

# REFORM TO MUTUALISM

a beneficial action in the historical heart of Bergen

DIPLOMA<sup>PROGRAM</sup>

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Gustavo M. Majewski

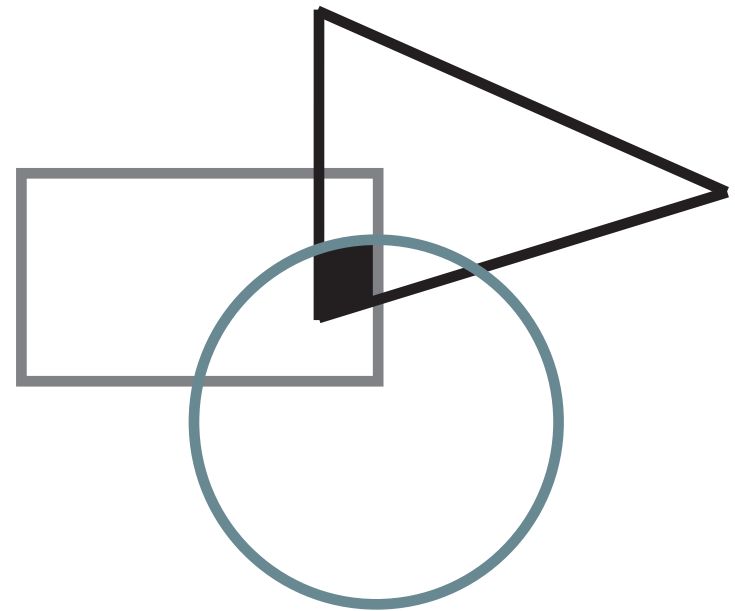
Hillevi Nilsson

2020

'The quality of including many different types of people and treating them all fairly and equally'.

Definition of inclusiveness  
Cambridge Dictionary

MULTIPLE LAYERS



Project Logo

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## INCLUSIVE

An inclusive city should include all citizens and visitors, even those outside of the margin. It should offer freedom and invite to activities where the citizens can develop. It should also work with equality and try its best not to segregate socioeconomic classes.

An inclusive city needs to tackle diversity and teach people how to live with strangers. Hence, it needs to offer a variety of places and spaces, outdoor and indoor, preferably free from cost. It should be fitted for all ages, genders, cultures, ethnicities and physical abilities. Besides, it should be able to welcome visitors and newcomers. Ideally, people should feel free and be able to identify themselves with some part of the public space.

An inclusive city should offer democratic space and more area for collective infrastructure and pedestrians. The design of an inclusive city must be dependent on for example: what country, what climate zone, what dominating political power/ religion/ culture, what scale of the city, what geographical conditions/ landscape, how many inhabitants? Conclusively, due to that the World is under constant change, the way we deal with inclusion must change over time.

## KEY WORDS

**Process**  
noun

a series of actions or steps taken in order to achieve a particular end

**Time**  
noun

the indefinite continued progress of existence and events in the past, present, and future regarded as a whole

**Identity**  
noun

the fact of being who or what a person or thing is

**Friendly**  
adjective

kind and pleasant

**Inclusivity**  
noun

the practice or policy of including people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of minority groups

**City**  
noun

Is a geographic plexus, and economic organization, an institutional process, a theatre of social action, and an aesthetic symbol of collective unity." L. Mumford

**Carpet**  
noun

a floor covering made from thick woven fabric

**Neighbourhood**  
noun

a district or community within a town or city

**Interaction**  
noun

communication or direct involvement with someone or something

**Universal Design**  
adjective

the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability

## NEW DESIGN PARADIGMS

The use of Universal Design intertwined with new concepts such as friendly city, and the smart city can improve the participation and the quality of life of people, regardless of their age, size, ability or disability.

These paradigms, intent, from starting points and different measures, to contribute to the achievement of structures and services that support productivity and well-being. We should bring and add these concepts as well as the actions they entail and take advantage of their synergies to promote and improve accessibility and common quality of life in cities.

Social values and recreational opportunities naturally emerge when accessibility is reinforced. It creates the pre-conditions for strengthening all forms of social activities in the city space as well as contact between people.

Universal Design, Friendly city and Smart city, are promising concepts, that consider how cities need to be transformed for the future.

Cities must provide structures and services that support the well-being and productivity of their residents. That requires supportive environments that facilitate compensation for personal (physical, cognitive...) and social changes, associated with the different conditions and stages of life.

Architects are not the only ones who must have those responsibilities. It must be seen as an interdisciplinary approach.

