How can architecture act to empower the individual in a society that demands creativity and innovation?
We are living in a globalized world where everything and everyone is connected at all times and society is changing in a faster pace than ever before. Old knowledge becomes obsolete and needs to be continuously replaced by new one, creating the need for learning to be life-long. The American futurist Alvin Toffler claimed as early as in the 1990s, that in order to be literate in the 21st century one must be able to learn, unlearn and relearn - but still our learning institutions look very much the same as they did during most of the 20th century. We are educated at a fixed period of life and taught a predetermined skill-set by our teachers to prepare us for future work. The issues we are facing are serious, such as global warming, automation and digitalization, and we are in urgent need of both unlearning and relearning how to live.

Creativity, innovation and entrepreneurship have become political buzzwords, wide spoken by governments around the globe when trying to tackle the issues of an uncertain future and the need to reinvent in order to adapt. They are the individual skills that both politicians and the market are craving. However, creativity has mostly been linked to creative and high-tech industries - as means of being competitive in the harsh 21st century global work environment. As a result, we have seen how an unjust and unequal system has developed, and the rise of a new class. The creative class, as described by Richard Florida, holds vast privileges over other classes; earning substantially more money, and playing a leading role in the gentrification processes of cities. This asks an important question of who can be creative and innovative. Are these skills reserved for the select few, or can everyone be creative and innovative? Perhaps a new, more social, civic and democratic definition is needed to truly fit the issues we are facing in the 21st century. How can creativity, innovation and entrepreneurship be learned, actively pursued and continuously practiced by each and everyone in ways that do not solely benefit personal interest, but society at large?

The aim of this thesis is to explore the role of architecture in a society that demands creativity and innovation, and how it can act to empower the individual. It will discuss how society is changing, both in the broader context of western societies and in the local context of Umeå, and how learning institutions can adapt for continuous unlearning and relearning. How do we create frameworks that nurture creative possibilities, and grants equal opportunities for everyone?
METHOD

The background studies and theory on which the analysis will be based upon will mainly consist out of theoretical texts, books and reports. Two case studies (The open works and DIY Initiative) that deals with city scale strategies that tries to implement life-long learning will be used as base for the projects strategy. The strategy will explore a new way of learning that goes beyond schooling and enters the realms of the city - the city as a laboratory. The aim is to connect people to each other, and to local actors, in order to incubate participatory projects that stem from the interest of learning. Through an architectural system for self-building, these projects will take shape and enable the city to progress in a more experimental way that grants opportunities for everyone to be a part of the change.

PREFACE

This thesis will follow a five-part structure, going from a broad global world perspective into the more specific local context of Sweden and Umeå. The first part will deal with the background of the project, looking at emerging issues and theories which will support the design phase of the project. The background will be divided into two sections, creativity & innovation and learning & education. Creativity & innovation will deal with broader societal shifts that are emerging whilst learning & education will deal with how we can relate to those shifts through the means of learning. The third part of the work will focus on case studies and analysis of precedent projects that relates to the issues described in the background. The fourth part will focus on the local context of Umeå and the specific implementation strategies that will be used in the project. The fifth part will deal with the design phase of the project on the chosen site.
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CREATIVITY & INNOVATION

1.1 Overview

Creativity, innovation and entrepreneurship have played a big role in western political agendas during the last decade. They are proclaimed both as individual skills that drive the prosperity of cities and nations, as well as the key of solving future issues for which we do not have the answers yet. The question is what it means for us to be more creative and entrepreneurial and why there’s a sudden, overwhelming focus on these skills. This part will look at theories explaining why there is a need for more creativity, innovation and entrepreneurship and the duality that comes with these concepts.
1.2 Creative society

In Mogensen’s book “Creative Man” he describes why creativity and innovation are increasingly playing a bigger role in western societies by dividing the last millennium in four paradigms: agrarian, industrial, dream and creative society. Each age is described with specific needs and desires connected to Maslow’s hierarchy of needs. Mogensen argues that the turn from agrarian to industrial society mainly fulfilled the lacking need of material assets - the most basic needs of the pyramid. With the invention of the steam machine, mass production, automation and mass consumption were born and ever since, automation has slowly replaced more and more of our traditional jobs. Throughout history this created worries of a mass unemployment crisis which explains the shift to dream society. When our most basic needs are met, we become aware of other needs that need fulfilling and if our society is rich enough to provide those needs, we are willing to work harder to attain them. When the most basic needs were fulfilled, desires were shifted to focus on more immaterial needs such as acceptance, social relatedness and belongingness.

The transition to the creative society emphasises the needs of the individual, self-actualisation and transcendence; the highest level on Maslow’s hierarchy of needs. Political scientist Ronald Inglehart explains the shift to the creative society by the fact that today’s generations in western societies never suffered scarcity in the same way as previous generations did. In previous times one had to work simply to survive, whilst today’s generations have attained a much higher sense of economic security. Instead, values such as quality of life, subjective well-being and self-expression are given higher priority than economic growth. Mogensen argues, however, that there has been a loss of personal creativity that was more evident in agrarian societies. Instead standardisation of the industrial era has taken its place. In creative society, there is a need to take back the autonomy of creation.

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1.4 Creative class

Although Mogensen and Inglehart puts most emphasis on the positive aspects of the creative society, it also comes with downsides. Richard Florida’s argues in his book “The rise of creative class” that we are seeing the emergence of a new class structure as a result of the creative society. He divides the American workforce into three classes; creative class, working class and service class. In short, Florida explains the creative class as the part of the workforce using their brain as their main tool whilst the working class are using their body. The service class works to serve the other classes. The working class is decreasing whilst the creative class and the service class is rapidly increasing. As the salaries of the service class are significantly lower, it has led to the emergence of considerable class gaps.4

Diversity is one of the main pillars of the creative class according to Florida. The creative class are attracted to places that are open and accepting at the same time as diversity is a fundamental need for creativity to flourish. This is explained in several ways. First, there is a historical tendency of nations being more creative when exposed to alien influx. Secondly, many creative people view themselves as outsiders and are therefore prone to look for places where they can fit in.6 A similar explanation is given by Mogensen. He argues that diversity is important for creativity since more diverse ideas will spring from people who are different. The more ideas that are tested, the higher the chance becomes that one of them will be successful. This is true for both social and product innovation.7

The fact that inequality is an issue in creative societies is however hardly debatable. Although Sweden attains a low income inequality compared to other nations, it is one of the countries where it has increased the most over the last 30 years.8 According to Florida the shift towards a more creative society is a process and states that societies need to assert a great deal of human intervention in finding new institutions for the transition to work.

