, REDEFINE IDENTITY
REDEFINE BELONGING
REDEFINE COMMUNITY
REDEFINE A HOME

THE NEED OF PARTICIPATION

WE CAN NOT BELONG TO THE WORLD OF YESTERDAY
IN ORDER TO REDEFINE OUR SENSE OF BELONGING WE NEED TO OPEN OUR
SOCIAL CONVENTIONS AND BOUNDARIES AND START LIVING IN THE WORLD
OF TODAY. PEOPLE IS NEEDED TO MAKE A CHANGE. DON'T CLOSE THE
DOOR OF YOUR HOUSE AND SAY YOU DON'T CARE AS THE WORLD KEEPS ON
CHANGING WHILE YOUR DOOR IS CLOSED.

THE HYBRID MODEL WHERE WE SEE A HOUSE AS A COMMUNITY BUT
WE STILL HAVE OUR OWN PLACE;
DIFFERENT INPUTS, DIFFERENT PEOPLE;
WE INTERACT, WE REDEFINE OUR HOMES, WE REDEFINE OUR IDENTITY
CONSTANTLY.
WE BELONG TO OUR COMMUNITY, THE EVERCHANGING COMMUNITY.

HOUSE NA, SOU FUJIMOTO

HOUSE LIKE A VILLAGE, MARK KOEHLER
3. LEARNING ACTIVITIES

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**Rapid urbanization**
- 20th Century
  - 2 World wars
  - Poverty
  - Ambitious social housing programs
  - Modernist promise - design to solve problems

**Design to solve problems**

**Globalization**
- Information era
- Environmental degradation
- Decline in social sustainability
- Ongoing financial crisis

**Non-design to solve problems**

**Examples**
- Quinta Monroy - Iquique Chile
  - Elemental
  - Low cost development encouraging expansion
- Homemade - family houses in Bangladesh
  - Anna Heringer Architecture
  - Collective design using local skills and materials
  - Beyond Entropy Angola
  - Stefano Raboli Patanera & Paula Nader Fino
  - Planting expanses of bamboo and Aprende Donas

**Participation**

- Ability to add on to and personalize own home.
  - Can provide larger initial ‘shell’ on better land.
- Designed by young local architects
  - Built by local craftsmen
  - Double storey - more land for crops
- Preserve existing built character and morphology
  - Plant = infrastructure
  - Filter water
  - Filter air
  - Provide biomass = electricity

**Community development**

- Social structures
- Empowerment

**Participation**

- Participation:
  - own time + hard work = True ownership
  - Can decide function of spaces according to needs.
  - Give opportunity to express needs and dreams.
  - Reflect identity of inhabitants.
- Participation:
  - Allows knowledge and skills to be carried to other regions of Bangladesh.
  - Maintaining the current high level of sustainability with regard to home construction.
  - Learn about taking care of buildings afterwards.
  - Learn about building techniques and available materials
- Participation:
  - Identifies communities needs.
  - Identifies problem areas.
  - Maintains existing sense of community and social systems.

**Invisible architecture**

- Contemporary housing and the role of participation
3. LEARNING ACTIVITIES

- Bakema’s elements of transition, Smithson’s signs of occupancy, Alexander’s pattern language or De Carlo’s participatory process
3. LEARNING ACTIVITIES

SPACE

What means space?

Space is the collocation of elements. Every element creates a special ATMOSPHERE and by combining and recurrent patterns of OCCURRENCENS the space gets its character.

As much more patterns are set, as more variations and INDIVIDUAL spaces can be created and ANIMATED. The aim is to design a space which Christopher Alexander called "Quality without a name".

Pattern: yard

Pattern: yard + serve a seat + shadow

Pattern: yard + serve a seat + shadow = animated space

How can we develop contemporary patterns?

A pattern is always the combination of a context a problem and a solution. To develop pattern languages also means the INVOLVEMENT with yourself and the context you live in. Your awareness, and attention are necessary to find new patterns for creating your own current collection of patterns.

To find new patterns, we have to observe surroundings, split spaces in their elements and look out for the needs of the people who live there.

Sources:

1. Joscha Rehr, Qualität ohne Namen, http://www.goeranek.net/media/article/5773/no29ehr.pdf


Learning Activity: Participatory Processes
Task: Participatory methods of communication
Student: Buchbrofer, Raphoda
La Salle Architecture School
Research seminar on contemporary housing, Winter semester 2013-14
3. LEARNING ACTIVITIES

Present HOUSE - Future HOME
Implementing Participatory Methods of Communication

**STEP I**
What do you like about your current housing and environment?

Post-It-Wall
The aim is to highlight positive aspects of the dwellers' current living setup, written on post - it notes that are arranged together on a wall. To be viewed, discussed, etc.