Social Anthropology, Gustavo M. Majewski

## INCLUSIVE CITY

To create inclusive cities, we should strive for equality among income and socioeconomic class. We should make sure that spaces and built form are designed to give something to everybody (independent of physical capacity, class, ethnicity, age, gender, etc.). That diverse groups of people feel the equal right to the use of space.

We are billions of people on our planet and must have just as many different opinions and preferences - so to please everyone's needs would be impossible. Hence, some spaces could benefit from being designed for more specific user groups. We should also make sure that we design cities that leave possibilities for changes in the future.

The public space is essential in the city - therefore, we should require that it has good quality. It should not matter where in the city people live - everyone should have equal access to a good and valuable space.

Finally, we must ensure that people's right to freedom also include people's right to free use of public space (as long as it is not harmful and transgress laws) since loose space can play a vital role in people's will to be a part of the city.

The public space should not force people to identify themselves with everyone, but make people accept that other humans use the same space. Therefore, we should create respect for each other's diversity and recognise that we share the same city. Cities of the future are dependent on that we work towards more equal societies.

Social Anthropology, Hillevi Nilsson

## ABSTRACT

Vågsbunnen is the most central area of Bergen and was the heart of the city in the medieval past. However, historical factors and the many fires have caused open wounds in the charming structure of the small medieval area. These wounds have generated that some empty spaces with unclear use. Furthermore, there are some abandoned buildings that together with the empty spaces create "urban voids". Nonetheless, several festivals, markets and restaurants have demonstrated the potential of this historic neighbourhood as a meeting point and urban space. We therefore see the opportunity to investigate further the potential of these voids.





"Urban Voids"

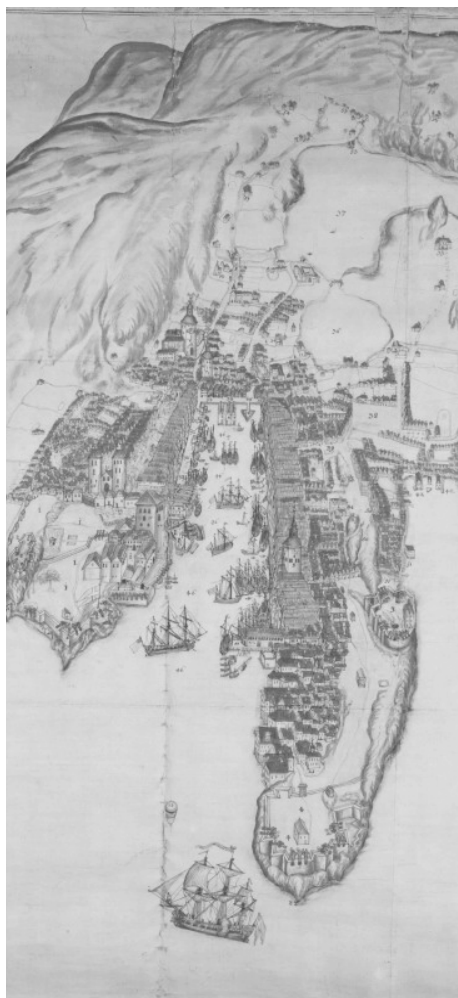
## HISTORY OF VÅGSBUNNEN

Vågsbunnen means "the bottom of the wave" and refers to the fact that it is the bottom of the bay called Vågen (the wave). The bay of Vågen was historically more significant, and during the 13th century, landfill of the area of Vågsbunnen started.

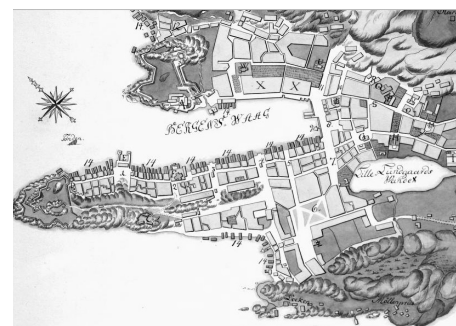
Due to the closeness to the water, the area was characterized by trade, handicraft and residential settlement. The Hanseatic trade made it an international area with shoemakers, originally from Germany, as the biggest handicraft unit. Shoemakers continued to dominate the area during the whole medieval and have today given name to one of the streets: Skostredet.

During the fire 1702, Vågsbunnen suffered from destroyed houses and most of them were built up again. During the 18 -19th century, more landmass was filled out, and the square was moved to the harbour - today's Fisketorget (fish market). Moreover, during the 19th century, the typologies started to change, and some bigger brick houses were built.

In this period, the area became the centre for the banks. Despite the fire and changes of typologies, the characteristics of the medieval are present in today's streets; one can see the narrow streets and the typologies.