---

1.3 A need for experimentation

Mogensen, Inglehart and Florida all put a great deal of emphasis on the Individuality that comes with creative society, but that also has a price. The question is what happens when all responsibility is shifted from the collective to the individual? Anna Tsing describes supply chain capitalism as the prevailing superiority that is shifting the responsibilities from the collective to the individual. Supply chains become suppressive as they favour the corporations over the individual. Tsing describes how businesses are advertising individualism, and takes FedEx as an example - owning your own delivery truck and working as a person in the middle of the company is advertised as means of being your own boss. However, this is a way for the company to use the individual by making him/her take all the risk in the purchase of the truck. Working as a middle man for the company becomes more beneficial for the company than for the individual as the obligations from the cooperation to the individual are shifted.9 This describes how risk-taking, entrepreneurship and creativity can be used against the individual to benefit businesses.

Felix Guattari also recognizes this, and describes in his text “The three ecologies” how we must find ways to empower individuals through collective action. He argues for an ecosophy - to live more sustainably, we must tend to the trinity of the environmental, social and mental ecology. The focus so far has been on the environmental aspects, trying to solve the urgent issues of pollution through technical solutions – but to solve the environmental crises he argues that we must also tend to the deteriorating lifestyles of the individual and the collective. We have become passive, both as individuals and as a collective.

Guattari recognizes how capitalism is invading every aspect of our lives; both economic, cultural and social. We need to find ways to reward human activities that are not solely profit-based but ones that can give way to human intervention and that emphasis must be put on the subjectivity of each individual. New ways of living must be found through experimentation, both on microsocial and larger institutional scale. Social ecosophy must develop through the implementation of new practices that deal with modifying and reinventing our ways of living.10

---

1.5 Conclusions – Creativity and innovation

Creative society wants to emphasize the transition towards a more prosperous and liberating life-style, where the individual is master of its own destiny, but reality often differ. Individualism separates people from each other and forces individuals to take higher risks whilst exacerbating inequality. Capitalism stifles any form of collective action, creating the need to implement more experimental practices to increase individual subjectivity and finding new ways of living that are more equal, sustainable and prosperous for everyone.
2.1 Overview

Schools are the institutions that throughout history have been most associated with the opportunities of the individual. From an early age, we are educated to have equal opportunities to succeed and become active participants of society. There is a strong correlation between education and society, as the way we are educated decides how we participate in society. Considering conclusions drawn from the previous part of the chapter, it seems feasible to look into education as a potential experimental practice, and how it can act to empower individual subjectivity.

It is however important to recognize that there is a difference between learning and education. Education is usually undertaken in some form of institution, with a predetermined learning outcome decided by an expert (teacher), whilst learning can happen everywhere, at all times, and there is always something that can be learnt from anyone. The fact that learning happens outside school walls has become ever so clear with the emergence of the internet, a forum for participation where everyone can be both a teacher and a learner at the same time. This part will look at the state of education and how it compares to other forms of learning that is emerging.

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**Glossary**

**EDUCATION**
the process of being educated, the result of knowledge being transferred from an expert (teacher) to a learner (student). Education is usually institutionally taught and the learning outcomes predetermined.

**LEARNING**
To acquire new knowledge or skills. Learning can happen in many ways, both from studying (thinking, reading) and experiencing (acquiring knowledge from lived events) as well as from a teacher or from peers. It is thus not fixed to a specific institution, but can happen everywhere, at all times.

**LEARNING-BY-DOING**
Learning through the direct experience of carrying out a specific task, i.e. making something as opposed to reading or being told about something.

**PARTICIPATORY CULTURE**
Spaces both virtually and real with low barriers for participation and of artistic/civic expression. Emphasis is put on a sharing and cooperation rather than competition.
2.2 The state of public education

Education has become a hot political topic globally. As the marketplace has become globalized, so has competition and nations are competing to stay ahead in the tug of war for the best jobs. British educationalist Ken Robinson claims that the reason for this is that a well-educated workforce is of core relevance to the economic prosperity of a nation in a global marketplace and that a high-performing education system is key for staying ahead of competitors. Robinson argues that we are seeing a global movement of standard testing which is enforcing old ways of learning. The movement has grown strong since the start of the PISA-tests, performed by OECD, in year 2000. The tests are designed to keep schools in line and to control that the outcomes of the curriculum are being met. As questions of curriculum and validation are too important to be left out to schools themselves, given the impact they have on the prosperity of the nation, they are instead controlled on a national and- or municipal level. By increasing competition in between schools, education is streamlined with the goal to raise standards.

The tests are mainly trying to raise academic standards in STEM-subjects (science, technology, engineering and mathematics), concerned with “certain sorts of analytical reasoning, especially with words and numbers”. The goal of the standards movement is to gain economic competitiveness. Robinson argues, however, that academic skills are widely viewed as being too theoretical and remote from the real world. He claims that there is a gap between what schools are teaching and what the economy needs. In fact, according to Hays global skills index Sweden is the country in the world where the gap between what skills the market is asking for and the skills the individuals possess are the biggest.

In Sweden, this development is more than clear. In recent years, the school debate has solely focused on the decline of the Swedish PISA results. A great deal of emphasis is put on accountability, measuring and competition and there seems to be an almost blinding effect of the PISA-tests which puts aside the debate about what should be taught and learned at schools.

Robinson claims that the standards movement is killing our inherent creative capacity. Learning that there is only one right answer, in the back of the book, enforces a way of thinking that never questions. This connects to Guattari’s arguments for increased individual subjectivity as students become obedient learners but never learn to think on their own. Robinson argues that there needs to be a change, as creativity is what the market needs and what the employers are asking for.
2.3 Learning philosophies

Robinson is not the first one to question the education system. Throughout history there has been many influential thinkers with similar arguments. American philosopher, psychologist and educational reformer John Dewey is perhaps one of the most influential thinkers. He once famously stated: “Education is not preparation for life; education is life itself.” This is true now more than ever. As society is in constant change we can no longer expect learning to happen at a fixed time, but must be life-long.

Dewey argues that there must be a change in the way that knowledge is transmitted. The teacher-student relationship; where the teacher is an expert and the student an obedient learner, stifles individual autonomy. This connects to Dewey’s larger idea of education as means of democracy. Education should not solely be a place for a set of predetermined skills to be taught, but the place for learning how to live and for the fulfilment of the individual’s true potential. This connects strongly to Guattar’s thoughts on subjectivity. For society to change in a more sustainable way, we do not need compliant individuals following every whim of the expert, but individuals who can develop their own subjectivity and agency.

Dewey connects to a discourse of constructivism, learning-by-doing and experiential learning as he argues that education must be rooted in experience and thus central to the learning process. David Kolb and Ron Fry has later developed the experiential learning model, more specifically described as learning-by-doing which focuses on the learning process of the individual. The main argument behind the model is that for knowledge to be internalized, it must be experienced.