**STEP II**
What is your ideal home?

Collage
The aim is to provide images and create an emotional depiction of the ideal home environment of the dwellers through assembling a collage.

**STEP III**
How would you like your home to function?

Building-Blocks
The objective is to provide different colored blocks, representing different room types and sizes, i.e. livingroom; kitchen; bedroom; bathroom. Individuals assemble the blocks according to their individual needs.
3. LEARNING ACTIVITIES

IMPLEMENTING PARTICIPATORY METHODS OF COMMUNICATION

BUILDING MODEL

HOW? The user gets to decide the size of the rooms by moving the infill walls to their desired room size.

OBJECTIVE: To know how important each space is for the user, whether they find the living room has to be the biggest space or their sleeping room.

PRIORITY LIST

HOW? The user sets a cross on the option he finds more attractive to have in his house.

OBJECTIVE: As we don’t know what type of income the families have, sometimes they are not able to pay for all the commodities they would want, with this list we know what type of things they

PLAN + PEOPLE

HOW? The user gets a set of people and decide how many people they would see using that specific room.

OBJECTIVE: To know how the importance of communal space and individual space varies from family to family as this tends to change in every culture.
Activity 1: **DESCRIBE your experience on the domestic space**

What do you like the most about your current living environment?
What do you like the less about your current living environment?
Activity 2: *IMAGINE your ideal living space*

You will get photographs which convey certain feelings and ideas about domestic space. We will ask to choose some images which altogether represent your ideal living place and describe it in a few sentences.
Dining and food  
Emphasis on enjoyment of food and dining

Multiple windows  
Emphasis on connection with outside

Bed / bath / flowers  
Relaxation/ meditation/ serenity

Desks, laptop, magnifying glass  
Working environment
### 3. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Image / Object</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texture samples: timber, woven, grain</td>
<td>Earth, raw, natural</td>
</tr>
<tr>
<td>Study lamps and earphones</td>
<td>Work space and convenience of technology</td>
</tr>
<tr>
<td>Kitchen: plates and stove</td>
<td>Emphasis on preparation and ritual of food and dining</td>
</tr>
<tr>
<td>Children and infants</td>
<td>Safe zone – play area for kids</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Image / Object</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Window, flower</td>
<td>Connection with nature, natural light, greenery,</td>
</tr>
<tr>
<td>Bed and people sleeping</td>
<td>Place of rest and meditation and tranquility</td>
</tr>
<tr>
<td>Kitchen utensils: whisk, pots and stove</td>
<td>Emphasis on preparation and ritual of food and dining</td>
</tr>
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<td>Children and infants</td>
<td>Safe zone</td>
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</tbody>
</table>
3. LEARNING ACTIVITIES

3- Evaluation of inputs

Recurrent themes

- comfort
- Relation with nature
- flexibility
- identity
- Importance of community
- Hierarchy of spaces

Cooking/eating space NEW CENTER?

The importance of plants and natural light
RELATION WITH EXTERIOR

Reading and meditating space
PERSONAL SPACE OR COMMON?

Resting/working/playing FLEXIBLE SPACE?
Dwellers relation to the neighbourhood and the surroundings

To see what is are important issues for the dweller, we asked them on a few post-its, what they like on their current dwelling most frequently mentioned topics

- Good connections with the public transports
- Good services in the neighbourhood
- We like an active community
- We miss spaces for cultivation
- Respect between the dwellers is necessary
- Communication between the neighbours is very important for us
- Basic needs well resolved
- We like the opportunity to create our homes individual
- Near from schools and shops

Learning activity Participatory Process / task 4: reflecting and communicating / Student Raphaël Buchberger / DR Salle Architecture school / Research seminar on contemporary housing / Winter semester 2013/2014
4. PROCESS: TASK 4. REFLECTING AND COMMUNICATING

**the cause-and-effect dilemma**
- The impact of a changing community identity on architecture and urban design and expression.
- The impact of changing architecture and urban design and expression on the identity of community.

**identity**
- Basis for sense of belonging and defining position within a community.
  - Belonging:
    - Be a member of.
    - Have an affinity for a specified place.
  - Community:
    - The condition of sharing or having certain attitudes and interests in common.