Bergen 1740



Bergen 1730, 1740, 1768



Bergen 1950

## REFORM TO MUTUALISM

A beneficial action in the historical heart of Bergen

### WHERE

The project is situated in the centre of the Norwegian city Bergen, in a neighbourhood called Vågsbunnen. The compact area of Vågsbunnen was once the heart of the city in the medieval past, with short walking distances, squares and markets. This is where life happened-supported by the functions as the centre of trade and craftsmanship.

Today, the structure is still possible to read with its narrow streets and organisation of the typologies. The human scale that remains in Vågsbunnen reminds us of a past - when urban areas grew gradually, based on the functions they hosted and were planned for people.

Furthermore, Vågsbunnen has some abandoned buildings and spaces with unclear use, like the quarter of Hans Tanks and its two empty school buildings. This specific quarter draws our attention to the creation of urban void, treated with carelessness and lack of respect towards its history.

The quarter of Hans Tanks consists of two separated backyards. The first one was once a public schoolyard that is now only accessible as parking for the private owner of the school. The second one is an alternative backyard, hosting both formal and informal cultural events, and function as an essential tempo-

rary space for many residents and visitors in the area. Nevertheless, the access is not clear due to that space is surrounded by fences and barriers.

Additionally, the streets surrounding the quarter of Hans Tanks, has a lot of cultural institutions, which functions as essential drivers in the city. Also, the area offers some activities during different times of the day; mostly related to commercial shopping, bars and eateries. Nevertheless, there is a lack of accessible space, especially for a more extensive diversity of users.

#### WHY

Globally, the inner centre of cities are exposed to a higher amount of privatisation and are being bought up by investors and speculators. This also applies to the area of Vågsbunnen, where a few real estate investors are the owners of several blocks. The risk of a privatised centre is that it will segregate people and only let a limited amount of people use the space. In times when cities become denser and more populated, it becomes even more crucial that significant central areas do not become inaccessible and only occupied by private owners.

Moreover, the owners have started a process of building another exclusive luxury hotel in the empty space next to the Hans Tanks school, that will close the access to the more temporary courtyard. Since it is the presence and density of people that make a city, we see an urgent need of discussing what

a hotel should give for the city, in this historic spot.

Since the new development ideas from the owner treat to eliminate the distinctive atmosphere and the cultural life that exist in the quarter, we see the need to open up the two backyards of Hans Tanks Kvartalet to the public and create access through the proposed hotel, by starting to remove barriers. When letting people use the space, we can make sure that no economic - or social barrier is stopping people from having access to the historical heart of Bergen. With better accessibility, people will be able to physically move freely inside the yard, as well as strengthening the social, economic and ecological aspects of inclusivity.

Additionally, applying the concepts of universal design it will include groups that otherwise would not be able to use the space. The intention to open up the backyard is first and foremost to give access to people who live and work in the neighbourhood, and for those who take part in the programs and activities offered in the surrounding buildings. Secondly, space is for those who temporarily visit the area and for those who are curious to explore it.

Lastly, we see the opportunity to connect our project to the cultural drivers in Vågsbunnen. By doing this action, we strive to achieve a cultural platform, that with its publicness will reach out to people that otherwise would not be able to use the space.

## WHAT?

This project aims to investigate and explore the potential of Hans Tanks Kvartalet, as an inclusive and friendly quarter of Bergen. The intention is to open up the two former backyards for public use and to reinforce interaction between people since Vågsbunnen demonstrates the potential as a meeting point and urban space.

Therefore, the main idea is to turn the interior courtyard inside-out, making the activities and programs of the surrounding buildings turn towards the yard. This will cause that the buildings have no backsides and the yard will be activated into an urban square.

Moreover, the empty school buildings will get a public program in the shape of a cultural platform, connected to the existing cultural drivers and existing programs in Vågsbunnen. Consequently, the project aims to include groups and ages that are not included in the present situation.

## HOW

First of all, we want to apply the concepts and conclusions of our essays into analysis and the design. (Inclusive City, Friendly City and Universal Design). To transform our thoughts into physical form, we need to make hierarchies of what is essential and then start to experiment with models, drawings and maps. We will then test the findings on different scales.

Secondly, we will use a variety of methods

while working on our project. This will be done by studying Vågsbunnen and Hans Tanks Skole in relation to the context. We want to work with inclusion in various scales: both urban and human.

By understanding the needs of Vågsbunnen, and looking deeper into the historical and programmatic change of space and activities, this project will go deeper into the activation of the urban void of Hans Tanks Videregående Skole. The area of the school will be used as a case study of how to activate the neighbourhood.