Kolb’s learning model focuses on empowering the individual not to get stuck in old, dysfunctional patterns. By viewing knowledge not as something true and everlasting but as something ephemeral and interchangeable, new concepts and answers can be found.

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Mogensen describes three philosophies of education - edification philosophy, professional philosophy and individualist philosophy. He argues that the struggle over the last century has mainly been between the first two philosophies. Edification philosophy argues that students should be educated in broad moral, philosophical and practical skills, i.e. parenting and housekeeping whilst professional philosophy argues for academic skills, providing public institutions and corporations with whatever specialized skills that are needed at the time. The professional philosophy has historically had the upper hand as academic skills have been taught at schools. Mogensen predicts that there will be a third, individualist philosophy where students have greater control over their learning. In the future, all three philosophies might pull together, and the personalization of education could mean that society must adopt to use the students specialized skills.

There is an interesting duality of thought between Mogensen, Deweys and Robinsons arguments. Should the opportunities of the individual be strictly controlled by the needs of the market, or should society and the market adapt to the needs of the individual? This asks a broader question whether the individual should exist for the sake of the society or the society for the sake of the individual.\(^{20}\)

\(^{20}\) AE. Mogensen, Klaus. Creative man: The future consumer, Employee and Citizen. Copenhagen Institute for Future
Project based learning is an emerging educational approach with foundations in Dewey’s constructivism. Looking back to Mogensens arguments for an individualist philosophy, Deweys arguments for learning-by-doing and Robinsons arguments for learning to be more rooted in reality, makes this approach interesting to look further into.

The project based learning approach origins from a discipline of architecture, with the idea of using projects as an educational tool. Its first application was in the Ecole des Beaux-arts and it was later used in the infamous Bauhaus school with the aim of freeing the students from prior conceptions and allowing them to question old knowledge by using their imagination and individual expression. The approach uses real world problems to assert the students into investigation together with peers and experts in the design studio.
In schools, this type of learning has been shown to be more effective and engaging than conventional learning approaches, such as lecturing. In Burcu Gulay Tasci’s report, “Project Based Learning from Elementary School to College, Tool: Architecture,” research on the project-based method was conducted on a 4th year class in the project “Eco-house.” The study was conducted in four phases.

Phase 1
The students were given information through lecturing and instructions for carrying out research on their own. Questions such as “what is environment?” “What is sustainability?” and “how can a building be ecological?” were sought to be answered.

Phase 2
In the application stage, students applied their research by designing a structure compatible with a presented design problem.

Phase 3
In the third phase, the students shared their models amongst each other for peer-to-peer critique.

Phase 4
In the last phase, there was a class discussion of the models.

The results showed that the information from the lectures in the preparatory phase was not permanent enough - when solely being told about abstract issues, the students had a higher tendency to forget. However, in the class discussion following the model study, students could enthusiastically explain about in-depth problematics of ecological design as they had applied their research in the design of the model.

This study shows that project-based learning, based in constructivist theory and the learning-by-doing approach, could benefit students in their learning. It allows students to think freely about a given issue and apply their knowledge by doing, thus increasing their individual subjectivity.²¹

2.5 Learning outside of schools

With the invention of the internet we are seeing the emergence of the participatory culture. In many ways, Dewey’s quote “education is not preparation for life, but life itself” is now coming closer to reality. According to Pew Internet & American Life project, more than half of all online teens are content creators. This includes contents such as blogs, personal webpages, webpages for schools, friends or organizations, and sharing content such as videos, photos, stories and artwork. Mogensen calls this the rise of the prosumer. We are no longer solely consumers of content, but co-creators; the producer and the consumer are starting to merge. Participatory culture has given way to informal learning cultures deemed by many as ideal learning environments. One of them is James Gee who calls these environments affinity spaces. He argues that the fact that the participation barrier is generally low, groups are held together by common interests, participation can vary depending on skills and interest and that individuals are kept interested and motivated to acquire new knowledge through peer-to-peer learning give these spaces great opportunities for learning. Compared to regular, formal forms of learning (schooling) which are often deemed as static, affinity spaces offer a more experimental and innovative approach to learning. They are also non-discriminating in terms of age. Whereas schools divide students in age groups, affinity spaces are solely driven from interest, given the opportunity for engagement in-between all age groups.

In recent years, there has been an emerging movement of experimental practices (labs) starting to establish in our societies, as a result of the participatory culture. They are moving the trend from the internet into physical spaces through i.e. fab labs, living labs, design labs and citizen labs - life-long learning institutions that emphasizes learning-by-doing.

2.6 Conclusions – Learning and education

Schools have struggled to keep up with the fast pace of the society outside its walls. They are a part of an old tradition and changes slowly. Looking at other kinds of learning institutions might give better answers for how to provide learning opportunities for individuals that increases individual subjectivity. Seeing learning as something that is not static and that happens at a fixed point in life, but instead like Dewey, as something ever changing and life-long might bring us closer to Guattaris ecosophy.

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22 Lenhart, Amanda and Madden, Mary, Teen Content Creators and Consumers (Washington, DC: Pew Internet & American Life Project, 2005)
23 Æ. Mogensen, Klaus. Creative man: The future consumer, Employee and Citizen. Copenhagen Institute for Future
CASE STUDIES

3.1 Overview

Drawing conclusions from the first part of the thesis, there is a need to find ways to implement more experimental practices for life-long learning that enables individuals to develop individual and collective subjectivity, both on microsocial and larger institutional level. This can be done by looking at society as a continuous process of experimentation and of learning and unlearning. As Dewey states, education is not preparation for life, but life itself and therefore this section will look at architectural projects that try to implement continuous learning and experimentation as an integral part of the city – the city as a laboratory.
relying on extraordinary actions led by heroic individuals, through the participatory eco system described in this offer great potential.
or by professionals on restrictive budgets, was thought to inventing new livelihoods. Examples of which already exist.
live: expanding our horizons, growing ideas and projects, practicality, but also to be inspiring and exciting places to report, neighbourhoods could be re-organised not just for community involvement of the people living there if they are to be the.
These new types of neighbourhood will depend on the citizens and professionals working together, rather the long term. Building a large active network of collaborative ambition kind show great potential for developing sustainability over many smaller projects distributed across the world - which early evidence is still patchy, but participatory projects of this are described in the literature review section of this report.
activity, built into the fabric of everyday life, could generate communities in which to raise their children and grow old.
The idea that a dense ecology of this type of micro and macro regularity, where they can help to create welcoming and safe neighbours, where they can do things together.
People want to live in places where they know and like their neighbours, where they can do things together. Parents making baby clothes, food & toys in workshops & kitchens