**the reality**
- "Shift from community sociality of physically localised connections to a network sociality of informational, ephemeral and temporal associations."

**current crisis**
- Mass integration cultural tension fluctuating identities community breakdown.

**factors influencing changing identities:**
- New population patterns.
- Development in transport.
- Electronic media.
- Globalization.
- Terror.
- Tower blocks.
- NDP housing.
- Indian slums.
- Sustainable mask.
- The abstract object.

**architectural implication**
- Community breakdown.
- Mass integration.
- Fluctuating identities.

**changes**
- Expositions.
  - Establishment of character through:
    - Vegetation.
    - Art and culture.
    - Public art.
    - Cultures.
    - Galleries.
  - Community change.
  - Community school.
  - Community parks.
  - Markets.
  - NGOs.
  - Community events.
  - Natural gatherings.

**language**
- Architecture preservation.

**current crisis**
- Architectural citizenship.
- Local identity.
- Regional re-interpretation.
### Conclusions

The concept of comfort is something that can be reached in different ways and with different elements. During the activities realized with the dwellers, it seems that it is not only about the right temperature or the perfect room; it’s a combination of physical elements that can also respond to psychological needs and feelings.

For example:

- **Temperature**: The apartment should be warm enough during the winter and fresh enough during the summer.
- **Colors and Objects**: The dwellers should be able to choose their own preferences of colors and furniture to define their idea of home.
- **Sunlight**: It is not only about having windows but to be able to open them and have sunlight and fresh air when the dweller wants to.
TALLER PARTICIPATIVO - PROCESOS DE DISEÑO

“Un grupo de estudiantes y profesores de la Escuela de Arquitectura La Salle, Universitat Ramon Llull, en colaboración con SostreCivic, está llevando a cabo un proyecto cuyo objetivo es implicar a los habitantes en los procesos de diseño y rehabilitación de viviendas. Con este propósito, proponemos a nuestros socios e interesados a participar en el taller que se llevará a cabo el 15 de enero a las 19.00 hr en la sede de Sostre Civic - C/ Casp 43-.

El objetivo de este taller es que los participantes expresen y manifiesten – mediante diagramas, textos, collages y actividades interactivas- sus experiencias, hábitos, usos y expectativas acerca del espacio doméstico. Las contribuciones de los participantes serán posteriormente analizadas por el grupo de Arquitectura La Salle y por SostreCivic, y servirán para elaborar una guía que les permita participar activamente, con un mayor conocimiento de sus deseos y necesidades, en la toma de decisiones relativas a sus futuras viviendas.”
4. PROCESS: WORKSHOP 2 – New Activities

Qué actividades te hacen sentir como en casa?

STEP 0: Every person gets an A4 sheet to write any activities which make them feel like home. If they are ready, they can start the next step.

STEP 1: Now you are asked to choose 8 activities from step 0 and fill them in the gradient.

STEP 2: The next step is to put circular stickers to set in the gradient which personal value you give to each activity, the center means the most value.

STEP 3: We ask you to mark the relations between the activities and comment them on the sheet. For example: playing with the kids after eating is very valuable for me, because...

STEP 4: Please decide now, whether you do the activity inside, outside or in between. With the help of a legend were symbols are given, you can draw next to the circle the symbol for each activity.

Please add all your notes and thoughts with your name on this sheet.

Activity 3: PLAN your future home– Part 1

You will first describe what activities make you feel at home. Then you will choose eight activities to place them in the diagram. The, you assign value to them, identify relations between them and describe them. Finally, you will locate the activities in space (inside, outside, in-between).
Activity 3: **PLAN your future home – Part 2**

First, you will choose some of the activities which are most relevant to you. Then, we will break-down the activity in actions taking place at different times and places. The actions will organized in space according to the importance you assign to them. Clusters of actions will be related.
### 3. LEARNING ACTIVITIES

**COMMUNITY**

- lots of people visiting by day and evening
- Eating in a community, with family, friends and neighbours
- Cooperate with neighbours, sharing
- Decorating, creating things in a workshop, open common space in the house

**DESCRIPTION**

Almost all of the participants mentioned that they want to have an active community and they are willed to share not only rooms but activities. They are very into having their meals together and they would enjoy a space where they can meet, which is common. So in one hand they want to keep their privacy in their own flats but in the other hand they want to have contact with the neighbours they are living with. A topic which was also mentioned very often was to build things together, being creative together and learning form each other.