By opening the backyards to the public and adding a public program in the former school buildings, we make sure that the area is preserved and will continue to be public in the future. When doing this, the space needs to be renegotiated in terms of ownership, between the public and private. By maintaining the quarter and amplifying accessibility, both the private owners, the local neighbourhood and the municipality will gain from getting an improved quality of this central and historically significant site. Also, it is a way of retaining the historical value of the particular environment and strengthening the existing qualities of Vågsbunnen.

The first action in the design phase is to remove the barriers from the backyards space. This will create an attraction and destination, and make sure that space is planned for people. The second action

is to work with urban carpet and greeneries. Thirdly, some public elements will be added. The last is to start the rehabilitation of the school buildings and to add the new programs inside.



The historical heart of Bergen



Bergen 2020





Site photos

Site photos

## METHOD

We aim to use a variety of methods while working with our project. First of all, we want to apply the concepts and conclusions of our essays into the design. (Inclusive City, Friendly City and Universal Design). To transform our concepts into the design, we need to make hierarchies of what is important and then start to experiment with models and drawings.

Secondly, we want to work with inclusion in different scales: both urban and more human scale. This will be done by studying Vågsbunnen and its "Urban Void" in relation to the context.

Thirdly, we will try to apply a variety of analysing and research methods, for example, different kinds of mapping, collections of data, reading, and interaction with the neighbourhood.



## APPROACH THROUGH SCALE

### Macro

Create urban strategies for how to strengthen the connection to the landscape and the surrounding city.



### Meso

Analyse the positive and negative aspects of the area. Define potential qualities in the neighbourhood and evaluate how to use them in a more inclusive design.



### Micro

Investigate how inclusivity and friendliness can be strengthened for the human dimension by using concepts as Universal design and Inclusive city.

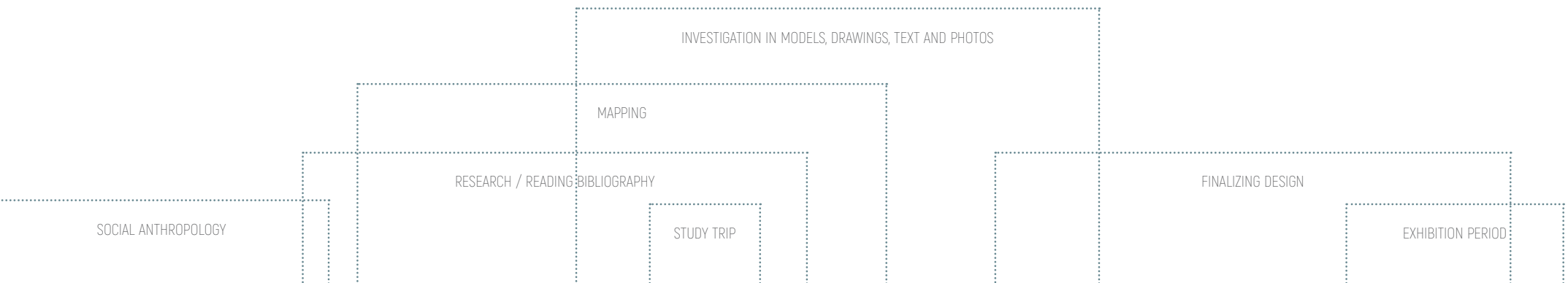


CONCEPT MODEL



CONCEPT MODEL





JANUARY		FEBRUARY		MARCH		APRIL		MAY		JUNE	
06-07	Clearance Meeting	06	Diploma Program	05-06	Second Presentation	06-13	Easter	01	Labour Day	01-24	Exhibition
09-20	Social Anthropology	06-07	DAV	06	DAV	21	Sustainability	11-12	External Review	11-12	DAV
27	Landscape Workshop			12	Structural Design	23-24	Third Presentation	21	Ascension Day	15	Project Description
28-29	Writing Workshop			13	Sustainability	25-26	DAV	21-22	DAV	18	Exhibition Preview
30-31	Essay Presentation			15-22	Study Trip			29	Final Review	26	Rest and Prepare
				23	Climate and Building					27-29	Exam
				26-27	DAV					30	Consensus Meeting

THIS WAS THE TIMELINE WE MADE BEFORE THE CORONA LOCKDOWN. SEE REFLECTION ON NEXT PAGE.

## REFLECTION

During the corona lockdown of the Bergen School of Architecture, that started on the 12th of March, we tried to stick to the timeline that we created in January. Due to the circumstances of working from home, we had to make some other decisions and choices.