Social mobility through access to networks & support to grow ideas

Early evidence is still patchy, but participatory projects of this

Network of back garden greenhouses for growing produce

Distributed renewable energy (wind and sun) across neighbourhood

Distributed renewable energy (wind and sun) across neighbourhood

Distributed renewable energy (wind and sun) across neighbourhood

Distributed renewable energy (wind and sun) across neighbourhood

Distributed renewable energy (wind and sun) across neighbourhood

Distributed renewable energy (wind and sun) across neighbourhood

A collaborative platform for building a network of commons everyday production

Public dry stones for bulk buying

Public orchard distributed across neighbourhood

Projects & platforms close to home on estates, shelters & sheltered housing

Projects & platforms close to home on estates, shelters & sheltered housing

Projects & platforms close to home on estates, shelters & sheltered housing

Play streets & tinkering projects, intergenerational play & creativity

Text trading in collaborative box & concept shops

Bulk cooking in shared kitchens for health teaching & money saving

Neighbours & businesses sharing resources

Collaborative childcare community business

Collaborative childcare community business

Collaborative childcare community business

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Public workshops and projects for encouraging repairing

Urban farming community business, public chickens & bees

Bulk cooking in shared kitchens for health teaching & money saving

Text trading in collaborative box & concept shops

Collaborative childcare community business

Collaborative childcare community business

Collaborative childcare community business

Public dry stones for bulk buying
3.2 The Work Shop, Open works & Participatory city

The open works project ran between February 2014 to February 2015 in West Norwood, England and was initiated by Civic labs system, Lankelly Chase Foundation and Lambeth Council.

Idea and vision

The main idea of the project was to transform a neighbourhood by co-creating with its residents, using a platform strategy and a central hub space from which project incubation by a team experienced in participatory processes would be facilitated. The aim was to create a more sustainable future – socially, economically and environmentally. 20 projects were co-created and dispersed all around city and over a 1000 local residents participated.25

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25 Civic Systems Lab, Lankelly Chase, Lambeth. Designed to Scale: Mass participation to build resilient neighbourhoods. 2015
**Process**

**The Work Shop** started in November 2012 as a pre-prototype, which opened for 6 weeks in an empty high street shop. This phase was primarily a research phase which invited 500 people to talk about citizen led initiatives with the aim of finding out the needs and wishes of the people and their willingness to get actively involved in the reshaping of their community through collective learning, and the carrying out of real life projects.

**The Open Works** opened two years later as a prototype and followed the same concept as the Work Shop but with the difference that people were not solely invited to come in and talk, but also encouraged and helped to make real world projects happen. The Open Works team functioned as facilitators and incubators by connecting people with similar interests to each other and local actors to create networks that would help them running the projects themselves over time. In order to spread the word about the project, and increase participation the team used a strategy of civic branding. The idea was to brand each project as a part of a bigger ecology of projects that residents would recognize as opportunities to participate in. To kick-start participation, the team started off with a catalyst project. The previously successful open source project Trade school was used to gain momentum, a self-organized learning space where anyone can teach anything in exchange for barter.

**The Participatory City** is a continuation of these projects which aims at sustaining participation for an indefinite time. Over a five-year period the aim is to transform a neighbourhood by sustained mass participation.
Urban strategy

There are two parts to the urban strategy of the project. **The first part** is the physical incubation space called the HQ platform. The location of the HQ in a high-street shop in the middle of the neighbourhood was chosen for easy accessibility. Proximity was found through the research to be an important factor to build participation, as people were not likely to travel very far to participate in activities. To scale participation for the Participatory City approach, a strategy of mini-platforms has been proposed to further establish activities closer to people. The idea is to create more platforms, spread around the city over the second and third year which could host open source projects created during the first year.

**The second part of the strategy** is aimed at finding and using functional spaces around the community to host the activities incubated in the HQ. These spaces can both be unused spaces, such as public gardens repurposed for gardening, and repurposed spaces such as cafés used for lectures.
Architectural strategy

The physical platform called the HQ was the space from which project incubation was facilitated. It was designed to feel open to as many people as possible and effort was put into making the space homey and welcoming, whilst still feeling professional. Parts of the interior were left unfinished to convey a feeling that the space was still under construction and open to peoples own contributions. It is mentioned that this effect could have been taken even further by co-building certain elements of the interior, creating an even more convincing feeling of the space as co-owned by the residents. As the project continued over the span of a year, the space was filled with artefacts from different projects to further convey the feeling of a shared space.
Program
The project’s program can be viewed as a mix of the program of the HQ, as well as distributed reused spaces around the community where the resident driven projects were facilitated.

HEAD QUARTERS
Inspiration
Exhibition
Project artefacts
Display board

Hangout
Table and chairs
Coffee/tea

Entrance
Large scale posters
Window display
Window vinyls

Functional Spaces
Shopping street
High street
Kitchen
Local business
Local parades
Local shops
Cafés

NGOs
Community centres
Local organizations
Youth organizations
Makerspace
The stitch
Charity shops
Tool sheds

Municipal/Public
Libraries
Schools
Community hall
Leisure centre

Unused/underused spaces
Public garden
Private garden
Estates
Outdoor green spaces
Public planters
Roundabouts
Unused patches
Allotments
Rooftops
DIY Initiative

3.3 DIY initiative

DIY initiative is a master thesis and a proposal for a master plan for the Polish city Slupsk made by Blunden F, Krol J, Min K.T and Skrutcha K. which aims at empowering individuals through the incorporation of more Do it yourself practices in the city.

Idea and vision

By combining top-down and bottom-up processes, between the state and the urban commons, the aim is to find a middle way that through social dialogue will empower the individual and create opportunities. By inducing deprived areas with a strong mentality for DIY projects, the hope is to reskill residents and make the city more resilient as a whole.26

26 Blunden F, Krol J, Min K.T and Skrutcha K. DIY Initiative. Plymouth University, 2015/16
The project follows a clear structure based on three stages of project intervention – *discover*, *process* and *implement* which are similar to Kolb’s experiential learning model.

**Discover** – like the open works project, the focus of the first stage of project intervention is research/dialogue and to ask the right questions. What are the problems, what are the opportunities, who should benefit, and where should the focus be?

**Process** – the process focuses on doing through i.e. action planning, prototyping and co-design and the implementation of enabling spaces/technologies such as workshops, test beds and fab labs.

**Implementation** – taking the project from the process phase to the sustained phase, also similar to the open works projects transcending into the participatory city project.

The project is further divided into five phases where the three stages of project intervention is a part of each phase.

**Phase 1** - Mediate with residents by using already existing NGOs/organisations to do research about DIY projects and find out the steer of the project.
Phase 2 - Spread the word to make more people participate in actively doing DIY projects and workshops and finding empty spaces in the area for re-appropriation.

Phase 3 - Establish wider collaborations with city planners and politicians as momentum is built up, in order to change local planning policies and finding funding - changing the area from the ground up.

Phase 4 - Fund larger DIY projects and extend the collaboration to regional and city level through regional conferences and open knowledge fairs.