**RELATED THEMES**

<table>
<thead>
<tr>
<th>Sense of Belonging</th>
<th>Social Organization</th>
<th>Creative Learning Environment</th>
<th>Privacy</th>
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**PROPOSAL**

To satisfy these wishes, we want to bring all their ideas together in a common ground floor. There can be a common kitchen/ space where they can invite friends, preparing the food together or just meet there. Another proposal would be a small library, which offers a quiet reading space, where the inhabitants can share and borrow books from each other. This room could also include a workstation, where the working environment like a printer can be shared as well. The creative learning part could take place in a small workshop, which enables them to repair or create things on their own and the atelier, where drawing courses can be given or they can play instruments.

**DIAGRAMS**

The common floor offers a space for all the mentioned activities, which the dwellers prefer to do in a community.

When the dwellers were asked about their feelings, which they combine with home:

- eating
- reading
- working
- learning
- meeting
- caring
- having fun
- laughing

**DESIGN PROPOSALS**

**FLEXIBLE AND CREATIVE COMMON SPACES**

Privacy in the flats

Common ground floor

**FOLD AWAY and MOVEABLE FURNITURE**

The ground plan shows a kitchen/eating and meeting room, where the inhabitants can come together. On the left side they can be creative in an atelier can be seen from the street and have lots of light. The small library includes two workstations for concentration. The workshop, which can be naturally ventilated offers two workbenches, where they can repair their bikes or build items. The proposal allows the dwellers to keep their privacy in their flats but also sharing spaces and activities.

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Jan de Wet, Ana Sofia Quiros, Katarzyna Anna Trochimowicz, Raphaela Buchberger, School of Architecture La Salle
4. PROCESS: OUTPUTS

OPEN KITCHEN

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”

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

<table>
<thead>
<tr>
<th>FAMILY</th>
<th>COMFORT</th>
<th>MULTIFUNCTIONAL SPACE</th>
<th>SOCIABILITY</th>
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</table>

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

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

Alejandro Calleja, Beatriz Ferrão, Izabela Gratowicz, Jeanne Scholtz, Sebastian Baier_School of Architecture La Salle
4. PROCESS: OUTPUTS

GREEN HOUSING

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”

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

DESIGN PROPOSALS

ALEJANDRO CALLEJA, BEATRIZ FERRÃO, ISABELA GROTOWICZ, JEANNE SCHOLTZ, SEBASTIAN BAIER_SCHOOL OF ARCHITECTURE LA SALLE
4. PROCESS: OUTPUTS

PRODUCTIVE SPACE

**USER’S INPUTS**
- “Being alone reading and listening to some music”, “To relax”, “To listen to some music”
- “Possibility of isolation”, “To enjoy the silence”, “Tranquility”
- “A place to work with light”, “To do my lecture with comfort”, “A peaceful place to work”
- “Spaces to do productive things”, “A workspace with internet connection would be good”, “A creative space”
- “A cozy place to work and read”, “Is very important for me to have a private space”, “Where I can forget everything and everyone”

**DESCRIPTION**
A lot of dwellers mentioned that they are also looking for space for their own, where they can work or study, do their hobbies or simply just relax, listening to some music and reading inside their own private space, that means, inside their apartment.

**RELATED THEMES**
- PRIVACY
- COMFORT
- HOBBY
- FLEXIBILITY

**PROPOSAL**
We propose a special room for those single activities. This room is separated from the common space and respects the feeling of privacy the dwellers want to have. Depending on the size of the flat and the number of persons living there, this room could also be transformed into a combination of bedroom and private living space.

**DIAGRAMS**

**DESIGN PROPOSALS**

Alejandro Calleja, Beatriz Ferrão, Izabela Gradowsi, Jeanne Schultz, Sebastian Baier, School of Architecture La Salle
CONCLUSIONS

CONCLUSIONS – La Salle

• Each participatory process is unique and, therefore, it needs to be addressed much like any other design task: understanding its specific context and needs, using the materials at hand within the existing constraints, and producing results.

• The learning space in which the collaborative activities have taken place has superseded the academic realm, in the physical and methodological sense.

• Architectural students were able to develop the skills they will need to play the role of “designers of design processes” rather than “designers of architectural artefacts”.

• Besides guiding the development of the students’ work, teachers have played the role of learning designers, creating a blended learning space which integrates academic and civic activities.
If you would like more information about the content of this presentation please contact:

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or visit our web site

www.oikonet.org