At the time of the lockdown, we were supposed to start with different kinds of social mapping of the area of Vågsbunnen. Also, one of our main ideas was to interact with people who live in the area. Nevertheless, with the restrictions that applied, we faced some difficulties in interacting with people. We, therefore, chose to do the analysis from our observations on-site, without interacting and through readings, rather than with, for example, interviews.

In this period of working from home, we focused on learning other ways of presenting our work online. We also had an extensive period of working with analysis and research.

Furthermore, at the time of the lockdown, we were just in the state of starting with model work. Since none of us had good enough tools to build the site models at home, we started with models first when we were back in school, at the end of April.

## GUSTAVO MACHADO MAJEWSKI

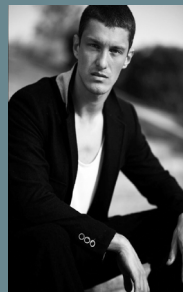
### RÉSUMÉ

#### EDUCATION

- 2018-20** Bergen School of Architecture (BAS)- Norway. Master in Architecture, with depths in Universal Design
- 2015-18** Universitat Internacional de Catalunya - Spain. Bachelor of Science in Architecture
- 2015-16** 3D Cube Animation Professional Institute - Spain. Master's in Development and project Coordination with BIM
- 2013-15** Universitat Politècnica de Catalunya (UPC) - Spain. Bachelor in Energy Engineering (NOT COMPLETED)
- 2012-13** EFTI - Madrid. Course in Visual Arts and Personal Project - Spain. Professional Photographer
- 2007-10** Uniwersytet Jagielloński w Krakowie - Poland. Bachelor in International Relations

#### EXTRA CURRICULAR ACTIVITIES

- summer 2017** Taller vertical 2017 - Competition - Museo de Arte Contemporáneo de Barcelona - MACBA, Spain
- winter 2019** ERASMUS+ Workshop - Society in Motion: Everyday commuting about Liechtenstein. Vaduz, Liechtenstein



#### CONTACT

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+47 413 09 091  
e-mail: mieszkoi@hotmail.com

#### ADDITIONAL SKILLS

Acoustic Guitar and Piano Instructor  
Sommelier and Food Pairings Certificate  
Authorization for Piloting Motor and Sailing Boats up to 12 meters  
PC and MAC user  
Photoshop - Illustrator - InDesign - AutoCad - Revit - Solidworks

#### PORTFOLIO EXCERPTS

		ECTS
<b>AUTUMN 2019</b>	Bergen School of Architecture Complex Context: The age friendly-city	30
<b>SPRING 2019</b>	Open Space: Inclusive Spatial Practice	30
<b>AUTUMN 2018</b>	Open Form: New Wood	30
<b>2015-18</b>	Universitat Internacional de Catalunya Bachelor of Science in Architecture	180

#### LANGUAGES SPOKEN

+++++	Portuguese	+++++	English
++++	Polish	++++	Italian
+++++	Spanish	+	Norwegian
++	Catalan		

## HILLEVI NILSSON

### RÉSUMÉ

#### EDUCATION

- 2014-20** Bergen School of Architecture (BAS)- Norway. Master in Architecture
- 2018-19** Lund University (LTH) - Sweden. Exchange year in architecture and urban design
- 2013-14** Royal Institute of Technology (KTH) - Sweden. Preparation year in architecture, planning and building technique
- 2012-13** Stockholm University - Sweden. Business Administration

#### EMPLOYMENT

- 2014-** Illums Bolighus  
Shop assistant
- 2017-18** Indutrade  
Receptionist and assisting management
- 2014-20** Tehuset Java  
Shop assistant
- 2007-13** Skansens Pottery  
Shop assistant



#### CONTACT

Hillevi Nilsson  
e-mail: hilnil@student.bas.org

#### PORTFOLIO EXCERPTS

		ECTS
<b>AUTUMN 2019</b>	Bergen School of Architecture Complex Context	<b>30</b>
<b>SPRING 2019</b>	Lund University, LTH Urban Shelter Urban Shelter - Theory Interior Architecture and Furniture design	<b>60</b> 15 7.5 7.5
<b>AUTUMN 2018</b>	Sustainable Urban Recycling Urban Recycling - Theory and Method Human Environmental Frames	15 7.5 7.5
<b>2014-17</b>	Bergen School of Architecture Bachelor (three years of architecture study)	180

#### LANGUAGES SPOKEN

+++++	Swedish	+	French
+++++	Norwegian	+	Portuguese
+++++	English		



# DIPLOMA

PROGRAM

APP Cristian Stefanescu  
DAV Hedvig Skjerdingsstad

2020