Phase 5 - Implement more advanced DIY projects for increased resilience such as solar panels and wind farms and sustain the DIY approach indefinitely.

In conclusion, the five phases and the three stages of project intervention starts a bottom up process by building momentum from the ground up. The aim is to widen the collaborations to regional and city scale in order to find funding and sustain the project in the long run.
Urban strategy/architectural strategy

The project uses four different ways of dealing with the urban development of the area, through extending, re-appropriating, preserving and demolishing.

Program

The program of the project focuses on a broad strategical scale and consists out of a range of loosely defined typologies. For easier differentiation between the intention of each typology, I have categorized them in four categories depending on activity - Energy/food, meeting, producing, celebrating/showcasing.
3.4 Conclusions - case studies

The case studies have many similarities in terms of approach, main idea and strategy. Both depart from the idea of strengthening individual subjectivity through learning-by-doing and learning/knowledge exchange, and they both depend heavily on creating networks and strengthening existing bonds in the city through bottom up initiatives. By building upon participatory culture, they create physical affinity spaces where participation barriers are low.

By starting from the people, the aim is to build momentum for broader mediation in order to achieve a sustained development as the projects progress. Whilst the Open Works has a well developed and tested platform for participation, the urban strategy and process for scaling is more developed in the DIY Initiative project. By combining the idea of a platform for participation with the idea of a process that expands through broader and broader mediation, I believe that the laboratory city could be achieved both on local community scale and city scale.

**DESIGN INPUTS**

**PRE-PROTOTYPE/RESEARCH**
It is a good idea to start with a pre-prototype/research phase to build momentum before starting the actual project.

**CATALYST PROJECT**
A catalyst project is a good way to build participation and kick-start a process.

**PROXIMITY**
Proximity is important in order to build participation, people are not likely to travel far in order to participate.

**BUILDING TOGETHER**
Building together is a great way to join forces and make the space feel commonly owned.

**BUILDING NETWORKS**
Building networks for knowledge exchange and broaden mediation is important to sustain the project in the long run.
CONTINUIN & STRATEGY

4.1 Overview

Umeå is a city in the north of Sweden with the outspoken ambition from the municipality to grow, more specifically from 122,892 (year end 2016/17) to 200,000 inhabitants at the latest by year 2050. The city was chosen as European capital of culture in 2014 which started a clean-up process of the city and a building boom to advertise the cities ambitions.

15 years have passed since the release of Florida’s the rise of creative class and he has attained academic rock star status worldwide. In Umeå the latest buzz word has been “Culture-driven growth” – most likely inspired by Florida’s theories. The way that Florida’s theories have been used in city planning has been criticized since it has exacerbated inequality and led to gentrification, contrary to Florida’s claims for diversity. Politicians have used Florida’s theories to attract the creative class rather than nurturing the potential of its already existing inhabitants. Umeå is a great example of this. The association “Allt åt alla” claims that the development of Umeå has moved from a perspective that starts from building with the residents needs in first hand, to a development where the city is viewed upon as a company in competition with other companies for attracting tourists and investments. The same organisation performed a study to find out where the budget for the culture year went and revealed that around 60% of the budget went to marketing, 106 out of a total of 185 million SEK. In other words, the culture year was not a cultural commitment as much as it was a city marketing campaign. By further dividing the cultural institutions between publicly owned institutions and independent organisations (including independent artists) it is possible to see that most of the funding went to the public institutions including the opera, the museums, the library etc. Since the public institutions are a lot fewer in number this means that the independent organisations had to share a smaller sum. To add to the equation, the money was granted almost solely for events in opposition of long-term investments to build up the organisations. This tells a lot about the kind of investments the city has been making, favouring advertising and events over the local grassroots movements.

Umeå municipality has also been criticized for holding farcical citizen debates and in 2013 around 50 upset citizens shut down a “creative workshop” held by the municipality concerning the renovation of the centrally located esplanade “Rådhusplanaden”. They demanded a real dialogue, as they felt that the municipality had gone through with the plans of the renovation of the esplanade despite the citizens’ protests. The biggest critique was raised against the demolition of “apberget”, a democratic speaker’s podium as well as a popular seating arrangement located on the central square, in favour of private interests. All in all, this shows a political agenda from the municipality that opposes the interest of its inhabitants and favours the ones of private investors.

27 http://www.umea.se/umeakommun/byggaboochmiljo/stadsplaneringochbyggande/strategierfort/livsst/46d96944d827bd6010c8002271.html
28 https://altatalla.se/umea/omvandlingen-ar-av-sidhem
29 https://altatalla.se/umea/2014budget
30 https://altatalla.se/umea/umeborna-stangde-nor-kommunens-workshop-krav-de-verklig-dialog
4.2 Urban implementation strategy

The urban implementation strategy consists of three parts, a network of community learning hubs, a learning network, and chosen strategic areas.

Learning hubs

In order to meet the need for more societal experimentation and increased individual subjectivity, the urban strategy will implement experimental practices called learning hubs that will connect both to local and city scale processes. Learning from the case studies, my opinion is that this needs to be implemented acupuncturally, in close proximity to the residents, and spread organically through bottom-up initiatives.

Through the implementation of local community learning hubs, the aim is to establish platforms from which participatory projects can be incubated and spread around the community/city in order to create physical affinity spaces. Each hub will be connected to a learning network, consisting out of local actors specific to each project, a city scale network of actors and other learning hubs. The learning hubs will be equipped with a learning lab team that works as facilitators. By connecting people with similar interests to each other, and to the network of actors, real world projects will form and make use of existing expertise in the city through knowledge exchange. The network will consist out of the following – Residents, students from the local community/schools, actors/businesses specific to each project (local/city scale), local NGO’s/organizations and local authorities (Politicians, municipality, city planners etc.).

Residents

Residents are invited into the local learning hubs to talk about projects they want to see in their community. The learning hub team works to connect residents with similar interests to each other, and to potential actors in order to execute the projects. Participatory, open projects are created with vast opportunities of different projects for residents to participate in.

Students

The hubs will cooperate with students from the local community by creating bonds with schools in the area. A project based approach to learning will allow the students to do real world projects and research about their community as a part of their schooling which will impact their study experience in a positive way.

Actors/businesses

The lab team works with connecting the projects with potential actors and existing expertise in the city.

NGOs/Organizations

Already established institutions will work to build momentum around the movement.

Local authorities

The learning lab team will work with connecting the residents with local authorities such as politicians, the municipality and city planners etc. in order to sustain and develop the projects, to change local planning policies and to be a link between the urban commons and the municipality.
**The learning network**

By mapping out potential actors in Umeå the aim is to prepare a base for a growing learning network that the learning hubs will connect to and cooperate with. The learning network consists out of the following categories.

**Schools**
A network of schools consisting out of all schools in Umeå from middle school until upper secondary school and higher education such as the university folk high schools.

**Actors/Businesses**
A network of actors and businesses mapped from several sub-categories to be used for different kinds of projects.

Enterprising & creative behaviour
Learning through technology
Cooking & eating
Growing & energy
Making, constructing & repairing
Collaboration

**NGOs/Organizations/public institutions**
Already established institutions, recognized by the public with which the learning hubs can cooperate to build momentum.

**Local authorities**
Places within the city where decision making happens.

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**Strategic areas**

By mapping socio-economical differences in Umeå, the aim is to find out how areas in Umeå differ from each other in terms of background of the inhabitants, disposable income and level of education - to find out if there is a relation between opportunity, background and neighbourhood. From the statistics, three extremes are mapped out: **Umeå city centre**, **the University area** and the **Ersboda area**.

People living in and around **Umeå city centre** generally have a higher disposable income than other parts of Umeå although not necessarily attaining a higher education. I.e. Väst-Teg, one of the most central parts of Umeå, has one of the highest rates of low educated inhabitants of any area whilst still attaining an above average disposable income. Statistics also show that this area lack in diversity compared to other areas as most people are of Swedish decent. In **the University area**, people are generally very highly educated as most inhabitants are students, whilst attaining a very low disposable income. The area also shows a great deal of diversity, taking Ålidhem as an example, where almost half of the population are born outside of Sweden. The **Ersboda area** shows a very high percentage of low educated and non-working inhabitants and a below average disposable income. The statistics also shows that almost a third of the inhabitants of **East Ersboda** are born outside of Sweden.31

By adding up the statistics, one can see that there is an unequal relationship between opportunity, background and neighbourhood. The statistics shows that in the most prominent areas of Umeå (in and around **the city centre**) people are predominantly of Swedish decent, whilst areas with a higher rate of inhabitants born outside of Sweden (**the University area and the Ersboda area**) show higher rates of non-working inhabitants and low purchase power. By connecting these three areas through the implementation of local learning hubs, the aim of the urban implementation strategy is to lessen the effects of these differences. The city is fragmented and divided and the aim is to make it connected and networked.31

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31 GEOdata extraction tool
Areas with the most dense population of unemployed is predominantly far away from the city center or close to the university.

**UMEÅ**
- Not working: 120,777 inhabitants
- Medium income: 24% of the population
- Low purchase power: 10% of the population
- Low educated: 37% of the population
- Born outside of Sweden: 36% of the population
- High purchase power: 37% of the population
- High educated: 16% of the population
- Born in Sweden: 24% of the population

**Östra Ersboda**
- Medium income: 20,530 kr/m
- Low purchase power: 19,570 kr/m
- Low educated: 37% of the population
- Born outside of Sweden: 37% of the population
- High purchase power: 37% of the population
- High educated: 19% of the population
- Born in Sweden: 24% of the population

**Ålidhem**
- Medium income: 20,950 kr/m
- Low purchase power: 22,495 kr/m
- Low educated: 22% of the population
- Born outside of Sweden: 23% of the population
- High purchase power: 40% of the population
- High educated: 40% of the population
- Born in Sweden: 38% of the population

**Väst-Teg**
- Medium income: 24,715 kr/m
- Low purchase power: 23,715 kr/m
- Low educated: 22% of the population
- Born outside of Sweden: 22% of the population
- High purchase power: 40% of the population
- High educated: 40% of the population
- Born in Sweden: 38% of the population

**Population born in Sweden**
- Place (people):
  - 1. Tomtebo (3,571)
  - 2. Marieberg (2,740)
  - 3. Väst-Teg (2,619)
  - 4. Väst Pås tan (2,612)
  - 5. Ålidhem (2,601)
  - 6. Ör et a (2,580)

**Population born outside of Sweden**
- Place (people):
  - 1. Ålidhem (1,629)
  - 2. Östra Ersboda (908)
  - 3. Väst-Teg (261)
  - 4. Väst Pås tan (261)
  - 5. Ålidhem södra (583)
  - 6. Carlshem (600)
  - 7. Östra Ersboda (792)
  - 8. Berghem (564)

**Conclusions**

- **Households 20+ with low purchase power (0 - 155,482 kr/cu)**
  - Place (people):
    - 1. Ålidhem (1,471)
    - 2. Nydalahöjd (593)
    - 3. Östra Ersboda (538)
    - 4. Ålidhem södra (580)
    - 5. Carlshem (600)
    - 6. Östra Ersboda (792)
    - 7. Berghem (564)
    - 8. Tomtebo (514)

- **Households 20+ with high purchase power (30,721 + kr/cu)**
  - Place (people):
    - 1. Väst Pås tan (479)
    - 2. Ör et a (401)
    - 3. Väst-Teg (341)
    - 4. Ör et a (337)
    - 5. Grisbacka (329)
    - 6. Marieberg (309)

- **Population age 25-64 years with 3 years + university education**
  - Place (people):
    - 1. Ålidhem (1,284)
    - 2. Tomtebo (1,139)

- **Population age 25-64 years with 3 years pre-university education**
  - Place (people):
    - 1. Ålidhem (2,363)
    - 2. Nydalahöjd (773)
    - 3. Mariehem (583)
    - 4. Ålidhem södra (580)
    - 5. Carlshem (600)
    - 6. Östra Ersboda (792)
    - 7. Berghem (564)
    - 8. Tomtebo (514)
ÅLIDHEM

FACILITIES
1. Center building
2. Culture house Klossen
3. Dungen park
4. North Ålidhems School
5. Ålidhem culture & resource center
6. Return shop

- Important buildings
- Center
- Most public courtyards/pocket spaces
- Courtyards
- Parks
- Football field
- Main pedestrian/bicycle road
- Main car roads
- Spaces where the Urban Struggle week took place

N 1:10 000
3.3 Ålidhem

The project will focus on the development of one of the three areas, Ålidhem, as a pilot project that will later be adapted and connected to the other two areas. Ålidhem was constructed in the end 1970s as a part of the million program and is widely known as one of the biggest student areas of Umeå. However, the students only account for about half of the population in Ålidhem. The area has the most highly educated residents of any area in Umeå, although attaining a very low purchase power and a high percentage of non-working inhabitants. The area is very diverse, as almost half of the population is born outside of Sweden.32

Stronghold for popular movements

In the past, Ålidhem has been known to be a stronghold for city struggles, emancipatory processes and popular movements. The area used to host one of the biggest outdoor events in Umeå, a big party in association with the “brännbollsyran” rounders tournament that engaged thousands of people. The event has since moved to other locations, but still holds strong connections to the area.

In 1977 “the battle of the grove” took place, a protest for the municipality’s decision to cut down a grove in order to build a school despite several petitions from the residents. The protest started with a couple of school children throwing snow balls to scare away the forest workers but escalated quickly. At most, somewhere between 3-4000 people participated in the protest and occupied the site until the police managed to fence the area and build what is now the old Ålidhem school.33

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32 GEOdata extraction tool
33 http://aalidhem.se/historia/
In 2009, a vote was held concerning the future of the old youth club, located centrally in Ålidhem, and it was decided that the building would become a culture house, nowadays known as “Klossen”. The culture house is run by the organization “Studiefämjandet” who organizes activities such as dance, theatre, music and art as well as study circles and study spaces.\textsuperscript{34} The culture house has been very influential since its start in 2010. I.e. in 2014, during the culture capital year, a co-created park called “Dungen” was initiated in connection to Klossen. The opening event featured music on a self-built scene as well as an urban farming workshop and a crafts table to co-create more artefacts for the park.\textsuperscript{35} Since then several events have taken place in the park such as a construction day, a snow castle construction day and a planting day.\textsuperscript{36} In 2015, the urban struggle week (Stadskampsveckan) was held with Klossen and Dungen as the main point of departure. The main aim of the week was to start a movement of micro-commons. A micro-common is neither private or public – but common. Something that anyone can participate in from one’s own ability, similar in description to James Gee’s Affinity spaces, as described in chapter one. Examples of some of the events that took place during the week where i.e. a fika common - where everyone could bring something eatable to contribute to a big fika, a bike repair workshop - sharing knowledge to repair bikes together and a seed common - bringing seeds and sharing knowledge about planting and growing.\textsuperscript{37}

\footnotesize{\textsuperscript{34} http://aalidhem.se/historia/ \hfill \textsuperscript{35} https://www.facebook.com/events/1454442195764/ \hfill \textsuperscript{36} http://www.worldeventz.com/en/organizer/Dungen%20Aalidhem+gemansamma+park/45581939118248 \hfill \textsuperscript{37} https://alltatalla.se/umea/umea-stadskampsveckan-2015-dot-varae-for-allmanningarna}
### CULTURE HOUSE KLOSSEN
Most of the commons was arranged in or around the culture house Klossen in Ålidhem center.

- A plant and seed commons was arranged outside of Klossen.
- A freeshop was arranged at the 2nd floor of Klossen.
- A conversation about the city movements.
- Fika and clothes commons at culture house Klossen.
- Dungens one year birthday. A self-organized park outside of Klossen.

### GEOGRAFIGRÄND
Grill- and fika commons was arranged outside of the neighbourhood local at Geografigränd.

- 7 participants

### KANDIDATVÄGEN
Fika commons, as well as games and face painting was arranged in the big yard at Kandidatvägen.

- 9 participants

### STRÖMPILEN PARK
A bike repair workshop and a fika commons was arranged by the park in near strömpilen.

- 9 participants

### TOMTEBO
NEIGHBOURHOOD LOCAL
Fika commons, as well as games and face painting was arranged.

- 16 participants

### TANTTEATERN
Book commons was arranged at Tantteaten at Haga.

- 39 participants

### CULTURE HOUSE LOKSTALLARNA
A planting fest was arranged at the citizen driven culture house at lokstallarna at Haga.

- 84 participants
At the moment plans are undertaken to build a Biodome in Ålidhem at the initiative of EOS – Earth organization for sustainability, in co-operation with Klossen and the urban farmers (Stadsodlarna). The municipality has provided a park at “Ontologstråket” for the construction and placement of the dome which will be transferred from Nordmaling. The Biodome will give residents in Ålidhem the possibility to grow their own food during winter time.38

Given the areas rich history of popular movements and recent development of the area, combined with the culture house Klossens ability to build participation, Ålidhem is a particularly interesting area for the pilot project. The fact that diversity is a main pillar for creativity to flourish, argued by Mogensen and Florida in chapter one, also strengthens the potential for a pilot project in Ålidhem, given its very diverse composition of population.

38 https://www.facebook.com/events/2226950253864133/
3.4 Local implementation strategy

A local implementation strategy with minor variations for each area will be undertaken, building on the specific conditions of each community. The following implementation strategy is specific to Ålidhem and will have minor differences in the other two areas. Each phase of the local implementation strategy contains three stages.
INITIATION

Mediation
In the initiation phase, the first stage is mediation - building momentum with residents through already established NGOs/organizations. The aim is to internalize the project with the residents before the initiation of the actual learning hub. In the prior research, it was found that the Culture House Klossen has initiated similar processes in Ålidhem in the past and thus the project will work with Klossen in order to build momentum and participation from the local residents.

Research
The second stage of the initiation phase is research. The aim of this stage is to find out the needs of the residents and the already existing resources in the area. This stage will contain meetings, surveys, and seminars as well as several co-creation workshops preparing for the third stage of the phase. Both residents and local students will be invited to participate at this stage and research will be conducted in cooperation with students from closely located Ålidhem school (Ålidhemsskolan) as part of their studies.

Building the learning hub
The third stage of the initiation phase is building the learning hub with the help of the residents. The learning hub will be constructed from a modular system made with CNC technology (computer numerical control) which will be made easy to put together by the residents. A site is proposed, facing Klossen and framing the co-created park Dungen. Students and teachers from the school of architecture and the faculty of design at the arts campus will be invited to be a part of the building process as a part of their studies, as well as people working at Sliperiet who have expertise in CNC technology. The local actor Bostaden, who owns most of the apartments in the area and has expertise in construction processes will supervise the building phase.
Implementation

Project incubation
The second phase of the strategy is the implementation phase. Once the learning hub is built, the first stage of the implementation phase is the incubation stage. The learning hub team works as facilitators to incubate residents and student projects around the neighbourhood by connecting people with each other and project specific actors to build learning networks.

Functional spaces
The second stage is finding functional spaces. By finding spaces in and around the neighbourhood to host the projects, the aim is for them to further develop on their own and spread around the community. In Ålidhem there are several neighbourhood locals that can be used for free by the residents. These have been used to host micro-commons during the urban struggle week. Ålidhem also has a surplus of courtyards, parking lots and garages which could be used to host different kinds of projects. There are two facilities of interest to cooperate with in Ålidhem, the centre building and the old Ålidhem school, now hosting a family centre. The centre building has several cafés and restaurants that could also be used for other things such as lecture or co-working spaces.

Participatory ecosystem
The third stage is the creation of a participatory ecosystem. As momentum is building up and more and more projects are being created, a participatory ecosystem of projects is created with vast opportunities of different projects for people to participate in.
SCALING & FUNDING

Broaden mediation
The third phase of the strategy is the scaling and funding phase. The first stage of this phase is to broaden mediation to go beyond the realms of the community and to transcend into the city scale. When the spread of the project has gotten a good foothold, an ecosystem of projects has been established and participation is high, the project will have good leverage to initiate mediation with city planners, politicians and the municipality.

Funding opportunities
Once mediation has broadened, the second stage will be to find funding opportunities. In order to be able to sustain the projects in the long run and in order to construct new spaces that will further develop the projects, funding opportunities need to be found. These can vary depending on the project. Local businesses who want to invest in a specific project as well as the municipality and Bostaden could be potential investors.

Construction of new spaces
The third stage of the scaling and funding phase is the construction of new spaces. The new spaces will host new productive, collaborative projects that have sprung from the second phase, thus transforming the neighbourhood through architecture that empowers the individual. The new spaces will use the same modular CNC construction technology as the learning hub. Construction is proposed in vacant spaces, left over strips and on over sized parking lots.
A hypothetical example of an incubation process starting with a residents’ interest in learning how to grow your own vegetables which through broadened mediation gets spatial features in form of a food incubator and public allotment gardens.

**INCUBATION**

The learning hub team incubates projects in the neighbourhood by encouraging citizen to drive their own projects.

**WORKSHOP IN GROWING**

A workshop in growing your own produce is held at the learning lab, inviting other people with an interest.

**FINDING SPACES TO GROW**

Growing in courtyards and left-over spaces and continuously building participation through the learning hub.

**BUILDING SPACES**

Potential for a collective farm, food incubator and public allotment gardens to develop from the project.

What kind of project would you like to see in your neighbourhood?

I would like to see more spaces for growing your own vegetables.
5.1 Overview

The design phase of the project will focus on the proposal for
the learning hub in Ålidhem which will contain suggestions for
a specific program as well as the design of the modular CNC
construction system. The main idea of the learning hub is to
work as a building catalogue to inspire the residents and show
the possibilities of the construction system as well as provi-
ding public spaces that will aid the incubation process.

4.2 Catalyst project

The catalyst project is meant to kick-start participation and
should build on the specific needs and recourses of the area.
It could thus look different in different areas, and the catalyst
project of Ålidhem is not so much of a single project as it is
a mix of different enabling spaces. As concluded in previous
parts, the residents of Ålidhem are mainly highly educated
and residents with low purchase power. Thus, the spaces of
the learning hub will focus on creating meetings between
residents which aims to spread their knowledge whilst bette-
ring their financial situation. The main focus of the Ålidhem
learning hub is learning from others, repairing, building on
your own and cooking & eating.
4.3 Program
Learning from the DIY initiative and prior activities performed by Klossen, the aim of the program for the learning hub is to provide certain empowering technologies to be made public. The program consists of the following:

Repair café
The main idea of the repair café is to offer a welcoming space in connection to the incubation area whilst hosting a set of empowering technologies. Learning from prior activities in the area, such as the bike repair workshop held during the urban struggle week, combining a café with the ability to repair would be a good way to boost learning around repairing. Given the fact that residents in the area have very low purchase power, this mutual learning space could benefit as recourse. A public tool library will enable people to come to the café to repair their gadgets together with peers. By providing a community kitchen, there is also an opportunity to boost learning around cooking and food.

Exhibition
This area will work as an inspiration, hosting gadgets created in prior projects. Over time, it will be filled with more and more artefacts from different projects.

Incubation area
The space should feel open and welcoming to everyone and contain spaces for creative working and prototyping of projects. It should also contain smaller meeting rooms for more private conversations, as well as classrooms/workshop spaces for larger gatherings. An important feature of the incubation space will be to offer a view over the community, a different viewpoint for people who are perhaps not used to look at maps.

Urban factory
This space will host CNC-machines for the residents to use when new spaces need to be created – a space to incubate new constructions around the community. It could also be used to create smaller things such as furnitures or artefacts to be placed around the urban commons.

Flex space
A large space to be used for different events such as lectures and performances.

Including
Community kitchen, tool library

Spatial inputs: Flexible

Spatial inputs: Flexible, enable a view over the community

Spatial input: Large span

Storage, meeting rooms, class rooms/workshops spaces, administration
5.4 Design process

The main idea of the modular CNC system is to create a versatile, flexible construction system that can easily grow and shrink in order to provide quality spaces for further development of the participatory projects.

The module

An equal triangular module of 4x4 meters is proposed. The triangular shape is extremely flexible, and can be combined in numerous ways to create different spatial qualities. In the smallest instances of the program, the 4x4 unit should be sufficient in size for a small room containing i.e. an office, a meeting room or a studio. It will be possible to establish a pillar free space with up to four combined modules, giving a total of 8x8 meters.
The building process

A structural ground floor is built first, establishing a grid in the terrain which can be determined from the surroundings such as trees and roads. In this phase, a city planner will be the link between the residents and the municipality to overlook the process. From the ground floor, structures can later rise floor by floor from the grid established in the first phase. The building thus becomes a process that can grow and shrink depending on the demand of the residents.
**Vertical connections**

A triangular spiral stair that fits in the size of one 4x4 meters module is proposed for vertical connections. The stair can be produced using the same CNC-technology, printing out the steps layer by layer.

DRAWING TO BE ADDED
Spatial features

The program of the learning hub proposes several different shapes to form different spatial features that can be applicable to different spaces.

**Tower**
Offers a space that extends vertically that may offer a view over the community.

**Dome**
Offers a space where larger spans are needed for flexibility.

**Small light intake**
Can be combined with a single module of 4x4 meters in order to create a small light intake.

**Big light intake**
Can be combined with a combined triangle of 8x8 meters and is thus more suitable for larger spaces.
5.5 Learning hub proposal

DRAWING TO BE ADDED
5.6 Community Proposal

DRAWING TO BE ADDED
5.7 Urban Proposal

DRAWING TO BE ADDED
CONCLUSION

The strategy of this master thesis aims to offer an approach to architecture and city planning that builds on a perspective that has the residents’ needs in first hand. Creative society was meant to liberate us and allow everyone to pursue their own happiness but in reality we are working more and more and only a few profit. Cities are being planned as companies competing for tourists, investors and to attract the creative class rather than to nurture the creative capacities of its already existing inhabitants. There is an unequal relationship between opportunity, background and neighbourhood and by creating frameworks that emphasises experimentation the aim is to create equal opportunity for everyone and to increase the subjectivity of each individual. By using bottom-up strategies that start from the needs and wants of the individual and the collective this could be achieved.

Building networks between residents and actors will make the city more connected and less fragmented. By incubating the residents’ own projects in the city in the name of participation and knowledge exchange new bonds will be forged that will strengthen the opportunities, both for the individual and the collective. The learning hubs will offer a platform for these processes to take place, whilst offering enabling spaces and the CNC construction system will allow for the city to be planned in a more organic way by offering flexibility to the residents’ own projects. Society should exist for the sake of the individual – and not the other way around and this strategy will allow for a society that develops both from the needs of the individual and the collective.
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